Australian Government

SIS10 Sport, Fitness and Recreation Training Package

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SISOTBR507A Instruct advanced off-highway motorcycling skills....3327
SISOVTR301A Perform vertical rescues....3338
SISOVTR402A Perform complex vertical rescues....3345
SISOVTR403A Instruct vertical rescue....3353
SISOWWR201A Demonstrate self rescue skills in white water....3362

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SISOWWR302A Demonstrate white water rescues and recoveries....3367
SISOWWR403A Perform complex white water rescues and recoveries....3374
SISOWWR404A Instruct white water rescue....3381
SISOYSA201A Demonstrate basic sailboarding skills in controlled conditions....3391
SISOYSA302A Apply enhanced windsurfing skills in moderate conditions....3399
SISOYSA303A Use a sailboard in stronger winds....3407
SISOYSA404A Use long boards in difficult conditions....3416
SISOYSA405A Use short boards in difficult conditions....3424
SISOYSA406A Instruct windsurfing....3432
SISOYSB201A Demonstrate basic skills to sail a small boat in controlled conditions....3441
SISOYSB302A Sail a small boat in light to moderate conditions....3449
SISOYSB403A Sail a small boat in moderate and variable conditions....3457
SISOYSB404A Instruct small boat yachting....3464
SISSAFL201A Perform the intermediate skills of Australian Football....3472
SISSAFL202A Perform the intermediate tactics of Australian Football....3479
SISSAFL203A Participate in conditioning for Australian Football....3487
SISSAFL304A Perform the advanced skills of Australian Football....3494
SISSAFL305A Perform the advanced tactics of Australian Football....3501
SISSAFL406A Teach the intermediate skills of Australian Football....3509
SISSAFL407A Teach the intermediate tactics of Australian Football....3520
SISSATH201A Teach the fundamental skills of athletics....3532
SISSBSB201A Teach fundamental basketball skills....3541
SISSBSB202A Teach fundamental basketball tactics and game strategy....3552
SISSBSB303A Teach intermediate level basketball skills....3566
SISSBSB304A Teach intermediate level basketball tactics and game strategy....3577
SISSCGP201A Apply legal and ethical coaching practices....3591
SISSCGP202A Reflect on professional coaching role and practice....3599
SISSCGP303A Coach junior players to develop fundamental perceptual motor skills....3604
SISSCGP304A Coach junior sports players....3610
SISSCGP305A Plan coaching programs for junior sports players....3618
SISSCGP306A Customise coaching for special needs groups....3624
SISSCGP307A Implement selection policies....3632
SISSCGP308A Provide drugs in sport information....3639
SISSCGP309A Develop nutritional strategies....3645
SISSCGP310A Support athletes to adopt principles of sports psychology....3652
SISSCGP411A Work with officials....3659
SISSCGP412A Implement recovery programs....3664
SISSCGP413A Implement a talent identification program....3671
SISSCGP414A Implement water based training programs....3678
SISSCGP515A Establish selection policies....3684
SISSCKT201A Perform the intermediate skills of cricket....3690
SISSCKT202A Perform the intermediate tactics and strategies of cricket....3696
SISSCKT303A Participate in conditioning for cricket....3702
SISSCKT304A Perform the advanced skills of cricket....3708
SISSCKT305A Perform the advanced tactics and strategies of cricket....3714
SISSCKT306A Teach the intermediate skills of cricket....3720
SISSCKT307A Teach the intermediate tactics and strategies of cricket....3729
SISSCKT408A Teach the advanced skills of cricket....3739
SISSCKT409A Teach the advanced tactics and strategies of cricket....3748
SISSCNO201A Perform the intermediate skills and tactics of canoeing....3758
SISSCNO302A Teach the intermediate skills and tactics of flatwater canoeing....3765
SISSCNO303A Teach the intermediate skills and tactics of whitewater canoeing....3774
SISSCNO304A Teach the intermediate skills and tactics of canoe polo....3784

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SISSCNO305A Perform the advanced skills and tactics of canoeing....3793
SISSCNO406A Teach the advanced skills and tactics of flatwater canoeing....3801
SISSCNO407A Teach the advanced skills and tactics of slalom canoeing....3811
SISSCOP201A Prepare a pre or post event meal....3821
SISSCOP202A Develop a personal management plan....3825
SISSCOP203A Develop a travel and accommodation plan....3831
SISSCOP204A Develop personal media skills....3835
SISSCOP205A Develop a personal financial plan....3841
SISSCOP306A Prepare a sponsorship proposal....3846
SISSCOP307A Manage personal finances....3853
SISSCOP308A Model the responsibilities of an elite athlete....3859
SISSCOP309A Design an athlete's diet....3867
SISSEQS301A Demonstrate basic dressage, show jumping and cross-country riding....3872
SISSEQS302A Demonstrate basic dressage and show horse skills....3881
SISSEQS303A Teach the fundamental skills of riding....3891
SISSEQS404A Teach the intermediate skills of riding on the flat....3901
SISSEQS405A Teach the intermediate skills of riding over fences....3911
SISSGLF201A Perform the A Grade skills of golf....3922
SISSGLF202A Apply the A Grade tactics and strategies of golf....3929
SISSGLF203A Interpret and apply the rules of golf at the A Grade level....3936
SISSGLF304A Perform the advanced skills of golf....3941
SISSGLF305A Apply the advanced tactics and strategies of golf....3948
SISSGLF306A Interpret and apply the rules of golf at the advanced level....3955
SISSGLF307A Participate in conditioning for golf....3961
SISSGLF508A Teach the advanced skills of professional golf....3968
SISSGLF509A Teach the advanced tactics and strategies of professional golf....3977
SISSGLF510A Fit and alter golf equipment....3988
SISSGLF511A Develop and manage junior development programs in golf....3995
SISSGLF512A Manage the structure and facilitation of golf competitions and tournaments....4001
SISSGLF513A Manage on course golf retail operations....4007
SISSGYN201A Teach fundamental gymnastic skills....4014
SISSGYN302A Teach fundamental gymnastics skills for infants....4022
SISSMAR201A Teach the intermediate skills of martial arts....4030
SISSMAR402A Teach the advanced skills of martial arts....4039
SISSMAR503A Teach the high performance skills of martial arts....4048
SISSNTB201A Use intermediate level netball skills....4058
SISSNTB202A Use intermediate level netball tactics and game strategy in netball play4066
SISSNTB203A Participate in conditioning for netball....4074
SISSNTB204A Teach foundation netball skills....4082
SISSNTB305A Use advanced level tactics and game strategy in netball play....4093
SISSNTB306A Use advanced level netball skills....4101
SISSNTB407A Teach intermediate level netball skills....4109
SISSNTB408A Teach intermediate level netball tactics and game strategy....4121
SISSOGP301A Conduct games or competitions....4134
SISSOGP402A Conduct a fitness and recovery program for officials....4142
SISSRGL201A Use intermediate level Rugby League game skills....4149
SISSRGL202A Use intermediate level tactics and game strategy in Rugby League play4157
SISSRGL203A Participate in conditioning for Rugby League....4166
SISSRGL204A Teach the skills of Rugby League for modified games....4174
SISSRGL305A Use advanced level Rugby League game skills....4186
SISSRGL306A Teach intermediate level Rugby League game skills....4195
SISSRGL307A Teach intermediate level Rugby League tactics and game strategy....4207

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SISSRGL308A Use advanced level tactics and game strategy in Rugby League play 4221
SISSRGL409A Teach advanced level Rugby League game skills 4230
SISSRGL410A Teach advanced level Rugby tactics and game strategy 4243
SISSRGL511A Teach high performance Rugby League game skills.....4258
SISSRGL512A Teach high performance Rugby League tactics and game strategy 4272
SISSRGU201A Perform foundation level Rugby Union skills.....4287
SISSRGU202A Perform foundation level Rugby Union tactics and strategies.....4293
SISSRGU203A Participate in conditioning for Rugby Union 4300
SISSRGU204A Officiate junior level Rugby Union.....4307
SISSRGU205A Officiate local or district level Rugby Union.....4314
SISSRGU306A Perform advanced level Rugby Union skills.....4321
SISSRGU307A Perform advanced level Rugby Union tactics and strategies 4327
SISSRGU308A Teach Rugby Union tactics and strategies at a foundation level 4334
SISSRGU309A Teach Rugby Union skills at a foundation level 4344
SISSRGU410A Officiate advanced level Rugby Union 4354
SISSSAI301A Teach the basic tactics and strategies of sailing.....4361
SISSSAI402A Teach the advanced tactics and strategies of sailing 4370
SISSSOC301A Perform advanced level soccer skills.....4381
SISSSOC302A Perform advanced level soccer tactics and strategies 4388
SISSSPA301A Coordinate regional touring athletes 4395
SISSSPA402A Coordinate international touring athletes.....4403
SISSSPA403A Administer a team or group 4411
SISSSPA404A Implement accreditation and registration systems.....4418
SISSSPA505A Coordinate team or group management 4425
SISSSPA506A Coorindate team or group administration 4431
SISSSPA507A Develop volunteer management policies.....4438
SISSSPT201A Implement sports injury prevention 4443
SISSSPT302A Provide initial management of sports injuries 4450
SISSSPT303A Conduct basic warm-up and cool-down programs.....4457
SISSSPT304A Tape ankle, thumb and fingers.....4464
SISSSPT305A Support sports injury management 4470
SISSSPT306A Deal with medical conditions in a sport setting.....4476
SISSSPT307A Conduct advanced taping.....4483
SISSSQU201A Teach the fundamental skills of squash 4490
SISSSQU202A Teach the basic tactics and strategies of squash 4499
SISSSQU303A Teach the intermediate skills of squash 4509
SISSSQU304A Teach the intermediate tactics and strategies of squash 4518
SISSSTC301A Instruct strength and conditioning techniques 4528
SISSSTC402A Develop strength and conditioning programs.....4536
SISSSUR201A Teach the basic skills of surf life saving 4545
SISSSUR202A Officiate beginner level surf life saving competitions 4554
SISSSUR303A Teach the intermediate skills of surf life saving 4561
SISSSUR304A Officiate intermediate level surf life saving competitions.....4569
SISSSUR405A Teach the advanced skills of surf life saving.....4577
SISSSUR406A Officiate advanced level surf life saving competitions 4586
SISSSWM301A Teach the competitive strokes of swimming 4593
SISSSWM302A Plan a program for a competitive swimmer 4601
SISSSWM303A Teach the advanced skills of competitive swimming.....4608
SISSTNS201A Assist in conducting tennis activities for beginner players.....4616
SISSTNS202A Interpret and apply the rules of tennis.....4622
SISSTNS303A Coach stroke production and tactics for junior tennis players.....4629
SISSTOU201A Perform the intermediate skills of Touch.....4635
SISSTOU202A Perform the intermediate tactics and strategies of Touch.....4642

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SISSTOU303A Teach the intermediate skills of Touch....4649
SISSTOU304A Teach the intermediate tactics and strategies of Touch....4658
SISSTPB201A Teach fundamental tenpin bowling skills....4668
SISSVOL301A Teach the intermediate skills of volleyball....4677
SISSVOL302A Teach the intermediate tactics and strategies of volleyball....4686
SISSVOL403A Teach the advanced skills of volleyball....4696
SISSVOL404A Teach the advanced tactics and strategies of volleyball....4705
SISXCAI101A Provide equipment for activities....4715
SISXCAI102A Assist in preparing and conducting sport and recreation sessions....4721
SISXCAI303A Plan and conduct sport and recreation sessions....4728
SISXCAI304A Plan and conduct sport and recreation programs....4736
SISXCAI305A Conduct individualised long-term training programs....4743
SISXCAI306A Facilitate groups....4751
SISXCAI507A Plan and implement high performance training programs....4756
SISXCCS201A Provide customer service....4764
SISXCCS402A Coordinate client service activities....4769
SISXCCS403A Determine needs of client populations....4774
SISXCCS404A Address client needs....4780
SISXEMR201A Respond to emergency situations....4785
SISXEMR402A Coordinate emergency responses....4791
SISXFAC201A Maintain sport and recreation equipment for activities....4798
SISXFAC202A Maintain sport and recreation facilities....4803
SISXFAC303A Implement facility maintenance programs....4810
SISXFAC404A Coordinate facility and equipment acquisition and maintenance....4817
SISXFAC405A Plan and provide sport and recreational services....4825
SISXFAC506A Manage stock supply and purchase....4831
SISXIND101A Work effectively in sport and recreation environments....4837
SISXIND202A Process entry transactions....4844
SISXIND403A Analyse participation patterns....4849
SISXIND404A Promote compliance with laws and legal principles....4855
SISXIND405A Conduct projects....4861
SISXIND406A Manage projects....4868
SISXIND507A Manage education initiatives....4875
SISXOHS101A Follow occupational health and safety policies....4881
SISXOHS402A Implement and monitor occupational health and safety policies....4887
SISXOHS503A Establish and maintain occupational health and safety systems....4894
SISXRES301A Provide public education on the use of resources....4902
SISXRES402A Support implementation of environmental management practices....4907
SISXRES403A Use resources efficiently....4913
SISXRES504A Conserve and re-establish natural systems....4920
SISXRES505A Achieve sustainable land management....4927
SISXRES506A Undertake open-space planning....4933
SISXRES507A Design and maintain the built environment....4940
SISXRSK301A Undertake risk analysis of activities....4946
SISXRSK502A Manage organisational risks....4954
BSBADM101A Use business equipment and resources....4963
BSBADM307B Organise schedules....4969
BSBADM311A Maintain business resources....4975
BSBADM405B Organise meetings....4981
BSBADM406B Organise business travel....4988
BSBADM409A Coordinate business resources....4996
BSBADM502B Manage meetings....5003
BSBADM503B Plan and manage conferences....5011

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BSBADM504B Plan or review administrative systems 5020
BSBADM506B Manage business document design and development 5027
BSBCMM101A Apply basic communication skills 5034
BSBCMM401A Make a presentation 5040
BSBFIA301A Maintain financial records 5047
BSBFIA302A Process payroll 5054
BSBFIA303A Process accounts payable and receivable 5061
BSBFIA304A Maintain a general ledger 5070
BSBFIA402A Report on financial activity 5076
BSBFIM501A Manage budgets and financial plans 5084
BSBFIM502A Manage payroll 5092
BSBFRA402B Establish a franchise 5100
BSBFRA403B Manage relationship with franchisor 5106
BSBHRM401A Review human resources functions 5112
BSBHRM402A Recruit, select and induct staff 5118
BSBHRM501A Manage human resources services 5124
BSBHRM502A Manage human resources management information systems 5130
BSBHRM503A Manage performance management systems 5136
BSBHRM505A Manage remuneration and employee benefits 5144
BSBHRM506A Manage recruitment selection and induction processes 5150
BSBHRM507A Manage separation or termination 5157
BSBHRM509A Manage rehabilitation or return to work programs 5164
BSBIND201A Work effectively in a business environment 5170
BSBINM201A Process and maintain workplace information 5177
BSBINM202A Handle mail 5183
BSBINM301A Organise workplace information 5191
BSBINM501A Manage an information or knowledge management system 5198
BSBITA401A Design databases 5205
BSBITB501A Establish and maintain a workgroup computer network 5212
BSBITS401A Maintain business technology 5220
BSBITU201A Produce simple word processed documents 5227
BSBITU402A Develop and use complex spreadsheets 5235
BSBITU404A Produce complex desktop published documents 5243
BSBLED101A Plan skills development 5251
BSBLED502A Manage programs that promote personal effectiveness 5257
BSBMGT502B Manage people performance 5264
BSBMKG401B Profile the market 5271
BSBMKG402B Analyse consumer behaviour for specific markets 5281
BSBMKG501B Identify and evaluate marketing opportunities 5288
BSBMKG502B Establish and adjust the marketing mix 5295
BSBMKG507A Interpret Market Trends And Developments 5303
BSBMKG514A Implement and monitor marketing activities 5311
BSBREL401A Establish networks 5318
BSBREL402A Build client relationships and business networks 5324
BSBRES401A Analyse and present research information 5332
BSBRKG502B Manage and monitor business or records systems 5340
BSBSMB301A Investigate micro business opportunities 5351
BSBSMB401A Establish legal and risk management requirements of small business 5358
BSBSMB402A Plan small business finances 5366
BSBSMB403A Market the small business 5373
BSBSMB404A Undertake small business planning 5380
BSBSMB405A Monitor and manage small business operations 5389
BSBSMB406A Manage small business finances 5396

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BSBSMB407A Manage a small team 5403
BSBSUS201A Participate in environmentally sustainable work practices 5411
BSBSUS301A Implement and monitor environmentally sustainable work practices 5418
BSBSUS501A Develop workplace policy and procedures for sustainability 5428
BSBWOR202A Organise and complete daily work activities 5437
BSBWOR204A Use business technology 5443
BSBWOR301A Organise personal work priorities and development 5450
BSBWOR404A Develop work priorities 5457
BSBWOR501A Manage personal work priorities and professional development 5463
BSBWRK509A Manage industrial relations 5468
CHCAC318A Work effectively with older people 5475
CHCDIS301A Work effectively with people with a disability 5486
CHCDIS302A Maintain an environment to empower people with disabilities 5498
CHCDIS400C Provide care and support 5506
CHCDIS507C Design and adapt surroundings to group requirements 5513
CHCDIS511A Coordinate services for people with disabilities 5520
CHCIC301D Interact effectively with children 5531
CHCYTH301D Work effectively with young people 5544
CHCYTH402A Work effectively with young people in the youth work context 5551
CHCYTH407D Respond to critical situations 5560
CHCYTH501A Develop and implement procedures to enable young people to address their needs 5567
CHCYTH505D Support youth programs 5575
CHCYTH506A Provide services for young people appropriate to their needs and circumstances 5582
CHCYTH608C Manage service response to young people in crisis 5592
CUEFOH04C Usher patrons 5599
CUEFOH10B Monitor entry to a venue 5606
CUFIND401A Provide services on a freelance basis 5612
FNSACCT502B Prepare income tax returns 5622
FNSACCT503B Manage budgets and forecasts 5629
FNSACCT504B Prepare financial reports for a reporting entity 5637
FNSACCT505B Establish and maintain accounting information systems 5643
FNSACCT506B Implement and maintain internal control procedures 5652
FNSICGEN305B Maintain daily financial/business records 5659
FNSICORG501B Develop a budget 5665
HLTFA301B Apply first aid 5670
HLTFA402B Apply advanced first aid 5682
HLTFA404A Apply advanced resuscitation techniques 5694
ICAU1128B Operate a personal computer 5705
ICAU1129B Operate a word processing application 5713
ICAU1130B Operate a spreadsheet application 5721
ICAU1131B Operate a database application 5729
ICAU1132B Operate a presentation package 5736
ICAU1133B Send and retrieve information using web browsers and email 5744
ICAU2006B Operate computing packages 5753
ICAU3126B Use advanced features of computer applications 5761
ICPMM263C Access and use the Internet 5768
MEM50008B Carry out trip preparation and planning 5773
MEM50009B Safely operate a mechanically powered recreational boat 5780
MEM50010B Respond to boating emergencies and incidents 5789
PSPPROC410A Administer contracts 5796
PUAEME001B Provide emergency care 5806

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PUAEME003C Administer oxygen in an emergency situation 5814
PUAOPE002B Operate communications systems and equipment 5820
RGRPSH401A Relate anatomical and physiological features to the care and treatment of horses 5825
RTC1301A Operate basic machinery and equipment 5834
RTC1701A Follow basic chemical safety rules 5842
RTC2012A Plant trees and shrubs 5848
RTC2306A Operate vehicles 5856
RTC2307A Operate machinery and equipment 5864
RTC2309A Operate tractors 5872
RTC2401A Treat weeds 5881
RTC2404A Treat plant pests, diseases and disorders 5888
RTC2706A Apply chemicals under supervision 5895
RTC3218A Undertake a site assessment 5903
RTC3310A Operate specialised machinery and equipment 5909
RTC3311A Perform specialised machinery maintenance 5918
RTC3401A Control weeds 5926
RTC3404A Control plant pests, diseases and disorders 5934
RTC3704A Prepare and apply chemicals 5943
RTC3705A Transport, handle and store chemicals 5952
RTC4024A Recommend plants and cultural practices 5959
RTC4306A Supervise maintenance of machinery and equipment 5967
RTC4702A Minimise risks in the use of chemicals 5975
RTC4703A Plan and implement a chemical use program 5982
RTD3505A Maintain natural areas 5990
RTD4802A Develop approaches to include cultural and human diversity 5996
RTD4811A Provide information on environmental issues and policies 6002
RTE2104A Carry out regular horse observation 6009
RTE2121A Provide daily care for horses 6016
RTE2130A Ride and care for horses and equipment 6025
RTE2136A Load and unload livestock 6032
RTE2308A Operate ride-on vehicles 6038
RTE3102A Educate, ride and care for horses and equipment 6046
RTE3131A Transport livestock 6053
RTE3137A Carry out basic hoof care procedures 6061
RTE3144A Prevent and treat equine injury and disease 6067
RTE3402A Implement animal health control programs 6075
RTE3712A Administer medication to animals 6084
RTF1003A Support turf work 6090
RTF2015A Prepare turf surfaces for play 6096
RTF2019A Renovate grassed areas 6104
RTF2020A Assist with turf construction 6112
RTF2023A Support turf establishment 6120
RTF3001A Construct turf playing surfaces 6131
RTF3023A Monitor turf health 6142
RTF3027A Renovate sports turf 6150
RTF4005A Develop a sports turf maintenance program 6158
RTF5008A Plan the establishment of sports turf playing surfaces 6168
SFISHIP209B Operate marine communications equipment 6178
SIRRRPK012A Recommend business and leisure products and services 6193
SIRXCCS001A Apply point-of-sale handling procedures 6204
SIRXCLM001A Organise and maintain work areas 6213
SIRXFIN001A Balance point-of-sale terminal 6221

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SIRXICT001A Operate retail technology....6228
SIRXINV001A Perform stock control procedures....6235
SIRXINV002A Maintain and order stock....6242
SIRXINV004A Buy merchandise....6251
SIRXINV005A Control inventory....6262
SIRXMER001A Merchandise products....6269
SIRXMER002A Coordinate merchandise presentation....6278
SIRXMER004A Manage merchandise and store presentation....6286
SIRXMGT001A Coordinate work teams....6293
SIRXRSK001A Minimise theft....6303
SIRXSLS001A Sell products and services....6310
SIRXSLS002A Advise on products and services....6318
SIRXSLS003A Coordinate sales performance....6325
SIRXSLS005A Manage sales and service delivery....6332
SITHFAB001A Clean and tidy bar areas....6342
SITHFAB003A Serve food and beverage to customers....6347
SITHFAB004A Provide food and beverage service....6356
SITHFAB005A Provide table service of alcoholic beverages....6366
SITHFAB009A Provide responsible service of alcohol....6374
SITHFAB010B Prepare and serve non alcoholic beverages....6386
SITHGAM001A Attend gaming machines....6388
SITHGAM004A Analyse and report on gaming machine data....6397
SITHGAM006A Provide responsible gambling services....6403
SITTGDE001A Work as a guide....6413
SITTGDE002A Provide arrival and departure assistance....6421
SITTGDE003A Coordinate and operate a tour....6429
SITTGDE004A Lead tour groups....6440
SITTGDE005A Manage extended touring programs....6447
SITTGDE006A Prepare and present tour commentaries or activities....6458
SITTGDE007A Develop and maintain the general and regional knowledge required by guides....6468
SITTGDE008A Research and share general information on Australian Indigenous cultures....6477
SITTGDE009A Interpret aspects of local Australian Indigenous culture....6485
SITTGDE010A Prepare specialised interpretive content on flora, fauna and landscape6491
SITTGDE011A Prepare specialised interpretive content on marine environments....6499
SITTGDE012A Prepare specialised interpretive content on cultural and heritage environments....6507
SITTPPD001A Research, assess and develop tourism products....6515
SITTPPD003A Source and package tourism products....6528
SITTPPD006A Plan and develop ecologically sustainable tourism operations....6538
SITTPPD007A Plan and develop culturally appropriate tourism operations....6547
SITTTOP004A Set up and operate a camp site....6555
SITTTOP005A Provide camp site catering....6562
SITTTSL002A Access and interpret product information....6569
SITTTSL005A Sell tourism products and services....6578
SITTTSL006A Prepare quotations....6588
SITTVAF001A Provide venue information and assistance....6597
SITXCOM001A Work with colleagues and customers....6603
SITXCOM002A Work in a socially diverse environment....6612
SITXENV002A Implement and monitor environmentally sustainable work practices..6619
SITXEVT005A Organise in-house events or functions....6629
SITXFIN006A Obtain and manage sponsorship....6637

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SITXHRM003A Roster staff 6644
SITXMPR001A Coordinate production of brochures and marketing materials 6651
SITXOHS002A Follow workplace hygiene procedures 6659
TAEASS401A Plan assessment activities and processes 6668
TAEASS402A Assess competence 6677
TAEASS403A Participate in assessment validation 6686
TAEDEL301A Provide work skill instruction 6692
TAEDEL501A Facilitate e-learning 6700
TAETAS501A Undertake organisational training needs analysis 6707
TLIB307C Carry out vehicle servicing and maintenance 6719
TLIB407C Carry out vehicle inspection 6727
TLIB807C Carry out inspection of trailers 6734
TLIH107D Interpret road maps and navigate pre-determined routes 6740
TLIH207D Plan and navigate routes 6747
PUAOPE002A Operate communications systems and equipment 6755
BSBSMB306A Plan a home based business 6761
SISSCOP206A Prepare a sponsorship proposal 6767
SITXENV001A Participate in environmentally sustainable work practices 6775
FNSICGEN305A Maintain daily financial/business records 6783

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Modification History

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments

1.3	25 November 2011	**Preliminary information**
		The "Location of units within volumes" list is now in pure alphabetical order
		Units of competency and pre requisite requirements
		Fitness:
		The following changes have been made to the pre requisites:
		• SISFIT530A pre requisite now reads SISFIT313A not SISFIT314A
		• SISFIT531A pre requisite now reads SISFIT314A not nil
		Outdoor Recreation:
		The following corrections have been made:
		• SISOVTR002A corrected to SISOVTR402A Perform complex vertical rescues
		• SISOPWC003A corrected to SISOPWC303A Ride personal water craft in moderate to difficult conditions
		Mapping table for units of competency
		Fitness:
		The following inclusions and changes have been made:
		• SISFFIT417A
		  • nature of relationship also includes SRFFIT010B
		• SISFFIT421A
		  • nature of relationship also includes SRFFIT010B
		  • reference to SRFFIT006B deleted
		Outdoor Recreation:
		• SISOABL302A corrected to SISOABL402A Facilitate adventure-based learning activities and corrected elsewhere in package
		Skill Sets
		Community Recreation:
		The following changes have been made:

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Version	Release Date	Comments

		• Aquatic Facility Operator renamed to Aquatic Technical Operator
		• The following units have been inserted into Aquatic Technical Operator:
		  • SISXRSK301A Undertake risk analysis of activities
		  • SISXEMER201A Respond to emergency situations
		  • SISAQU305A Implement aquatic facility plant and equipment maintenance program
		• Pool Lifeguard includes insertion of unit PUAEME001B Provide Emergency Care
		Outdoor Recreation:
		The following changes have been made:
		• Caving Guide – Multi pitch
		  • insertion of SISOCVE201A Demonstrate caving skills
		  • unit name corrected for SISOCVE305A Apply caving specific single rope techniques
		• Caving Instructor – Multi pitch
		  • SISOVT402A code corrected to SISOVTR402A Perform complex vertical rescues
		• There is no unit for the code SISOEQO003A Supervise horse handling. This unit has now been deleted from the skill sets Horse Program Manager, Horse Riding Instructor, Horse Riding Instructor – Senior, Trail Boss, Trail Guide – Day Rides, Trail Guide – Overnight Rides
		Qualifications
		Community Recreation:
		The following changes have been made:
		• SIS30110 Certificate III in Aquatics
		  • SISCCRO301A Assist with recreation games not requiring equipment, deleted from Group C and replaced with SISCCR0302A Apply legal and ethical instructional skills
		  • PUAOPE010B Operate a semi automatic defibrillator in an emergency added to General Electives
		• SIS40110 Certificate IV in Community Recreation
		  • SISCAQU202A Perform basic water rescues, added to aquatics electives
		Fitness:
		The following changes have been made:

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		• SIS30310 Certificate III in Fitness
		  • SISCAQU202A Perform basic water rescues, added to the Aqua General Electives
		• SIS40210 Certificate IV in Fitness
		  • pre requisite unit SISCAQU202A Perform basic water rescues has been inserted into Group A – Aqua
		Other changes made are as follows:
		  • The heading "Suggested electives for those wishing to operate a personal training small business" and associated list of units has been deleted
		  • SISSST301A corrected to SISSSTC301A
		  • SISSST402A corrected to SISSSTC402A
		• SIS50210 Diploma of Fitness
		The following additions have been made to General Electives:
		  • SISFFIT313A Plan and deliver exercise for apparently healthy children and adolescents
		  • SISFFIT314A Plan and deliver exercise to older clients with managed conditions
		The following code correction/s have been made:
		  • code and unit title correction to cross sector Group – SISXRSK501A Manage risk deleted and changed to SISXRSK502A Manage organisational risks
		  • SISSST301A corrected to SISSSTC301A
		  • SISSST402A corrected to SISSSTC402A
		Outdoor Recreation:
		• SIS20210 Certificate II in Outdoor Recreation
		• The following pre requisite units have been inserted into Groups:
		  • Group J – Fishing – Tackle SISOFSH201A Catch and handle fish
		  • Group O – Mountain biking SISOCYT202A Demonstrate basic cycling skills
		• SIS30410 Certificate III in Outdoor Recreation
		The following pre requisite units have been inserted into Groups:
		  • Group G – Caving – Guide
		  • SISOCVE201A Demonstrate caving skills

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		• Group L – Cycle touring – Guide – On Road
		  • SISOCYT202A Demonstrate basic cycling skills
		  • Imported unit corrected to TLIH207D Plan and navigate routes
		• Group N – Fishing Equipment
		  • SISOFSH201A Catch and handle fish
		  • SISOFSH204A Select, use and maintain fishing tackle outfits
		• Group U – Horse Riding – Guide Day Rides
		  • SISOEQO202A Demonstrate basic horse riding skills
		• Group X – Mountain biking – Guide
		  • SISOCYT202A Demonstrate basic cycling skills
		  • SISOMBK201A Demonstrate basic off-road cycling skills
		• Group AH – Surfing – Guide – Basic
		  • SISOSRF202A Demonstrate basic surfing manoeuvres in controlled conditions
		• Group AI – Trail bike riding – Advanced
		  • SISOTBR201A Select, set up and maintain an off-highway motorcycle
		The following additions have been made to the General Electives:
		• SISOKYS302A Demonstrate sea kayaking skills
		• SISOKYS304A Demonstrate sea kayaking skills in moderate to difficult conditions
		• SITTGDE002A Provide arrival and departure assistance
		• SITXOHS002A Follow workplace hygiene procedures
		
		• SIS40310 Certificate IV Outdoor Recreation
		  • Reference to the unit SISOKYK405A Apply sea kayaking skills in difficult conditions has been deleted. This unit was in error. The following units are now recoded:
		  • From SISOKYS406A to SISOKYS405A Plan and navigate a sea kayaking inshore passage
		  • From SISOKYS407A to SISOKYS406A Instruct sea kayaking in easy to moderate conditions
		  • From SISOKYS408A to SISOKYS407A Guide sea kayaking trips in moderate to difficult conditions
		  • From SISOKYS409A to SISOKYS408A Instruct sea kayaking in moderate to difficult conditions
		  • Incorrect code in General Electives – the code

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		SISOSCB418A Dive in open water using surface supplied air has been corrected to SISOSCB318A
		The following pre requisite units have been inserted into Groups:
		• Group B – Abseiling – Instruct – Artificial surface – Multi pitch
		  • SISOABA406A Instruct abseiling on single pitch artificial surface
		• Group K – Caving – Guide – Multi pitch
		  • SISOCVE302A Apply single pitch abseiling skills in caves
		  • SISOCVE305A Apply caving specific single rope techniques
		• Group L – Caving – Instruct – Vertical single pitch
		  • SISOCVE201A Demonstrate caving skills
		• Group M – Caving – Specialist – Cavern Diving
		  • SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres
		• Group N – Challenge ropes course – Supervise High Ropes
		  • SISOCRP302A Conduct a high ropes session
		• Group O – Challenge ropes course – Supervise low ropes
		  • SISOCRP301A Conduct a low ropes session
		• Group U – Cycle touring
		  • imported unit corrected to TLIH207D Plan and navigate routes
		• Group AB – Horse Riding – Remote Areas
		  • SISOEQO410A Guide overnight horse trail rides in tracked areas
		• Group AH – Mountain biking – Guide
		  • SISONAV201A Demonstrate navigation skills in a controlled environment deleted and replaced with SONAV302A Apply navigation skills in an intermediate environment
		  • SISOCYT202A Demonstrate basic cycling skills and
		  • SISOMBK201A Demonstrate basic off-road cycling skills
		• Group AI – Mountain biking – Instruct
		  • SISONAV201A Demonstrate navigation skills in a controlled environment deleted
		  • SISOCYT202A Demonstrate basic cycling skills, SISOMBK201A Demonstrate basic off-road cycling

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		skills, and SISONAV302A Apply navigation skills in an intermediate environment inserted
		• Group AY – Surfing – Guide
		  • SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres
		• Group AZ – Surfing – Instruct – Basic to intermediate
		  • SISOSRF202A Demonstrate basic surfing manoeuvres in controlled conditions
		• Group AAB – Trail Bike Riding
		  • SISOTBR202A Demonstrate basic off-highway motorcycling skills
		• Group AAC – Vertical rescue – Instruct
		  • SISOVTR301A Perform vertical rescues
		The following additions have been made to the General Electives:
		• SISOCAY201A Demonstrate horizontal canyoning skills
		• SISOVTR402A Perform complex vertical rescues
		
		• SIS50310 Diploma of Outdoor Recreation
		The following pre requisite units have been inserted into Groups:
		• Group J – Caving – Instruct – Multi pitch
		  • SISOCVE302A Apply single pitch abseiling skills in caves
		  • SISOCVE305A Apply caving specific single rope techniques
		• Group K – Caving – Specialist – Sink hole diving, Group L – Caving – Specialist – Sump diving, Group M – Caving – Specialist cave diving
		  • SISOSCB301A Scuba dive in open water to a maximum depth of 18 metres added to these groups
		• Group W – Mountain biking – Instruct
		  • SISOCYT202A Demonstrate basic cycling skills
		  • SISOMBK201A Demonstrate basic off-road cycling skills added to the group
		The following coding and unit errors have been rectified:
		• Group F, Group G, Group H and Group I
		  • the unit SISONAV201A is incorrect in these groups and has been corrected to SISONAV302A Apply navigation skills in an intermediate environment

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Version	Release Date	Comments
		Sport: • SIS20410 Certificate II in Sport Career Orientated Participation The following additions have been made to General Electives: • SISSRGU202A Perform foundation level Rugby Union tactics and strategies • SIS30610 Certificate III in Sport Career Oriented Participation The following pre requisite units have been inserted into Groups: • Group A – Australian football • SISSAFL201A Perform the intermediate skills of Australian football • SISSAFL202A Perform the intermediate tactics of Australian football • SIS30710 Certificate III in Sport Coaching The following additions have been made to General Electives: • SISSRGL306A Teach intermediate level Rugby League game skills • SISXOHS101A Follow OH&S policies • SISSCGP303A Coach junior players to develop fundamental perceptual motor skills • SIS30810 Certificate III in Sports Trainer The following additions have been made to General Electives: • SISSSPT306A Deal with medical conditions in a sport setting • SIS40510 Certificate IV in Sport Coaching The following additions have been made to General Electives: • SISSEQS301A Demonstrate basic dressage, show jumping and cross country riding • SISSSAI402A Teach the advanced tactics and strategies of sailing • Group D – Equestrian SISSEQS405A Teach the intermediate skills of riding over fences deleted from this

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Version	Release Date	Comments
		group and placed into General Electives • SIS50510 Diploma of Sport Coaching The following additions have been made to General Electives: • SISSRGL511A Teach high performance Rugby League game skills The following pre requisite units have been inserted into Groups: • Group A – Equestrian • SISOEQO409A Train and condition horses **Sport and Recreation:** • SIS20310 Certificate II in Sport and Recreation The following additions have been made to General Electives: • SITHFAB005A Provide table service of alcoholic beverages **Units** The following additional changes have been made: • SISOOPS203 has been corrected to SISOOPS303A Interpret weather for marine environments • SISSCOP206A has been corrected to SISSCOP306A Prepare a sponsorship proposal • SISSSTC402A evidence guide refers to holistic assessment with SISXCAI405A. This code is incorrect and has been corrected to SISXCAI305A Conduct individualised long-term training programs **Imported Units** The following imported units do not appear in any SIS10 qualifications and therefore have been deleted from the Imported Unit list: • CHCDIS405 Facilitate skills development and maintenance • PUAEME002C Manage injuries at emergency incident • SIRXPRO004A Maximise product sales and market share
1.2	6 June 2011	**Deletion of** SIS10 units of competency summary mapping table: Imported Change in the way volume numbers are represented i.e. Roman

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Version	Release Date	Comments
		numeral numbering is replaced by modern-day numbering – also, if a volume consists of numerous parts it is now represented alphanumerically (eg. Volume IV- Part 1, Volume IV – Part 2, and so forth is now represented as Volume 4A, Volume 4B , and so forth).
1.1	6 June 2011	Minor editorial and formatting changes to: SIS10 units of competency summary mapping table: Fitness SIS30310 Certificate III in Fitness SIS20410 Certificate II in Sport Career Oriented Participation SIS40610 Certificate IV in Sport Development
1	6 June 2011	Primary release. Replaces: SRC04 Community Recreation Training Package SRF04 Fitness Training Package SRO03 Outdoor Recreation Training Package SRS03 Sport Training Package

SIS10 was endorsed on 21 December 2010

Training Guidelines

Training Packages are intended to be customised to meet the requirements of the workplace while still retaining the intent of the original outcomes.

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Imprint Page

SIS10 Sport, Fitness and Recreation Training Package

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History

The SIS10 Sport, Fitness and Recreation Training Package consolidates the following Training Packages:

- SRC04 Community Recreation Training Package
- SRF04 Fitness Training Package
- SRO03 Outdoor Recreation Training Package
- SRS03 Sport Training Package

Why the merge?

The Sport and Recreation Training Package Review was undertaken to:

- comply with Training Package development policy, provided by the Department of Education, Employment and Workplace Relations (DEEWR), known as the Department of Education, Science and Training (DEST) when the Training Package Review began.
- embed employability skills into units of competency
- reduce the large amount of duplication occurring across the Sport, Fitness, Community Recreation and Outdoor Recreation Training Packages and within units
- meet equity considerations
- remove prerequisite packaging, where possible, and embed essential knowledge and skills into units of competency
- re-examine the packaging of units to ensure unit selection meets industry employment requirements—industry specific units in the core and the 'business of sport' and 'employment pathway' units in the electives—to focus graduate skills on the technical competencies required for employment and enable the elective units to reflect the individual circumstances of the graduate
- revise and tighten the performance criteria in every unit to reflect and provide examples of activities, skills, knowledge and understanding.

Preliminary Information

Important note to users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

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This Training Package is Version 1.3 – check whether this is the latest version by going to the Training.gov.au website (www.training.gov.au) and locating information about the Training Package. Alternatively, contact Service Skills Australia (www.serviceskills.com.au) to confirm the latest version number.

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Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

Summary of AQF Qualifications in SIS10

Code	Title
SIS10110	Certificate I in Sport and Recreation
SIS20110	Certificate II in Community Activities
SIS20210	Certificate II in Outdoor Recreation
SIS20310	Certificate II in Sport and Recreation
SIS20410	Certificate II in Sport Career Oriented Participation
SIS20510	Certificate II in Sport Coaching
SIS30110	Certificate III in Aquatics
SIS30210	Certificate III in Community Activity Programs
SIS30310	Certificate III in Fitness
SIS30410	Certificate III in Outdoor Recreation
SIS30510	Certificate III in Sport and Recreation
SIS30610	Certificate III in Sport Career Oriented Participation
SIS30710	Certificate III in Sport Coaching
SIS30810	Certificate III in Sports Trainer
SIS40110	Certificate IV in Community Recreation
SIS40210	Certificate IV in Fitness
SIS40310	Certificate IV in Outdoor Recreation

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Code	Title
SIS10110	Certificate I in Sport and Recreation
SIS20110	Certificate II in Community Activities
SIS40410	Certificate IV in Sport and Recreation
SIS40510	Certificate IV in Sport Coaching
SIS40610	Certificate IV in Sport Development
SIS50110	Diploma of Facility Management
SIS50210	Diploma of Fitness
SIS50310	Diploma of Outdoor Recreation
SIS50410	Diploma of Sport and Recreation Administration
SIS50510	Diploma of Sport Coaching
SIS50610	Diploma of Sport Development

List of All Units in SIS10 Training Package

Community Recreation units of competency and their prerequisite requirements		
Unit code	**Unit title**	**Prerequisite units**
SISCAQU201A	Monitor pool water quality	Nil
SISCAQU202A	Perform basic water rescues	Nil
SISCAQU303A	Operate aquatic facility plant and equipment	Nil
SISCAQU304A	Maintain pool water quality	Nil
SISCAQU305A	Implement aquatic facility plant and equipment maintenance program	Nil
SISCAQU306A	Supervise clients at an aquatic facility or environment	Nil
SISCAQU307A	Perform advanced water rescues	HLTFA301B Apply first aid SISCAQU202A Perform basic

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		water rescues
SISCAQU308A	Instruct water familiarisation, buoyancy and mobility skills	SISCAQU202A Perform basic water rescues
SISCAQU309A	Instruct clients in water safety and survival skills	Nil
SISCAQU310A	Instruct swimming strokes	Nil
SISCAQU311A	Foster the development of infants and toddlers in an aquatic environment	Nil
SISCAQU312A	Assist participants with a disability during aquatic activities	Nil
SISCAQU313A	Develop an aquatics career plan	Nil
SISCAQU414A	Develop pool water maintenance procedures	Nil
SISCAQU415A	Develop aquatic facility maintenance procedures	Nil
SISCAQU416A	Coordinate lifeguard service at an aquatic facility	Nil
SISCAQU417A	Operate self-contained breathing apparatus in an aquatic facility	Nil
SISCCRD301A	Facilitate community development through recreational activities	Nil
SISCCRD302A	Recruit and manage volunteers	Nil
SISCCRD303A	Facilitate inclusion for people with a disability	Nil
SISCCRD304A	Work with key stakeholders	Nil
SISCCRO301A	Assist with recreation games not requiring equipment	Nil
SISCCRO302A	Apply legal and ethical instructional skills	Nil
SISCCRO303A	Plan and conduct recreation programs for older people	Nil
SISCCRO304A	Plan and conduct disability recreation programs	Nil

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SISCCRO305A	Develop a budget for a recreation initiative	Nil
SISCCRO306A	Organise participant travel	Nil
SISCDAN301A	Teach recreational dance	Nil
SISCSDF301A	Instruct the basic skills of unarmed self-defence	Nil
SISCSDF302A	Instruct the intermediate skills of self-defence	Nil

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Cross Sector units of competency and their prerequisite requirements		
Unit code	**Unit title**	**Prerequisite units**
SISXCAI101A	Provide equipment for activities	Nil
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions	Nil
SISXCAI303A	Plan and conduct sport and recreation sessions	Nil
SISXCAI304A	Plan and conduct sport and recreation programs	Nil
SISXCAI305A	Conduct individualised long-term training programs	Nil
SISXCAI306A	Facilitate groups	Nil
SISXCAI507A	Plan and implement high-performance training programs	Nil
SISXCCS201A	Provide customer service	Nil
SISXCCS402A	Coordinate client service activities	Nil
SISXCCS403A	Determine needs of client populations	Nil
SISXCCS404A	Address client needs	Nil
SISXEMR201A	Respond to emergency situations	Nil
SISXEMR402A	Coordinate emergency responses	Nil
SISXFAC201A	Maintain sport and recreation equipment for activities	Nil
SISXFAC202A	Maintain sport and recreation facilities	Nil
SISXFAC303A	Implement facility maintenance programs	Nil
SISXFAC404A	Coordinate facility and equipment acquisition and maintenance	Nil
SISXFAC405A	Plan and provide sport and recreation services	Nil
SISXFAC506A	Manage stock supply and purchase	Nil
SISXIND101A	Work effectively in sport and recreation environments	Nil
SISXIND202A	Process entry transactions	Nil

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SISXIND403A	Analyse participation patterns	Nil
SISXIND404A	Promote compliance with laws and legal principles	Nil
SISXIND405A	Conduct projects	Nil
SISXIND406A	Manage projects	Nil
SISXIND507A	Manage education initiatives	Nil
SISXOHS101A	Follow occupational health and safety policies	Nil
SISXOHS402A	Implement and monitor occupational health and safety policies	Nil
SISXOHS503A	Establish and maintain occupational health and safety systems	Nil
SISXRES301A	Provide public education on the use of resources	
SISXRES402A	Support implementation of environmental management practices	Nil
SISXRES403A	Use resources efficiently	Nil
SISXRES504A	Conserve and re-establish natural systems	Nil
SISXRES505A	Achieve sustainable land management	Nil
SISXRES506A	Undertake open-space planning	Nil
SISXRES507A	Design and maintain the built environment	Nil
SISXRSK301A	Undertake risk analysis of activities	Nil
SISXRSK502A	Manage organisational risks	Nil

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Fitness units of competency and their prerequisite requirements		
Unit code	**Unit title**	**Prerequisite units**
SISFFIT301A	Provide fitness orientation and health screening	Nil
SISFFIT302A	Provide quality service in the fitness industry	Nil
SISFFIT303A	Develop and apply awareness of specific populations to exercise delivery	Nil
SISFFIT304A	Instruct and monitor fitness programs	Nil
SISFFIT305A	Apply anatomy and physiology principles in a fitness context	Nil
SISFFIT306A	Provide healthy eating information to clients in accordance with recommended guidelines	Nil
SISFFIT307A	Undertake client health assessment	Nil
SISFFIT308A	Plan and deliver gym programs	Nil
SISFFIT309A	Plan and deliver group exercise sessions	Nil
SISFFIT310A	Plan and deliver water based fitness activities	Nil
SISFFIT311A	Deliver approved community fitness programs	Nil
SISFFIT312A	Plan and deliver an endurance training program	Nil
SISFFIT313A	Plan and deliver exercise to apparently healthy children and adolescents	Nil
SISFFIT314A	Plan and deliver exercise to older clients with managed conditions	Nil
SISFFIT415A	Work collaboratively with medical and allied health professionals	Nil
SISFFIT416A	Apply motivational psychology to provide guidance on exercise behaviour and change	Nil

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	to meet health and fitness goals	
SISFFIT417A	Undertake long term exercise programming	Nil
SISFFIT418A	Undertake appraisals of functional movement	Nil
SISFFIT419A	Apply exercise science principles to planning exercise	Nil
SISFFIT420A	Plan and deliver exercise programs to support desired body composition outcomes	Nil
SISFFIT421A	Plan and deliver personal training	Nil
SISFFIT422A	Implement inclusive aquatic activities for specific population groups	Nil
SISFFIT523A	Deliver prescribed exercise to clients with cardiorespiratory conditions	Nil
SISFFIT524A	Deliver prescribed exercise to clients with metabolic conditions	Nil
SISFFIT525A	Advise on injury prevention and management	Nil
SISFFIT526A	Deliver prescribed exercise to clients with musculoskeletal conditions	Nil
SISFFIT527A	Undertake health promotion activities to decrease risk factors and prevent chronic disease	Nil
SISFFIT528A	Apply research findings to exercise management strategies	Nil
SISFFIT529A	disability or neurological impairment	Nil
SISFFIT530A	Deliver prescribed exercise to children and young adolescents with specific chronic conditions	SISFFIT313A Plan and deliver exercise for apparently healthy children and adolescents
SISFFIT531A	Deliver prescribed exercise to older clients with chronic conditions	SISFFIT314A Plan and deliver exercise to older clients with managed conditions

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Outdoor Recreation units of competency and their prerequisite requirements		
Unit code	**Unit title**	**Prerequisite units**
SISOABA201A	Demonstrate abseiling skills on artificial surfaces	Nil
SISOABA302A	Apply single pitch abseiling skills on artificial surfaces	Nil
SISOABA303A	Establish ropes for abseiling on artificial surfaces	Nil
SISOABA304A	Guide abseiling on single pitch artificial surfaces	Nil
SISOABA405A	Establish ropes for multi pitch abseiling on artificial surfaces	Nil
SISOABA406A	Instruct abseiling on single pitch artificial surfaces	Nil
SISOABA407A	Instruct abseiling on multi pitch	SISOABA406A Instruct abseiling on single pitch artificial surfaces
SISOABL301A	Assist in the facilitation of adventure-based learning activities	Nil
SISOABL402A	Facilitate adventure-based learning activities	Nil
SISOABL503A	Design and facilitate adventure-based learning programs	Nil
SISOABN201A	Demonstrate abseiling skills on natural surfaces	Nil
SISOABN202A	Safeguard an abseiler using a single rope belay system	Nil
SISOABN303A	Apply single pitch abseiling skills on natural a surfaces	Nil
SISOABN304A	Establish ropes for single pitch abseiling on natural surfaces	Nil
SISOABN305A	Guide abseiling on single pitch natural surfaces	Nil

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SISOABN406A	Apply multi pitch abseiling skills on natural surfaces	Nil
SISOABN407A	Establish ropes for multi pitch abseiling on natural surfaces	Nil
SISOABN408A	Instruct abseiling on single pitch natural surfaces	Nil
SISOABN409A	Guide abseiling on multi pitch natural surfaces	Nil
SISOABN510A	Instruct abseiling on multi pitch natural surfaces	Nil
SISOARC301A	Conduct archery session	Nil
SISOBWG201A	Demonstrate bushwalking skills in a controlled environment	SISONAV201A Demonstrate navigation skills in a controlled environment
SISOBWG302A	Apply intermediate bushwalking skills	SISONAV302A Apply navigation skills in an intermediate environment
SISOBWG303A	Guide bushwalks in a controlled environment	Nil
SISOBWG404A	Apply river crossing skills	Nil
SISOBWG405A	Guide intermediate bushwalks	Nil
SISOBWG406A	Apply bushwalking skills in uncontrolled landscapes	SISONAV403A Navigate in uncontrolled environments
SISOBWG507A	Apply advanced bushwalking skills in alpine areas	Nil
SISOBWG508A	Apply advanced bushwalking skills in arid areas	Nil
SISOBWG509A	Apply advanced bushwalking skills in tropical areas	Nil
SISOBWG510A	Guide bushwalks in an uncontrolled environment	Nil
SISOCAY201A	Demonstrate horizontal canyoning skills	Nil

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SISOCAY302A	Apply vertical canyoning skills	Nil
SISOCAY303A	Establish belays in canyons	Nil
SISOCAY304A	Guide single pitch canyoning trips	Nil
SISOCAY405A	Apply advanced vertical canyoning skills	SISOCAY302A Apply vertical canyoning skills
SISOCAY406A	Establish complex belays in canyons	Nil
SISOCAY407A	Guide multi pitch canyoning trips	Nil
SISOCAY508A	Instruct canyoning skills	Nil
SISOCLA201A	Demonstrate top rope climbing skills on artificial surfaces	Nil
SISOCLA302A	Apply top rope climbing skills on artificial surfaces	Nil
SISOCLA303A	Establish belays for climbing on artificial surfaces	Nil
SISOCLA304A	Guide top rope climbing activities on artificial surfaces	SISOVTR301A Perform vertical rescues
SISOCLA305A	Apply route setting skills	Nil
SISOCLA406A	Apply lead climbing skills on artificial surfaces	
SISOCLA407A	Apply multi pitch lead climbing skills on artificial surfaces	Nil
SISOCLA408A	Establish belays for multi pitch climbing on artificial surfaces	Nil
SISOCLA409A	Instruct lead climbing on single pitch artificial surfaces	Nil
SISOCLA510A	Instruct lead climbing on multi pitch artificial surfaces	Nil
SISOCLN201A	Demonstrate top rope climbing skills on natural surfaces	Nil
SISOCLN302A	Apply climbing skills on natural surfaces	Nil

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SISOCLN303A	Establish belays for climbing on natural surfaces	
SISOCLN304A	Guide top rope climbing activities on natural surfaces	Nil
SISOCLN405A	Apply single pitch lead climbing skills on natural surfaces	Nil
SISOCLN406A	Apply multi pitch lead climbing skills on natural surfaces	Nil
SISOCLN407A	Establish belays for multi pitch climbing on natural surfaces	Nil
SISOCLN408A	Guide lead climbing activities on single pitch natural surfaces	Nil
SISOCLN409A	Instruct top rope climbs on natural surfaces	Nil
SISOCLN410A	Guide lead climbing activities on multi pitch natural surfaces	Nil
SISOCLN411A	Instruct lead climbing on multi pitch natural surfaces	Nil
SISOCLN512A	Instruct lead climbing on multi pitch natural surfaces	Nil
SISOCNE201A	Demonstrate simple canoeing skills	Nil
SISOCNE202A	Perform deep water rescues	Nil
SISOCNE303A	Apply canoeing skills	Nil
SISOCNE304A	Apply inland canoeing skills on Grade 2 water	Nil
SISOCNE305A	Guide canoeing trips on flat and undemanding water	Nil
SISOCNE306A	Instruct canoeing skills on flat and undemanding water	Nil
SISOCNE307A	Guide canoeing trips on Grade 2 water	Nil

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SISOCNE408A	Apply inland canoeing skills on Grade 3 water	Nil
SISOCNE409A	Instruct canoeing skills on Grade 2 water	Nil
SISOCNE410A	Guide canoeing trips on Grade 3 water	Nil
SISOCNE511A	Instruct canoeing skills on Grade 3 water	Nil
SISOCRP301A	Conduct a low ropes session	Nil
SISOCRP302A	Conduct a high ropes session	Nil
SISOCRP403A	Supervise a low ropes session	SISOCRP301A Conduct a low ropes session
SISOCRP404A	Supervise a high ropes session	SISOCRP302A Conduct a high ropes session
SISOCRP505A	Manage a low ropes course	SISOCRP301A Conduct a low ropes session SISOCRP403A Supervise a low ropes session
SISOCRP506A	Manage a high ropes course	SISOCRP302A Conduct a high ropes session SISOCRP404A Supervise a high ropes session
SISOCVE201A	Demonstrate caving skills	Nil
SISOCVE302A	Apply single pitch abseiling skills in caves	SISOCVE201A Demonstrate caving skills
SISOCVE303A	Rig a ladder pitch	Nil
SISOCVE304A	Apply laddering skills	Nil
SISOCVE305A	Apply caving specific single rope techniques	Nil
SISOCVE306A	Rig ropes and establish belays in caves	Nil
SISOCVE307A	Guide vertical single pitch caving	SISOCVE302A Apply single pitch

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	trips	abseiling skills in caves SISOCVE303A Rig a ladder pitch SISOCVE304A Apply laddering skills SISOCVE305A Apply caving specific single rope techniques SISOVTR301A Perform vertical rescues
SISOCVE308A	Guide horizontal caving trips	SISOCVE201A Demonstrate caving skills
SISOCVE409A	Rig ladders in complex situations	Nil
SISOCVE410A	Rig a complex pitch using caving specific techniques	Nil
SISOCVE411A	Apply vertical caving skills	SISOCVE302A Apply single pitch abseiling skills in caves SISOCVE305A Apply caving specific single rope techniques
SISOCVE412A	Rig multi pitches in complex vertical cave systems	SISOCVE410A Rig a complex pitch using caving specific techniques
SISOCVE413A	Navigate in untrogged caves	Nil
SISOCVE414A	Guide vertical multi pitch caving	SISOCVE409A Rig ladders in complex situations SISOCVE410A Rig a complex pitch using caving specific techniques SISOCVE411A Apply vertical caving skills SISOCVE412A Rig multi pitches in complex vertical cave systems SISOVTR402A Perform complex vertical rescues
SISOCVE415A	Perform cave rescues	SISOVTR402A Perform complex vertical rescues
SISOCVE416A	Apply cavern diving skills	Nil
SISOCVE417A	Instruct vertical single pitch caving	SISOCVE302A Apply single pitch

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	skills	abseiling skills in caves SISOCVE303A Rig a ladder pitch SISOCVE304A Apply laddering skills SISOCVE305A Apply caving specific single rope techniques SISOVTR301A Perform vertical rescues
SISOCVE518A	Apply cave diving skills	SISOCVE416A Apply cavern diving skills SISOSCB302A Complete night dives
SISOCVE519A	Apply sinkhole diving skills	SISOCVE416A Apply cavern diving skills SISOCVE518A Apply cave diving skills SISOSCB302A Complete night dives
SISOCVE520A	Apply sump diving skills	SISOCVE416A Apply cavern diving skills SISOCVE518A Apply cave diving skills SISOSCB302A Complete night dives
SISOCVE521A	Apply advanced cave diving skills	SISOCVE416A Apply cavern diving skills SISOCVE518A Apply cave diving skills SISOSCB302A Complete night dives
SISOCVE522A	Instruct vertical multi pitch caving skills	SISOCVE409A Rig ladders in complex situations SISOCVE410A Rig a complex pitch using caving specific techniques SISOCVE411A Apply vertical caving skills SISOCVE412A Rig multi pitches in

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		complex vertical cave systems SISOCVE413A Navigate in untrogged caves SISOVTR402A Perform complex vertical rescues
SISOCYT201A	Select, set up and maintain a bike	Nil
SISOCYT202A	Demonstrate basic cycling skills	Nil
SISOCYT303A	Apply on-road cycling skills	SISOCYT201A Select, set up and maintain a bike SISOCYT202A Demonstrate basic cycling skills
SISOCYT304A	Guide on-road cycle tours	SISOCYT201A Select, set up and maintain a bike SISOCYT202A Demonstrate basic cycling skills SISOCYT303A Apply on-road cycling skills TLIH207D Plan and navigate routes
SISOCYT405A	Apply overnight cycle touring skills	SISOCYT201A Select, set up and maintain a bike SISOCYT202A Demonstrate basic cycling skills SISOCYT303A Apply on-road cycling skills
SISOCYT406A	Guide overnight and extended cycle tours	SISOCYT201A Select, set up and maintain a bike SISOCYT202A Demonstrate basic cycling skills SISOCYT303A Apply on-road cycling skills SISOCYT304A Guide on-road cycle tours SISOCYT405A Apply overnight cycle touring skills
SISOCYT407A	Instruct cycle touring skills	SISOCYT201A Select, set up and maintain a bike

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		SISOCYT202A Demonstrate basic cycling skills SISOCYT303A Apply on-road cycling skills SISOCYT405A Apply overnight cycle touring skills
SISODRV201A	Drive AWD/4WD vehicles on unsealed roads	Nil
SISODRV302A	Drive and recover a 4WD vehicle	Nil
SISODRV303A	Guide 4WD tours	Nil
SISODRV404A	Drive a 4WD vehicle in difficult terrain	SISODRV302A Drive and recover a 4WD vehicle
SISODRV405A	Coordinate recovery of 4WD vehicles	SISODRV302A Drive and recover a 4WD vehicle
SISODRV506A	Instruct four wheel driving skills	SISODRV404A Drive a 4WD vehicle in difficult terrain SISODRV405A Coordinate recovery of 4WD vehicles
SISOEQO201A	Handle horses	Nil
SISOEQO202A	Demonstrate basic horse riding skills	Nil
SISOEQO303A	Conduct horse riding sessions in an arena	Nil
SISOEQO304A	Apply first aid for horses	Nil
SISOEQO305A	Ride horses in tracked areas	SISOEQO202A Demonstrate basic horse riding skills
SISOEQO306A	Guide day horse trail rides in tracked areas	Nil
SISOEQO407A	Select horses for a program	Nil
SISOEQO408A	Determine nutritional requirements for horses	Nil
SISOEQO409A	Train and condition horses	Nil

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SISOEQO410A	Guide overnight horse trail rides in tracked areas	Nil
SISOEQO411A	Ride horses in remote areas	SISOEQO202A Demonstrate basic horse riding skills SISOEQO305A Ride horses in tracked areas
SISOEQO412A	Manage horse illness and injuries in remote areas	SISOEQO304A Apply first aid for horses
SISOEQO413A	Guide trail rides in remote areas	SISOEQ0410A Guide overnight trail rides in tracked areas
SISOEQO414A	Instruct horse riding and handling skills	Nil
SISOEQO515A	Manage stable maintenance	Nil
SISOEQO516A	Manage the education of horses	SISOEQO409A Train and condition horses
SISOFSH201A	Catch and handle fish	Nil
SISOFSH202A	Select, catch and use bait	Nil
SISOFSH203A	Select, rig and use terminal tackle	Nil
SISOFSH204A	Select,use and maintain fishing tackle outfits	Nil
SISOFSH205A	Construct and work simple fishing lures	SISOFSH201A Catch and handle fish SISOFSH204A Select, use and maintain fishing tackle outfits
SISOFSH206A	Locate and attract fish	Nil
SISOFSH307A	Guide fishing trips	SISOFSH201A Catch and handle fish SISOFSH202A Select, catch and use bait SISOFSH203A Select, rig and use terminal tackle SISOFSH204A Select, use and maintain fishing tackle outfits

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		SISOFSH206A Locate and attract fish
SISOFSH308A	Instruct fishing skills	Nil
SISOFSH309A	Apply fishing skills	SISOFSH201A Catch and handle fish
SISOFSH310A	Tie simple fishing flies	Nil
SISOFSH311A	Demonstrate freshwater fishing skills	
SISOFSH312A	Demonstrate estuary fishing skills	Nil
SISOFSH313A	Catch crabs, prawns and squid	Nil
SISOFSH314A	Construct and repair fishing rods	Nil
SISOFSH315A	Demonstrate beach fishing skills	Nil
SISOFSH416A	Demonstrate marine inshore fishing skills	Nil
SISOFSH417A	Demonstrate marine offshore fishing skills	Nil
SISOINT201A	Conduct interpretation within an outdoor activity	Nil
SISOINT302A	Develop specialist resources for interpretive activities	Nil
SISOKYK201A	Demonstrate simple kayaking skills	Nil
SISOKYK302A	Apply kayaking skills	Nil
SISOKYK303A	Apply inland kayaking skills on Grade 3 water	Nil
SISOKYK304A	Guide kayaking trips on flat and undemanding water	Nil
SISOKYK305A	Guide kayaking trips on Grade 2 water	
SISOKYK406A	Demonstrate inland kayaking skills n Grade 3 water	

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SISOKYK407A	Instruct kayaking skills on flat and undemanding water	Nil
SISOKYK408A	Instruct kayaking skills on Grade 2 water	Nil
SISOKYK409A	Guide kayaking trips on Grade 3 water	Nil
SISOKY510A	Instruct kayaking skills on Grade 3 water	Nil
SISOKYS201A	Demonstrate simple sea kayaking skills	Nil
SISOKYS302A	Demonstrate sea kayaking skills	Nil
SISOKYS303A	Guide sea kayaking trips in easy to moderate conditions	Nil
SISOKYS304A	Demonstrate sea kayaking skills in moderate to difficult conditions	Nil
SISOKYS405A	Plan and navigate a sea kayaking inshore passage	Nil
SISOKYS406A	Instruct sea kayaking in easy to moderate conditions	Nil
SISOKYS407A	Guide sea kayaking trips in moderate to difficult conditions	Nil
SISOKYS408A	Instruct sea kayaking in moderate to difficult conditions	Nil
SISOMBK201A	Demonstrate basic off-road cycling skills	SISOCYT202A Demonstrate basic cycling skills
SISOMBK302A	Apply advanced off-road cycling skills	SISOCYT202A Demonstrate basic cycling skills SISOMBK201A Demonstrate basic off-road cycling skills
SISOMBK303A	Guide off-road cycle tours	SISOMBK302A Apply advanced off-road cycling skills SISONAV302A Apply navigation skills in an intermediate environment

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SISOMBK404A	Instruct off-road cycling skills	SISOCYT202A Demonstrate basic cycling skills SISOMBK201A Demonstrate basic off-road cycling skills SISOMBK302A Apply advanced off-road cycling skills SISONAV302A Apply navigation skills in an intermediate environment
SISONAV201A	Demonstrate navigation skills in a controlled environment	Nil
SISONAV302A	Apply navigation skills in an intermediate environment	Nil
SISONAV403A	Navigate in uncontrolled environments	Nil
SISOODR201A	Assist in conducting outdoor recreation sessions	Nil
SISOODR302A	Plan outdoor recreation activities	Nil
SISOODR404A	Manage risk in an outdoor activity	Nil
SISOODR405A	Develop and coordinate programs incorporating outdoor activities	Nil
SISOODR506A	Evaluate policy for an outdoor organisation	Nil
SISOOPS201A	Minimise environmental impact	Nil
SISOOPS202A	Use and maintain a temporary or overnight site	Nil
SISOOPS303A	Interpret weather for marine environments	Nil
SISOOPS304A	Plan for minimal environmental impact	Nil
SISOOPS305A	Provide first aid in a remote location	Nil
SISOOPS306A	Interpret weather conditions in the field	Nil

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SISOOPS407A	Apply search and rescue skills	Nil
SISOOPS508A	Manage natural resources	Nil
SISOOPS509A	Interpret weather for mountain environments	Nil
SISOPWC201A	Select and maintain a personal water craft	Nil
SISOPWC202A	Demonstrate simple personal water craft skills in controlled conditions	Nil
SISOPWC303A	Ride personal water craft in moderate to difficult conditions	Nil
SISOPWC304A	Guide tours using personal water craft	SISOPWC303A Ride personal water craft in moderate to difficult conditions
SISOPWC405A	Instruct basic personal water craft riding skills	Nil
SISOPWC506A	Instruct advanced personal water craft riding skills	Nil
SISORAF301A	Guide a raft on moving water	Nil
SISORAF402A	Guide a raft on Grade 3 rapids	Nil
SISORAF403A	Guide a raft on Grade 4 rapids	Nil
SISORAF404A	Coordinate and manage white water rafting trips	Nil
SISORAF505A	Instruct rafting skills	Nil
SISOSCB301A	SCUBA dive in open water to a maximum depth of 18 metres	Nil
SISOSCB302A	Complete night dives	SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB303A	Complete deep dives to between 18 and 40 metres	SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

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SISOSCB304A	Navigate prescribed routes underwater	Nil
SISOSCB305A	Complete underwater search and recovery dives	SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB306A	Perform diver rescues	SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB307A	Inspect and fill SCUBA cylinders	Nil
SISOSCB308A	Guide a SCUBA dive	
SISOSCB309A	Complete dives off boats	SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB310A	Complete an underwater video	SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB311A	Take still photographs underwater	SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB312A	Complete dry suit dives	SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB313A	Complete computer aided dives	SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB314A	Complete wreck dives	SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB315A	Complete drift dives on SCUBA	SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB316A	Dive at altitude greater than 300 metres	SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres SISOSCB303A Complete deep dives between 18 and 40 metres

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SISOSCB317A	Complete a dive using Enriched Air Nitrox	SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB318A	Dive in open water using surface supplied air	SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB419A	Instruct SCUBA diving skills	SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB420A	Instruct specialised SCUBA diving skills	SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB521A	Demonstrate technical diving	SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres SISOSCB303A Complete deep dives between 18 and 40 metres
SISOSKB201A	Demonstrate snowboarding skills on beginner terrain	Nil
SISOSKB302A	Snowboard on intermediate terrain	Nil
SISOSKB303A	Guide day snowboarding activities	Nil
SISOSKB404A	Snowboard on advanced terrain	Nil
SISOSKB405A	Snowboard freestyle on advanced terrain	Nil
SISOSKB406A	Snowboard alpine-style on advanced terrain	Nil
SISOSKB407A	Instruct snowboarding	Nil
SISOSKB408A	Guide overnight snowboarding activities	Nil
SISOSKB509A	Snowboard off-piste	Nil
SISOSKI201A	Demonstrate alpine skiing skills downhill on beginner terrain	Nil
SISOSKI402A	Alpine ski downhill on intermediate	Nil

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	terrain	
SISOSKI403A	Alpine ski downhill on advanced terrain	Nil
SISOSKI404A	Alpine ski downhill off-piste	Nil
SISOSKI405A	Alpine free ski on all terrain	Nil
SISOSKI406A	Telemark ski downhill on intermediate terrain	Nil
SISOSKI407A	Telemark ski downhill on advanced terrain	Nil
SISOSKI408A	Instruct alpine skiing skills	Nil
SISOSKT201A	Demonstrate basic cross country skiing skills	Nil
SISOSKT202A	Demonstrate ski touring skills in a patrolled environment to a basic standard	Nil
SISOSKT303A	Day ski tour away from a patrolled area	Nil
SISOSKT304A	Guide day ski tours	Nil
SISOSKT305A	Apply snowcraft skills for day touring	Nil
SISOSKT406A	Demonstrate advanced cross country skiing skills	Nil
SISOSKT407A	Overnight ski tour in difficult terrain using advanced ski touring skills	Nil
SISOSKT408A	Apply snowcraft skills for overnight touring	Nil
SISOSKT409A	Apply intermediate cross country skiing skills	Nil
SISOSKT410A	Guide overnight ski tours	Nil
SISOSKT411A	Instruct cross country skiing	Nil
SISOSNK201A	Demonstrate snorkelling activities	Nil

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SISOSNK302A	Guide snorkelling	Nil
SISOSNK403A	Instruct snorkelling skills	Nil
SISOSRF201A	Demonstrate surf survival and self rescue skills	Nil
SISOSRF202A	Demonstrate basic surfing manoeuvres in controlled conditions	Nil
SISOSRF303A	Perform intermediate level surfing manoeuvres	SISOSRF202A Demonstrate basic surfing manoeuvres in controlled conditions
SISOSRF304A	Perform simple rescues in moderate surf conditions	Nil
SISOSRF305A	Guide surfing sessions	SISOSRF202A Demonstrate basic surfing manoeuvres in controlled conditions SISOSRF303A Perform intermediate level surfing manoeuvres
SISOSRF406A	Perform advanced level surfing manoeuvres	SISOSRF202A Demonstrate basic surfing manoeuvres in controlled conditions SISOSRF303A Perform intermediate level surfing manoeuvres
SISOSRF407A	Perform rescues in moderate to difficult surf conditions	Nil
SISOSRF408A	Guide surfing trips	SISOSRF202A Demonstrate basic surfing manoeuvres in controlled conditions SISOSRF303A Perform intermediate level surfing manoeuvres SISOSRF305A Guide surfing sessions
SISOSRF409A	Instruct basic to intermediate surfing skills	SISOSRF202A Demonstrate basic surfing manoeuvres in controlled conditions SISOSRF303A Perform intermediate level surfing manoeuvres

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SISOSRF410A	Instruct advanced surfing skills	SISOSRF202A Demonstrate basic surfing manoeuvres in controlled conditions SISOSRF303A Perform intermediate level surfing manoeuvres SISOSRF406A Perform advanced level surfing manoeuvres SISOSRF407A Perform rescues in moderate to difficult conditions
SISOTBR201A	Select, set up and maintain an off-highway motorcycle	Nil
SISOTBR202A	Demonstrate basic off-highway motorcycling skills	Nil
SISOTBR303A	Apply advanced off-highway motorcycling skills	SISOTBR201A Select, set up and maintain an off-highway motorcycle
SISOTBR304A	Guide off-highway motorcycle tours	SISOTBR201A Select, set up and maintain an off-highway motorcycle
SISOTBR405A	Guide extended off-highway motorcycle tours	SISOTBR201A Select, set up and maintain an off-highway motorcycle SISOTBR304A Guide off-highway motorcycle tours
SISOTBR406A	Instruct basic off-highway motorcycling skills	SISOTBR201A Select, set up and maintain an off-highway motorcycle SISOTBR202A Demonstrate basic off-highway motorcycling skills
SISOTBR507A	Instruct advanced off-highway motorcycling skills	SISOTBR201A Select, set up and maintain an off-highway motorcycle SISOTBR303A Apply advanced off-highway motorcycling skills
SISOVTR301A	Perform vertical rescues	Nil
SISOVTR402A	Perform complex vertical rescues	Nil
SISOVTR403A	Instruct vertical rescue	SISOVTR301A Perform vertical rescues SISOVTR402A Perform complex vertical rescues

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SISOWWR201A	Demonstrate self rescue skills in white water	Nil
SISOWWR302A	Demonstrate white water rescues and recoveries	Nil
SISOWWR403A	Perform complex white water rescues and recoveries	Nil
SISOWWR404A	Instruct white water rescue	Nil
SISOYSA201A	Demonstrate basic sailboarding skills in controlled conditions	Nil
SISOYSA302A	Apply enhanced windsurfing skills in moderate conditions	Nil
SISOYSA303A	Use a sailboard in stronger winds	SISOYSA302A Apply enhanced windsurfing skills in moderate conditions
SISOYSA404A	Use long boards in difficult conditions	Nil
SISOYSA405A	Use short boards in difficult conditions	Nil
SISOYSA406A	Instruct windsurfing	SISOYSA404A Use long boards in difficult conditions Or SISOYSA Use short boards in difficult conditions
SISOYSB201A	Demonstrate basic skills to sail a small boat in controlled conditions	Nil
SISOYSB302A	Sail a small boat in light to moderate conditions	Nil
SISOYSB403A	Sail a small boat in moderate and variable conditions	Nil
SISOYSB404A	Instruct small boat yachting	SISOYSB403A Sail a small boat in moderate and variable conditions

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Sport units of competency and their prerequisite requirements		
Unit code	**Unit title**	**Prerequisite units**
SISSAFL201A	Perform the intermediate skills of Australian Football	Nil
SISSAFL202A	Perform the intermediate tactics of Australian Football	Nil
SISSAFL203A	Participate in conditioning for Australian Football	Nil
SISSAFL304A	Perform the advanced skills of Australian Football	SISSAFL201A Perform the intermediate skills of Australian football
SISSAFL305A	Perform the advanced tactics of Australian Football	SISSAFL202A Perform the intermediate tactics of Australian Football
SISSAFL406A	Teach the intermediate skills of Australian Football	Nil
SISSAFL407A	Teach the intermediate tactics of Australian Football	Nil
SISSATH201A	Teach the fundamental skills of athletics	Nil
SISSBSB201A	Teach fundamental basketball skills	Nil
SISSBSB202A	Teach fundamental basketball tactics and game strategy	Nil
SISSBSB303A	Teach intermediate level basketball skills	Nil
SISSBSB304A	Teach intermediate level basketball tactics and game strategy	Nil
SISSCGP201A	Apply legal and ethical coaching practices	Nil
SISSCGP202A	Reflect on professional coaching role and practice	Nil
SISSCGP303A	Coach junior players to develop	SISSCGP201A Apply legal and

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	fundamental perceptual motor skills	ethical coaching practices
SISSCGP304A	Coach junior sports players	SISSCGP201A Apply legal and ethical coaching practices
SISSCGP305A	Plan coaching programs for junior sports players	Nil
SISSCGP306A	Customise coaching for special needs groups	SISSCGP201A Apply legal and ethical coaching practices
SISSCGP307A	Implement selection policies	Nil
SISSCGP308A	Provide drugs in sport information	Nil
SISSCGP309A	Develop nutritional strategies	Nil
SISSCGP310A	Support athletes to adopt principles of sports psychology	Nil
SISSCGP411A	Work with officials	Nil
SISSCGP412A	Implement recovery programs	Nil
SISSCGP413A	Implement a talent identification program	Nil
SISSCGP414A	Implement water based training programs	Nil
SISSCGP515A	Establish selection policies	Nil
SISSCKT201A	Perform the intermediate skills of cricket	Nil
SISSCKT202A	Perform the intermediate tactics and strategies of cricket	Nil
SISSCKT303A	Participate in conditioning for cricket	Nil
SISSCKT304A	Perform the advanced skills of cricket	Nil
SISSCKT305A	Perform the advanced tactics and strategies of cricket	Nil
SISSCKT306A	Teach the intermediate skills of cricket	Nil

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SISSCKT307A	Teach the intermediate tactics and strategies of cricket	Nil
SISSCKT408A	Teach the advanced skills of cricket	Nil
SISSCKT409A	Teach the advanced tactics and strategies of cricket	Nil
SISSCNO201A	Perform the intermediate skills and tactics of canoeing	Nil
SISSCNO302A	Teach the intermediate skills and tactics of flatwater canoeing	Nil
SISSCNO303A	Teach the intermediate skills and tactics of whitewater canoeing	Nil
SISSCNO304A	Teach the intermediate skills and tactics of canoe polo	Nil
SISSCNO305A	Perform the advanced skills and tactics of canoeing	Nil
SISSCNO406A	Teach the advanced skills and tactics of flatwater canoeing	Nil
SISSCNO407A	Teach the advanced skills and tactics of slalom canoeing	Nil
SISSCOP202A	Develop a personal management plan	Nil
SISSCOP203A	Develop a travel and accommodation plan	Nil
SISSCOP204A	Develop personal media skills	Nil
SISSCOP205A	Develop a personal financial plan	Nil
SISSCOP306A	Prepare a sponsorship proposal	Nil
SISSCOP307A	Manage personal finances	Nil
SISSCOP308A	Model the responsibilities of an elite athlete	Nil
SISSCOP309A	Design an athlete’s diet	Nil
SISSEQS301A	Demonstrate basic dressage, show	Nil

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	jumping and cross-country riding	
SISSEQS302A	Demonstrate basic dressage and show horse skills	Nil
SISSEQS404A	Teach the intermediate skills of riding on the flat	Nil
SISSEQS405A	Teach the intermediate skills of riding over fences	Nil
SISSGLF201A	Perform the A Grade skills of golf	Nil
SISSGLF202A	Apply the A Grade tactics and strategies of golf	Nil
SISSGLF203A	Interpret and apply the rules of golf at the A Grade level	Nil
SISSGLF304A	Perform the advanced skills of golf	Nil
SISSGLF305A	Apply the advanced tactics and strategies of golf	Nil
SISSGLF306A	Interpret and apply the rules of golf at the advanced level	Nil
SISSGLF307A	Participate in conditioning for golf	Nil
SISSGLF508A	Teach the advanced skills of professional golf	Nil
SISSGLF509A	Teach the advanced tactics and strategies of professional golf	Nil
SISSGLF510A	Fit and alter golf equipment	Nil
SISSNTB202A	Use intermediate level tactics and game strategy in netball play	Nil
SISSNTB203A	Participate in conditioning for netball	Nil
SISSNTB204A	Teach foundation netball skills	Nil
SISSNTB305A	Use advanced level tactics and game strategy in netball play	Nil
SISSNTB306A	Use advanced level netball skills	Nil

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SISSNTB407A	Teach intermediate level netball skills	Nil
SISSNTB408A	Teach intermediate level netball tactics and game strategy	Nil
SISSOGP301A	Conduct games or competitions	Nil
SISSOGP402A	Conduct a fitness and recovery program for officials	Nil
SISSRGL201A	Use intermediate level Rugby League game skills	Nil
SISSRGL202A	Use intermediate level tactics and game strategy in Rugby League play	Nil
SISSRGL203A	Participate in conditioning for Rugby League	Nil
SISSRGL204A	Teach the skills of Rugby League for modified games	Nil
SISSRGL305A	Use advanced level Rugby League game skills	Nil
SISSRGL306A	Teach intermediate level Rugby League game skills	Nil
SISSRGL307A	Teach intermediate level Rugby League tactics and game strategy	Nil
SISSRGL308A	Use advanced level tactics and game strategy in Rugby League play	Nil
SISSRGL409A	Teach advanced level Rugby League game skills	Nil
SISSRGL410A	Teach advanced level Rugby tactics and game strategy	Nil
SISSRGL511A	Teach high performance Rugby League game skills	Nil
SISSRGL512A	Teach high performance Rugby League tactics and game strategy	Nil

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SISSRGU201A	Perform foundation level Rugby Union skills	Nil
SISSRGU202A	Perform foundation level Rugby Union tactics and strategies	Nil
SISSRGU203A	Participate in conditioning for Rugby Union	Nil
SISSRGU204A	Officiate junior level Rugby Union	Nil
SISSRGU205A	Officiate local or district level Rugby Union	Nil
SISSRGU306A	Perform advanced level Rugby Union skills	SISSRGU201A Perform foundation level Rugby Union skills
SISSRGU307A	Perform advanced level Rugby Union tactics and strategies	SISSRGU202A Perform foundation level Rugby Union tactics and strategies
SISSRGU308A	Teach Rugby Union tactics and strategies at a foundation level	Nil
SISSRGU309A	Teach Rugby Union skills at a foundation level	Nil
SISSRGU410A	Officiate advanced level Rugby Union	Nil
SISSSAI301A	Teach the basic tactics and strategies of sailing	Nil
SISSSAI402A	Teach the advanced tactics and strategies of sailing	Nil
SISSSOC301A	Perform advanced level soccer skills	Nil
SISSSOC302A	Perform advanced level soccer tactics and strategies	Nil
SISSSPA301A	Coordinate regional touring athletes	Nil
SISSSPA402A	Coordinate international touring athletes	Nil
SISSSPA403A	Administer a team or group	Nil

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SISSSPA404A	Implement accreditation and registration systems	Nil
SISSSPA505A	Coordinate team or group management	Nil
SISSSPA506A	Coordinate team or group administration	Nil
SISSSPA507A	Develop volunteer management policies	Nil
SISSSPT201A	Implement sports injury prevention	Nil
SISSSPT302A	Provide initial management of sports injuries	Nil
SISSSPT303A	Conduct basic warm-up and cool-down programs	Nil
SISSSPT304A	Tape ankle, thumb and fingers	Nil
SISSSPT305A	Support sports injury management	Nil
SISSSPT306A	Deal with medical conditions in a sport setting	Nil
SISSSPT307A	Conduct advanced taping	Nil
SISSSQU201A	Teach the fundamental skills of squash	Nil
SISSSQU202A	Teach the basic tactics and strategies of squash	Nil
SISSSQU303A	Teach the intermediate skills of squash	Nil
SISSSQU304A	Teach the intermediate tactics and strategies of squash	Nil
SISSSTC301A	Instruct strength and conditioning techniques	Nil
SISSSTC402A	Develop strength and conditioning programs	Nil

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SISSSUR201A	Teach the basic skills of surf life saving	Nil
SISSSUR202A	Officiate beginner level surf life saving competitions	Nil
SISSSUR303A	Teach the intermediate skills of surf life saving	Nil
SISSSUR304A	Officiate intermediate level surf life saving competitions	Nil
SISSSUR405A	Teach the advanced skills of surf life saving	Nil
SISSSUR406A	Officiate advanced level surf life saving competitions	Nil
SISSSWM301A	Teach the competitive strokes of swimming	Nil
SISSSWM302A	Plan a program for a competitive swimmer	Nil
SISSSWM303A	Teach the advanced skills of competitive swimming	Nil
SISSTNS201A	Assist in conducting tennis activities for beginner players	Nil
SISSTNS202A	Interpret and apply the rules of tennis	SISSCGP201A Apply legal and ethical coaching practices
SISSTNS303A	Coach stroke production and tactics for junior tennis players	Nil
SISSTOU201A	Perform the intermediate skills of Touch	Nil
SISSTOU202A	Perform the intermediate tactics and strategies of Touch	Nil
SISSTOU303A	Teach the intermediate skills of Touch	Nil
SISSTOU304A	Teach the intermediate tactics and strategies of Touch	Nil

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SISSTPB201A	Teach fundamental tenpin bowling skills	Nil
SISSVOL301A	Teach the intermediate skills of volleyball	Nil
SISSVOL302A	Teach the intermediate tactics and strategies of volleyball	Nil
SISSVOL403A	Teach the advanced skills of volleyball	Nil
SISSVOL404A	Teach the advanced tactics and strategies of volleyball	Nil

Imported Units in SIS10 Training Package

Code	Title	Origin
BSBADM101A	Use business equipment and resources	BSB07 Business Services
BSBADM307B	Organise schedules	BSB07 Business Services
BSBADM311A	Maintain business resources	BSB07 Business Services
BSBADM405B	Organise meetings	BSB07 Business Services
BSBADM406B	Organise business travel	BSB07 Business Services
BSBADM409A	Coordinate business resources	BSB07 Business Services
BSBADM502B	Manage meetings	BSB07 Business Services
BSBADM503B	Plan and manage conferences	BSB07 Business Services
BSBADM504B	Plan or review administration systems	BSB07 Business Services
BSBADM506B	Manage business document design and development	BSB07 Business Services
BSBCMM101A	Apply basic communication skills	BSB07 Business Services
BSBCMM401A	Make a presentation	BSB07 Business Services
BSBFIA301A	Maintain financial records	BSB07 Business Services

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BSBFIA302A	Process payroll	BSB07 Business Services
BSBFIA303A	Process accounts payable and receivable	BSB07 Business Services
BSBFIA304A	Maintain a general ledger	BSB07 Business Services
BSBFIA402A	Report on financial activity	BSB07 Business Services
BSBFIM501A	Manage budgets and financial plans	BSB07 Business Services
BSBFIM502A	Manage payroll	BSB07 Business Services
BSBFRA402B	Establish a franchise	BSB07 Business Services
BSBFRA403B	Manage relationship with franchisor	BSB07 Business Services
BSBHRM401A	Review human resources functions	BSB07 Business Services
BSBHRM402A	Recruit, select and induct staff	BSB07 Business Services
BSBHRM501A	Manage human resources services	BSB07 Business Services
BSBHRM502A	Manage human resources management information systems	BSB07 Business Services
BSBHRM503A	Manage performance management systems	BSB07 Business Services
BSBHRM505A	Manage remuneration and employee benefits	BSB07 Business Services
BSBHRM506A	Manage recruitment selection and induction processes	BSB07 Business Services
BSBHRM507A	Manage separation or termination	BSB07 Business Services
BSBHRM509A	Manage rehabilitation or return-to-work programs	BSB07 Business Services
BSBIND201A	Work effectively in a business environment	BSB07 Business Services
BSBINM201A	Process and maintain workplace information	BSB07 Business Services
BSBINM202A	Handle mail	BSB07 Business Services
BSBINM301A	Organise workplace information	BSB07 Business Services
BSBINM501A	Manage an information or knowledge management system	BSB07 Business Services

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BSBITA401A	Design databases	BSB07 Business Services
BSBITB501A	Establish and maintain a workgroup computer network	BSB07 Business Services
BSBITS401A	Maintain business technology	BSB07 Business Services
BSBITU201A	Produce simple word processed documents	BSB07 Business Services
BSBITU402A	Develop and use complex spreadsheets	BSB07 Business Services
BSBITU404A	Produce complex desktop published documents	BSB07 Business Services
BSBLED101A	Plan skills development	BSB07 Business Services
BSBLED502A	Manage programs that promote personal effectiveness	BSB07 Business Services
BSBMGT502B	Manage people performance	BSB07 Business Services
BSBMKG401B	Profile the market	BSB07 Business Services
BSBMKG402B	Analyse consumer behaviour for specific markets	BSB07 Business Services
BSBMKG501B	Identify and evaluate marketing opportunities	BSB07 Business Services
BSBMKG502B	Establish and adjust the marketing mix	BSB07 Business Services
BSBMKG507A	Interpret market trends and developments	BSB07 Business Services
BSBMKG514A	Implement and monitor marketing activities	BSB07 Business Services
BSBREL401A	Establish networks	BSB07 Business Services
BSBREL402A	Build client relationships and business networks	BSB07 Business Services
BSBRES401A	Analyse and present research information	BSB07 Business Services
BSBRKG502B	Manage and monitor business or records systems	BSB07 Business Services
BSBSMB301A	Investigate micro business opportunities	BSB07 Business Services
BSBSMB401A	Establish legal and risk management requirements of small businesses	BSB07 Business Services

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BSBSMB402A	Plan small business finances	BSB07 Business Services
BSBSMB403A	Market the small business	BSB07 Business Services
BSBSMB404A	Undertake small business planning	BSB07 Business Services
BSBSMB405A	Monitor and manage small business operations	BSB07 Business Services
BSBBMB406A	Manage small business finances	BSB07 Business Services
BSBSMB407A	Manage a small team	BSB07 Business Services
BSBSUS201A	Participate in environmentally sustainable work practices	BSB07 Business Services
BSBSUS301A	Implement and monitor environmentally sustainable work practices	BSB07 Business Services
BSBSUS501A	Develop workplace policy and procedures for sustainability	BSB07 Business Services
BSBWOR202A	Organise and complete daily work activities	BSB07 Business Services
BSBWOR204A	Use business technology	BSB07 Business Services
BSBWOR301A	Organise personal work priorities and development	BSB07 Business Services
BSBWOR404A	Develop work priorities	BSB07 Business Services
BSBWOR501A	Manage personal work priorities and professional development	BSB07 Business Services
BSBWOR509A	Manage industrial relations	BSB07 Business Services
CHCAC318A	Work effectively with older people	CHC08 Community Services
CHCDIS301A	Work effectively with people with a disability	CHC08 Community Services
CHCDIS302A	Maintain an environment to empower people with disabilities	CHC08 Community Services
CHCDIS400C	Provide care and support	CHC08 Community Services
CHCDIS507C	Design and adapt surroundings to group	CHC08 Community

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	requirements	Services
CHCDIS511A	Coordinate services for people with disabilities	CHC08 Community Services
CHCIC301D	Interact effectively with children	CHC08 Community Services
CHCYTH301D	Work effectively with young people	CHC08 Community Services
CHCYTH402A	Work effectively with young people in the youth work context	CHC08 Community Services
CHCYTH407D	Respond to critical situations	CHC08 Community Services
CHCYTH501A	Develop and implement procedures to enable young people to address their needs	CHC08 Community Services
CHCYTH505D	Support youth programs	CHC08 Community Services
CHCYTH506A	Provide services for young people appropriate to their needs and circumstances	CHC08 Community Services
CHCYTH608C	Manage service response to young people in crisis	CHC08 Community Services
CUEFOH04C	Usher patrons	CUE03 Entertainment
CUEFOH10B	Monitor entry to a venues	CUE03 Entertainment
FNSACCT502B	Prepare income tax returns	FNS04 Financial Services
FNSACCT503B	Manage budgets and forecasts	FNS04 Financial Services
FNSACCT504B	Prepare financial reports for a reporting entity	FNS04 Financial Services
FNSACCT505B	Establish and maintain accounting information systems	FNS04 Financial Services
FNSACCT506B	Implement and maintain internal control procedures	FNS04 Financial Services
FNSICGEN305B	Maintain daily financial/business records	FNS04 Financial Services
FNSICORG501B	Develop a budget	FNS04 Financial Services

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HLTFA301B	Apply first aid	HLT07 Health
HLTFA402B	Apply advanced first aid	HLT07 Health
HLTFA404A	Apply advanced resuscitation techniques	HLT07 Health
ICAU1128B	Operate a personal computer	ICA05 Information and Communications
ICAU1129B	Operate a word processing application	ICA05 Information and Communications
ICAU1130B	Operate a spreadsheet application	ICA05 Information and Communications
ICAU1131B	Operate a database application	ICA05 Information and Communications
ICAU1132B	Operate a presentation package	ICA05 Information and Communications
ICAU1133B	Send and retrieve information using web browsers and email	ICA05 Information and Communications
ICAU2006B	Operate computing packages	ICA05 Information and Communications
ICAU3126B	Use advanced features of computer applications	ICA05 Information and Communications
ICPMM263C	Access and use the Internet	IPC10 Print and Graphic Arts
MEM50008B	Carry out trip preparation and planning	MEM05 Metal Engineering
MEM50009B	Safely operate a mechanically powered recreational boat	MEM05 Metal Engineering
MEM50010B	Respond to boating emergencies and incidents	MEM05 Metal Engineering
PSPPROC410A	Administer contracts	PSP04 Public Sector
PUAEME001B	Provide emergency care	PUA00 Public Safety
PUAEME003C	Administer oxygen in an emergency situation	PUA00 Public Safety
PUAOPE002B	Operate communications systems and	PUA00 Public Safety

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	equipment	
RGRPSH401A	Relate anatomical and physiological features to the care and treatment of horses	RGR08 Racing Industry
RTC1301A	Operate basic machinery and equipment	RTE03 Rural Production
RTC1701A	Follow basic chemical safety rules	RTE03 Rural Production
RTC2012A	Plant trees and shrubs	RTE03 Rural Production
RTC2306A	Operate vehicles	RTE03 Rural Production
RTC2307A	Operate machinery and equipment	RTE03 Rural Production
RTC2309A	Operate tractors	RTE03 Rural Production
RTC2401A	Treat weeds	RTE03 Rural Production
RTC2404A	Treat plant pests, diseases and disorders	RTE03 Rural Production
RTC2706A	Apply chemicals under supervision	RTE03 Rural Production
RTC3218A	Undertake site assessment	RTE03 Rural Production
RTC3310A	Operate specialised machinery and equipment	RTE03 Rural Production
RTC3311A	Perform specialised machinery maintenance	RTE03 Rural Production
RTC3401A	Control weeds	RTE03 Rural Production
RTC3404A	Control plant pests, diseases and disorders	RTE03 Rural Production
RTC3704A	Prepare and apply chemicals	RTE03 Rural Production
RTC3705A	Transport, handle and store chemicals	RTE03 Rural Production
RTC4024A	Recommend plants and cultural practices	RTE03 Rural Production
RTC4306A	Supervise maintenance of machinery and equipment	RTE03 Rural Production
RTC4702A	Minimise risks in the use of chemicals	RTE03 Rural Production
RTC4703A	Plan and implement a chemical use program	RTE03 Rural Production
RTD3505A	Maintain natural areas	RTD02 Conservation and Land Management

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RTD4802A	Develop approaches to include cultural and human diversity	RTD02 Conservation and Land Management
RTD4811A	Provide information on environmental issues and policies	RTD02 Conservation and Land Management
RTE2104A	Carry out regular horse observation	RTE03 Rural Production
RTE2121A	Provide daily care for horses	RTE03 Rural Production
RTE2130A	Ride and care for horses and equipment	RTE03 Rural Production
RTE2136A	Load and unload livestock	RTE03 Rural Production
RTE2308A	Operate ride-on vehicles	RTE03 Rural Production
RTE3102A	Educate, ride and care for horses and equipment	RTE03 Rural Production
RTE3131A	Transport livestock	RTE03 Rural Production
RTE3137A	Carry out basic hoof care procedures	RTE03 Rural Production
RTE3144A	Prevent and treat equine injury and disease	RTE03 Rural Production
RTE3402A	Implement animal health control programs	RTE03 Rural Production
RTE3712A	Administer medication to animals	RTE03 Rural Production
RTF1003A	Support turf work	RTF03 Amenity Horticulture
RTF2015A	Prepare turf surfaces for play	RTF03 Amenity Horticulture
RTF2019A	Renovate grassed areas	RTF03 Amenity Horticulture
RTF2020A	Assist with turf construction	RTF03 Amenity Horticulture
RTF2023A	Support turf establishment	RTF03 Amenity Horticulture
RTF3001A	Construct turf playing surfaces	RTF03 Amenity Horticulture
RTF3023A	Monitor turf health	RTF03 Amenity Horticulture

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RTF3027A	Renovate sports turf	RTF03 Amenity Horticulture
RTF4005A	Develop a sports turf maintenance program	RTF03 Amenity Horticulture
RTF5008A	Plan the establishment of sports turf playing surfaces	RTF03 Amenity Horticulture
SFISHIP209B	Operate marine communications equipment	SFI04 Seafood Industry
SIRRRPK012A	Recommend business and leisure products and services	SIR07 Retail Services
SIRXCCS001A	Apply point-of-sale handling procedures	SIR07 Retail Services
SIRXCLM001A	Organise and maintain work areas	SIR07 Retail Services
SIRXFIN001A	Balance point-of-sale terminal	SIR07 Retail Services
SIRXCT001A	Operate retail technology	SIR07 Retail Services
SIRXINV001A	Perform stock control procedures	SIR07 Retail Services
SIRXINV002A	Maintain and order stock	SIR07 Retail Services
SIRXINV004A	Buy merchandise	SIR07 Retail Services
SIRXINV005A	Control inventory	SIR07 Retail Services
SIRXMER001A	Merchandise products	SIR07 Retail Services
SIRXMER002A	Coordinate merchandise presentation	SIR07 Retail Services
SIRXMER004A	Manage merchandise and store presentation	SIR07 Retail Services
SIRXMGT001A	Coordinate work teams	SIR07 Retail Services
SIRXRSK001A	Minimise theft	SIR07 Retail Services
SIRXSLS001A	Sell products and services	SIR07 Retail Services
SIRXSLS002A	Advise on products and services	SIR07 Retail Services
SIRXSLS003A	Coordinate sales performance	SIR07 Retail Services
SIRXSLS005A	Manage sales and service delivery	SIR07 Retail Services
SITHFAB001A	Clean and tidy bar areas	SIT07 Tourism, Hospitality

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		and Events
SITHFAB003A	Serve food and beverage to customers	SIT07 Tourism, Hospitality and Events
SITHFAB004A	Provide food and beverage service	SIT07 Tourism, Hospitality and Events
SITHFAB005A	Provide table service of alcoholic beverages	SIT07 Tourism, Hospitality and Events
SITHFAB009A	Provide responsible service of alcohol	SIT07 Tourism, Hospitality and Events
SITHFAB010B	Prepare and serve non-alcoholic beverages	SIT07 Tourism, Hospitality and Events
SITHGAM001A	Attend gaming machines	SIT07 Tourism, Hospitality and Events
SITHGAM004A	Analyse and report on gaming machine data	SIT07 Tourism, Hospitality and Events
SITHGAM006A	Provide responsible gambling services	SIT07 Tourism, Hospitality and Events
SITTGDE001A	Work as a guide	SIT07 Tourism, Hospitality and Events
SITTGDE002A	Provide arrival and departure assistance	SIT07 Tourism, Hospitality and Events
SITTGDE003A	Coordinate and operate a tour	SIT07 Tourism, Hospitality and Events
SITTGDE004A	Lead tour groups	SIT07 Tourism, Hospitality and Events
SITTGDE005A	Manage extended touring programs	SIT07 Tourism, Hospitality and Events
SITTGDE006A	Prepare and present tour commentaries or activities	SIT07 Tourism, Hospitality and Events
SITTGDE007A	Develop and maintain the general and regional knowledge required by guides	SIT07 Tourism, Hospitality and Events
SITTGDE008A	Research and share general information on Australian Indigenous cultures	SIT07 Tourism, Hospitality and Events

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SITTGDE009A	Interpret aspects of local Australian Indigenous culture	SIT07 Tourism, Hospitality and Events
SITTGDE010A	Prepare specialised interpretive content on flora, fauna and landscape	SIT07 Tourism, Hospitality and Events
SITTGDE011A	Prepare specialised interpretive content on marine environments	SIT07 Tourism, Hospitality and Events
SITTGDE012A	Prepare specialised interpretive content on cultural and heritage environments	SIT07 Tourism, Hospitality and Events
SITTPPD001A	Research, assess and develop tourism products	SIT07 Tourism, Hospitality and Events
SITTPPD003A	Source and package tourism products	SIT07 Tourism, Hospitality and Events
SITTPPD006A	Plan and develop ecologically sustainable tourism operations	SIT07 Tourism, Hospitality and Events
SITTPPD007A	Plan and develop culturally appropriate tourism operations	SIT07 Tourism, Hospitality and Events
SITTTOP004A	Set up and operate a camp site	SIT07 Tourism, Hospitality and Events
SITTTOP005A	Provide camp site catering	SIT07 Tourism, Hospitality and Events
SITTTSL002A	Access and interpret product information	SIT07 Tourism, Hospitality and Events
SITTTSL005A	Sell tourism products and services	SIT07 Tourism, Hospitality and Events
SITTTSL006A	Prepare quotations	SIT07 Tourism, Hospitality and Events
SITTVAF001A	Provide venue information and assistance	SIT07 Tourism, Hospitality and Events
SITXCOM001A	Work with colleagues and customers	SIT07 Tourism, Hospitality and Events
SITXCOM002A	Work in a socially diverse environment	SIT07 Tourism, Hospitality and Events

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SITXEVT005A	Organise in-house events or functions	SIT07 Tourism, Hospitality and Events
SITXFIN006A	Obtain and manage sponsorship	SIT07 Tourism, Hospitality and Events
SITXHRM003A	Roster staff	SIT07 Tourism, Hospitality and Events
SITXMPR001A	Coordinate production of brochures and marketing materials	SIT07 Tourism, Hospitality and Events
SITXOHS002A	Follow workplace hygiene procedures	SIT07 Tourism, Hospitality and Events
TAEASS401A	Plan assessment activities and processes	TAE10 Training and Assessment
TAEASS402A	Assess competence	TAE10 Training and Assessment
TAEASS403A	Participate in assessment validation	TAE10 Training and Assessment
TAEDEL301A	Provide work skill instruction	TAE10 Training and Assessment
TAEDEL501A	Facilitate e-learning	TAE10 Training and Assessment
TAETAS501A	Undertake organisational training needs analysis	TAE10 Training and Assessment
TLIB307C	Carry out vehicle servicing and maintenance	TLI07 Transport and Logistics
TLIB407C	Carry out vehicle inspection	TLI07 Transport and Logistics
TLIB807C	Carry out inspection of trailers	TLI07 Transport and Logistics
TLIH107D	Interpret road maps and navigate pre-determined routes	TLI07 Transport and Logistics
TLIH207D	Plan and navigate routes	TLI07 Transport and Logistics

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Mapping to Previous Training Package

SIS10 units of competency summary mapping table: Community Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N**= not equivalent
SISCAQU201A Monitor pool water quality	SRCAQU001B Monitor pool water quality	**E** Updated and equivalent to SRCAQU001B Monitor pool water quality
SISCAQU202A Perform basic water rescues	SRCAQU003B Respond to an aquatic emergency using basic water rescue techniques	**E** Updated and equivalent to SRCAQU003B Respond to an aquatic emergency using basic water rescue techniques
SISCAQU303A Operate aquatic facility plant and equipment	SRCAQU002B Operate aquatic facility plant and equipment	**E** Updated and equivalent to SRCAQU002B Operate aquatic facility plant and equipment
SISCAQU304A Maintain pool water quality	SRCAQU004B Maintain pool water quality	**E** Updated and equivalent to SRCAQU004B Maintain pool water quality
SISCAQU305A Implement aquatic facility plant and equipment maintenance program	SRCAQU005B Implement aquatic facility plant and equipment maintenance program	**E** Updated and equivalent to SRCAQU005B Implement aquatic facility plant and equipment maintenance program
SISCAQU306A Supervise clients at an aquatic facility or environment	SRCAQU006B Supervise clients at an aquatic facility or environment	**E** Updated and equivalent to SRCAQU006B Supervise clients at an aquatic facility or environment

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SIS10 units of competency summary mapping table: Community Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N**= not equivalent
SISCAQU307A Perform advanced water rescues	SRCAQU007B Respond to an aquatic emergency using advanced water rescue techniques	**E** Updated and equivalent to SRCAQU007B Respond to an aquatic emergency using advanced water rescue techniques
SISCAQU308A Instruct water familiarisation, buoyancy and mobility skills	SRCAQU009B Instruct water familiarisation, buoyancy and mobility skills	**N** Based on SRCAQU009B but not equivalent. SISCAQU308A includes knowledge of the principles of movement in water and their application to instructing water safety and survival skills
SISCAQU309A Instruct clients in water safety and survival skills	SRCAQU010B Instruct water safety and survival skills	**N** Based on SRCAQU010B but not equivalent. SISCAQU309A includes knowledge of the principles of movement in water and their application to instructing water safety and survival skills
SISCAQU310A Instruct swimming strokes	SRCAQU011B Instruct the strokes of swimming	**N** Based on SRCAQU011B but not equivalent. SISCAQU310A includes knowledge o the principles of movement in water and their application to instructing water safety and survival skills
SISCAQU311A Foster the development of infants and	SRCAQU012B Foster the motor, cognitive and personal	**E** Updated and equivalent to

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SIS10 units of competency summary mapping table: Community Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N**= not equivalent
toddlers in an aquatic environment	development of infants and toddlers in an aquatic environment	SRCAQU012B Foster the motor, cognitive and personal development of infants and toddlers in an aquatic environment
	SRCAQU013B Collect and analyse information on the philosophy and structure of the Australian aquatic industry	**N** Deleted unit
SISCAQU312A Assist participants with a disability during aquatic activities	SRCAQU014B Assist participants with a disability during aquatic activities	**E** Updated and equivalent to SRCAQU014B Assist participants with a disability during aquatic activities
SISCAQU313A Develop an aquatics career plan	Nil	**N** New unit, no equivalent
SISCAQU414A Develop pool water maintenance procedures	SRCAQU015B Develop procedures for maintaining pool water quality to health standards	**E** Updated and equivalent to SRCAQU015B Develop procedures for maintaining pool water quality to health standards
SISCAQU415A Develop aquatic facility maintenance procedures	SRCAQU016B Develop maintenance systems for an aquatic facility	**E** Updated and equivalent to SRCAQU016B Develop maintenance systems for an aquatic facility
SISCAQU416A Coordinate lifeguard service at an aquatic facility	SRCAQU017B Coordinate lifeguard service at an aquatic facility or environment	**E** Updated and equivalent to SRCAQU017B Coordinate lifeguard service at an aquatic

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SIS10 units of competency summary mapping table: Community Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N**= not equivalent
		facility or environment
SISCAQU417A Operate self-contained breathing apparatus in an aquatic facility	SRCAQU018A Operate self-contained breathing apparatus in an aquatic facility	**E** Updated and equivalent to SRCAQU018A Operate self-contained breathing apparatus in an aquatic facility
	SRCCAP001A Apply basic exercise science to a community activity program	**N** Deleted unit
	SRCCAP002A Promote the benefits of healthy eating to participants	**N** Deleted unit
	SRCCAP003A Demonstrate basis of body functioning to an activity group	**N** Deleted unit
	SRCCAP004A Support delivery of a group activity	**N** Deleted unit
	SRCCAP005A Perform basic warm-up stretching	**N** Deleted unit
SISCCRD301A Facilitate community development through recreational activities	SRCCRD004B Facilitate community development through recreation initiatives	**N** Based on SRCCRD004B but not equivalent. Incorporates outcomes of SRCCRD001B Access information and resources for community recreation, SRCCRD002B Apply the principles of community development to community recreation work and SRCCRD003B Promote access, equity and

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SIS10 units of competency summary mapping table: Community Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N**= not equivalent
		diversity in community recreation
SISCCRD302A Recruit and manage volunteers	SRCCRD005B Apply the principles and issues of volunteering	**N** Based on SRCCRD005B but not equivalent.
SISCCRD303A Facilitate inclusion for people with a disability	SRCCRD006B Implement community inclusion processes for people with a disability	**E** Updated and equivalent to SRCCRD006B Implement community inclusion processes for people with a disability
SISCCRD304A Work with key stakeholders	SRCCRD008B Work effectively with government and other key stakeholders	**E** Updated and equivalent to SRCCRD008B Work effectively with government and other key stakeholders
SISCCRO301A Assist with recreation games not requiring equipment	SRCCRO001B Assist with recreation games not requiring equipment	**E** Updated and equivalent to SRCCRO001B Assist with recreation games not requiring equipment
	SRCCRO002B Respond to clients at risk	**N** Deleted unit
	SRCCR003B Apply point of sale handling procedures in a recreation setting	**N** Deleted unit
SISCCRO302A Apply legal and ethical instructional skills	SRCCRO007B Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities	**E** Updated and equivalent to SRCCRO007B Operate in accordance with accepted instructional practices,

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SIS10 units of competency summary mapping table: Community Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N**= not equivalent
		styles and legal and ethical responsibilities
	SRCCRO008B Interact positively with infants, toddlers and parents in an recreation environment	**N** Deleted unit
SISCCRO303A Plan and conduct recreation programs for older persons	SRCCRO009B Conduct a recreation program for older persons	**N** Based on SRCCRO009B but not equivalent. Incorporates outcomes of SRCCRO004B Work within a budget for a recreation initiative.
SISCCRO304A Plan and conduct disability recreation programs	SRCCRO010B Conduct a recreation program for people with a disability	**N** Based on SRCCRO010B but not equivalent. Incorporates outcomes of SRCCRO004B Work within a budget for a recreation initiative
	SRCCRO011B Implement a sales system for a recreation facility or organisation	**N** Deleted unit
	SRCCRO012B Manage contracts	**N** Deleted unit
SISCCRO305A Develop a budget for a recreation initiative	SRCCRO005B Develop a budget for a recreation initiative	**E** Updated and equivalent to SRCCRO005B Develop a budget for a recreation initiative
SISCCRO306A Organise participant travel	SRCCRO006B Organise travel for participants and equipment	**E** Updated and equivalent to SRCCRO006B Organise travel for participants and

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SIS10 units of competency summary mapping table: Community Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N**= not equivalent
		equipment
	SRCDAN001A Utilise effective teaching methods in a community, social and/or recreational dance context	**N** Deleted unit
	SRCDAN002A Maintain safe dance practice when teaching in a community, social and/or recreational dance context	**N** Deleted unit
SISCDAN301A Teach recreational dance	SRCDAN003A Maintain professional practice when teaching in a community, social and/or recreational dance context	**E** Updated and equivalent to SRCDAN003A Maintain professional practice when teaching in a community, social and/or recreational dance context
SISCSDF301A Instruct the basic skills of unarmed self-defence	SRCSDF001B Instruct the basic skills of unarmed self-defence	**N** Based on SRCSDF001B but not equivalent. Incorporates outcomes of SRCSDF002B Instruct the application of unarmed self-defence against an opponent
SISCSDF302A Instruct the intermediate skills of unarmed self-defence	SRCSDF003B Instruct the intermediate skills of unarmed self-defence	**E** Updated and equivalent to SRCSDF003B Instruct the intermediate skills of unarmed self-defence

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SIS10 units of competency summary mapping table: Cross Sector		
Code and Title	**Relates to**	Nature of Relationship **E** = equivalent **N** = not equivalent
SISXCAI101A Provide equipment for activities	SRXCAI003B Provide equipment for activities	**N** Based on but not equivalent to SRXCAI003B. Incorporates knowledge and application of OHS as it relates to unit outcomes.
SISXCAI102A Assist in preparing and conducting sport and recreation sessions	SRXCAI002B Assist in conducting sport and recreation sessions for participants	**N** Based on but not equivalent to SRXCAI002B. Outcomes now reflect the ability to focus on sport and recreation specific activities.
SISXCAI303A Plan and conduct sport and recreation sessions	Nil	**N** New unit, no equivalent Combines outcomes of SRXCAI004B Plan a session or program for participants, SRXCAI005B Conduct a sport and recreation session for participants, and SRCCRO004B Work within a budget for a recreation initiative or program and knowledge of the philosophies and principles of community development from SRCCRD002B Apply the principles of community development to community recreation

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SIS10 units of competency summary mapping table: Cross Sector		
Code and Title	**Relates to**	Nature of Relationship **E** = equivalent **N** = not equivalent
		work
SISXCAI304A Plan and conduct sport and recreation programs	Nil	**N** New unit, no equivalent Incorporates outcomes of SRCCRD007B Develop recreation programs and SRCCRO004B Work within a budget for recreation initiative or program
SISXCAI305A Conduct individualised long-term training programs	SRXCAI008B Plan and prepare an individualised long term training program	**N** Based on SRXCAI008B but not equivalent. Incorporates outcomes of SRXCAI009B Conduct, monitor and adjust individualised long-term training programs and SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs
SISXCAI306A Facilitate groups	SRXGRO001A Facilitate a group	**N** Based on SRXGRO001A but not equivalent. Incorporates outcomes of SRXGRO002A Deal with conflict
	SRXCAI001B Assist in preparing sport and recreation sessions for participants	**N** Deleted unit
	SRCCAI006B Organise a sport and	**N**

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SIS10 units of competency summary mapping table: Cross Sector		
Code and Title	**Relates to**	Nature of Relationship **E** = equivalent **N** = not equivalent
	recreation program	Deleted unit
	SRXCAI007B Conduct a sport and recreation program	**N** Deleted unit
SISXCAI507A Plan and implement high performance training programs	SRXCAI009B Conduct, monitor and adjust individualised long-term training programs	**N** Based on SRXCAI009B but not equivalent. Incorporates outcomes of SRXCAI011B Plan and prepare for participants to meet demands of high level participation and SRXCAI012B Conduct, monitor and adjust high performance individualised training programs. Required knowledge of anatomy and physiology made explicit.
	SRXEMR003A Administer oxygen in an emergency situation	**N** Deleted unit
	SRXEVT001B Coordinate guest/delegate registrations at venue	**N** Deleted unit
	SRXEVT002B Organise meeting/event and provide on-site meeting/event management services	**N** Deleted unit
	SRXEVT003B Coordinate events	**N** Deleted unit
	SRXEVT004B Plan and manage conferences on behalf of management to achieve identified	**N** Deleted unit

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SIS10 units of competency summary mapping table: Cross Sector		
Code and Title	**Relates to**	Nature of Relationship **E** = equivalent **N** = not equivalent
	goals	
	SRXEVT005B Manage special events	**N** Deleted unit
	SRXEVT006B Plan, implement and evaluate an event or program	**N** Deleted unit
	SRXEVT007B Manage spectators at an event or program	**E** SRXEVT007B Manage spectators at an event or program
	SRXEVT008A Process and monitor event registrations	**N** Deleted unit
	SRXEVT009A Develop a transport strategy for an event	**N** Deleted unit
	SRXEVT010A Manage an event across a number of facilities	**N** Deleted unit
	SRXEVT011A Environmental issues and events	**N** Deleted unit
	SRXEVT012A Liaise with state/local government agencies	**N** Deleted unit
	SRXFAC007B Manage the provision of equipment and consumables	**N** Deleted unit
	SRXFAC008B Obtain facilities	**N** Deleted unit
	SRXFAC009B Plan, develop and commission facility development	**N** Deleted unit

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SIS10 units of competency summary mapping table: Cross Sector		
Code and Title	**Relates to**	Nature of Relationship **E** = equivalent **N** = not equivalent
	SRXFAD001A Provide first aid	**N** Deleted unit
	SRXFAD002A Provide advanced first aid response	**N** Deleted unit
	SRXFAD003A Maintain first aid equipment, resources and records	**N** Deleted unit
	SRXFAD004A Coordinate and implement first aid training	**N** Deleted unit
	SRXFAD005A Manage casualty in a remote and/or isolated area	**N** Deleted unit
	SRXGCSO01A Create client relationship	**N** Deleted unit
	SRXGCSO04A Meet client needs and expectations	**N** Deleted unit
SISXCCS201A Provide customer service	SRXGCST03A Process client complaints	**N** Based on SRXGCST03A but not equivalent. Unit outcomes expanded to focus on the provision of customer service in addition to complaint handling.
SISXCCS402A Coordinate client service activities	SRXGCST05A Coordinate client service activities	**E** Updated and equivalent to SRXGCST05A Coordinate client service activities
SISXCCS403A Determine	SRXGCSS07A Determine needs of	**E**

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SIS10 units of competency summary mapping table: Cross Sector		
Code and Title	**Relates to**	Nature of Relationship **E** = equivalent **N** = not equivalent
needs of client populations	client populations	Updated and equivalent to SRXGCSS07A Determine needs of client populations
SISXCCS404A Address client needs	SRXGCS006A Address client needs	**E** Updated and equivalent to SRXGCSO06A Address client needs
	SRXGOV001B Participate as a member of an effective Board of an organisation	**N** Deleted unit
	SRXGOV002B Undertake the role of an individual Director of an organisation	**N** Deleted unit
	SRXGOV003B Undertake the role of Chairperson at a Board meeting	**N** Deleted unit
	SRXGOV004B Work effectively with the Board of an organisation	**N** Deleted unit
	SRXGRO003A Provide leadership to groups	**N** Deleted unit
SISXEMR201A Respond to emergency situations	SRXEMR001A Respond to emergency situations	**E** Updated and equivalent to SRXEMR001A Respond to emergency situations
SISXEMR402A Coordinate emergency responses	SRXEMR002A Coordinate emergency response	**E** Updated and equivalent to SRXEMR002A Coordinate emergency response
SISXFAC201A Maintain	SRXFAC001B Maintain equipment	**E**

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SIS10 units of competency summary mapping table: Cross Sector		
Code and Title	**Relates to**	Nature of Relationship **E** = equivalent **N** = not equivalent
sport and recreation equipment for activities	for activities	Updated and equivalent to SRXFAC001B Maintain equipment for activities
SISXFAC202A Maintain sport and recreation facilities	SRXFAC002B Maintain sport and recreational facilities	**E** Updated and equivalent to SRXFAC002B Maintain sport and recreational facilities
SISXFAC303A Implement facility maintenance programs	SRXFAC003B Implement facility maintenance programs	**E** Updated and equivalent to SRXFAC003B Implement facility maintenance programs
SISXFAC404A Coordinate facility and equipment acquisition and maintenance	SRXFAC005B Coordinate facility and equipment acquisition and maintenance	**E** Updated and equivalent to SRXFAC005B Coordinate facility and equipment acquisition and maintenance
SISXFAC405A Plan and provide sport and recreational services	SRXFAC004B Plan and provide sport and recreational services	**E** Updated and equivalent to SRXFAC004B Plan and provide sport and recreational services
SISXFAC506A Manage stock supply and purchase	SRXFAC006B Manage and control stock supply and purchase	**E** Updated and equivalent to SRXFAC006B Manage and control stock supply and purchase
	SRXHRM001B Manage volunteers	**N** Deleted unit
SISXIND101A Work	SRXINU001A Develop knowledge	**N**

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SIS10 units of competency summary mapping table: Cross Sector		
Code and Title	**Relates to**	Nature of Relationship **E** = equivalent **N** = not equivalent
effectively in sport and recreation environments	of the sport and recreation industry	Based on SRXINU001A but not equivalent. Unit outcomes are broader and incorporate relevant aspects from the units SRCCRD002A Apply the principles of community development to community recreation work and SRXGCSO02A Deal with client feedback
	SRXINU002A Apply sport and recreation law	**N** Deleted unit
SISXIND202A Process entry transactions	Nil	**N** New unit, no equivalent
SISXIND403A Analyse participation patterns	SRXINU003A Analyse participation patterns in specific markets of the leisure and recreation industry	**E** Updated and equivalent to SRXINU003A Analyse participation patterns in specific markets of the leisure and recreation industry
	SRXINU004A Promote compliance with laws and legal principles	**N** Deleted unit
	SRXINU006A Foster the values and ethos of the phenomenon of play	**N** Deleted unit
	SRXINU007A Manage evolving patterns of work to expand participation in a leisure and recreation service	**N** Deleted unit
	SRXINU008A Develop and implement a leisure and recreation	**N**

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SIS10 units of competency summary mapping table: Cross Sector		
Code and Title	**Relates to**	Nature of Relationship **E** = equivalent **N** = not equivalent
	tourism strategy	Deleted unit
	SRXINU009A Apply an understanding of psychology to expand participation in a leisure and recreation service	**N** Deleted unit
	SRXINU010A Apply an understanding of sociology to expand participation in a leisure and recreation service	**N** Deleted unit
	SRXINU011A Develop and maintain a competitive pricing strategy for a leisure and recreation service	**N** Deleted unit
	SRXINU012A Manage the impact of politics on the delivery of leisure and recreation services	**N** Deleted unit
	SRXINU013A Promote service delivery strategies and concepts to internal customers	**N** Deleted unit
	SRXINU014A Research and document the history of specific leisure and recreation service(s)	**N** Deleted unit
	SRXINU015A Develop an effective leisure and recreation lobby campaign to achieve policy influence	**N** Deleted unit
SISXIND404A Promote compliance with laws and legal principles	SRSOGP016A Promote compliance with laws and legal principles which relate to activities and activity organisations	**E** Updated and equivalent to SRSOGP016A Promote compliance with laws and legal principles which relate to activities and activity organisations

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SIS10 units of competency summary mapping table: Cross Sector		
Code and Title	**Relates to**	Nature of Relationship **E** = equivalent **N** = not equivalent
SISXIND405A Conduct projects	SRXOGN001A Conduct projects	**E** Updated and equivalent to SRXOGN001A Conduct projects
SISXIND406A Manage projects	SRXOGN002A Manage projects	**E** Updated and equivalent to SRXOGN002A Manage projects
SISXIND507A Manage education initiatives	SRXINU005A Manage culture and education to expand participation in a leisure and recreation service	**E** Updated and equivalent to SRXINU005A Manage culture and education to expand participation in a leisure and recreation service
SISXOHS101A Follow occupational health and safety policies	SRXOHS001B Follow defined Occupational Health and Safety policies and procedures	**E** Updated and equivalent to SRXOHS001B Follow defined Occupational Health and Safety policies and procedures
SISXOHS402A Implement and monitor occupational health and safety policies	SRXOHS002B Implement and monitor the organisation's Occupational Health and Safety policies, procedures and programs	**E** Updated and equivalent to SRXOHS002B Implement and monitor the organisation's Occupational Health and Safety policies, procedures and programs
SISXOHS503A Establish and maintain occupational health and safety systems	SRXOHS003B Establish, maintain and evaluate the organisation's Occupational Health and Safety system	**E** Updated and equivalent to SRXOHS003B Establish, maintain and evaluate the organisation's

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SIS10 units of competency summary mapping table: Cross Sector		
Code and Title	**Relates to**	Nature of Relationship **E** = equivalent **N** = not equivalent
		Occupational Health and Safety system
SISXRES301A Provide public education on the use of resources	SRXRES001B Educate the public on the safe use of a sport and recreational resource	**N** Based on SRXRES001B but not equivalent. Outcomes have been expanded to incorporate review and analysis of market trends and participation patterns
SISXRES402A Support implementation of environmental management practices	SRXRES002B Improve client awareness and implementation of environmental management practices	**E** Updated and equivalent to SRXRES002B Improve client awareness and implementation of environmental management practices
	SRXRES003B Contribute to the planning, monitoring and control of resources	**N** Deleted unit
	SRXRES004B Minimise waste and pollution and their environmental impact	**N** Deleted unit
SISXRES403A Use resources efficiently	SRXRES005B Achieve an efficient use of resources	**E** Updated and equivalent to SRXRES005B Achieve an efficient use of resources
	SRXRES006B Establish policies and strategies to manage and maintain resources	**N** Deleted unit
SISXRES504A Conserve and re-establish natural systems	SRXRES008B Conserve and re-establish natural systems	**E** Updated and equivalent to SRXRES008B Conserve

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SIS10 units of competency summary mapping table: Cross Sector		
Code and Title	**Relates to**	Nature of Relationship **E** = equivalent **N** = not equivalent
		and re-establish natural systems
SISXRES505A Achieve sustainable land management	SRXRES009B Achieve sustainable land management	**E** Updated and equivalent to SRXRES009B Achieve sustainable land management
	SRXRES010B Protect heritage and cultural assets	**N** Deleted unit
SISXRES506A Undertake open-space planning	SRXRES007B Undertake open space planning	**E** Updated and equivalent to SRXRES007B Undertake open space planning
SISXRES507A Design and maintain the built environment	SRXRES011B Apply environmental principles in the design and maintenance of the built environment	**E** Updated and equivalent to SRXRES011B Apply environmental principles in the design and maintenance of the built environment
	SRXRES012B Develop a comprehensive and integrated environmental management	**N** Deleted unit
SISXRSK301A Undertake risk analysis of activities	SRXRIK001A Undertake risk analysis of activities	**N** Based on but not equivalent to SRXRIK001A. Incorporates knowledge and application of OHS required to conduct risk assessments.
SISXRSK502A Manage	SRXRIK002A Manage an	**E**

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SIS10 units of competency summary mapping table: Cross Sector		
Code and Title	**Relates to**	Nature of Relationship **E** = equivalent **N** = not equivalent
organisational risks	organisation's risk	Updated and equivalent to SRXRIK002A Manage an organisation's risk
	SRXRIK003A Develop an organisational risk management policy	**N** Deleted unit
	SRXTCN001A Assist with analysis and use of emerging technology	**N** Deleted unit
	SRXTCN002A Manage information technology requirements	**N** Deleted unit

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SIS10 units of competency summary mapping table: Fitness		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISFFIT301A Provide fitness orientation and health screening	SRFFIT001B Provide orientation to clients prior to undertaking a fitness program.	**E** Updated and equivalent to SRFFIT001B Provide orientation to clients prior to undertaking a fitness program
SISFFIT302A Provide quality service in the fitness industry	Nil	**N** New unit, no equivalent
SISFFIT303A Develop and apply an awareness of specific populations to exercise delivery	SRFSPP002A Develop and apply an awareness of specific populations to exercise delivery	**E** Updated and equivalent to SRFSPP002A Develop and apply an awareness of specific populations to exercise delivery
SISFFIT304A Instruct and monitor fitness programs	SRFGYM001B Instruct fitness activity skills to a client using fitness equipment	**N** Based on SRFGYM001B but not equivalent. SISFIT304A incorporates outcomes of: SRFFIT004B Develop basic fitness programs SRFFIT006B Use and maintain core fitness industry equipment
SISFFIT305A Apply anatomy and physiology principles in a fitness	SRFFIT014A Provide advice to clients on the application of basic anatomy and physiology to fitness	**N** Based on SRFFIT014A but not equivalent.

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SIS10 units of competency summary mapping table: Fitness		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
context	programs	SISFIT305A incorporates outcomes of: SRFFIT005B Apply basic exercise science to exercise instruction
SISFFIT306A Provide healthy eating information to clients in accordance with recommended guidelines	SRFFIT015A Provide nutrition advice to clients in accordance with recommended guidelines	**E** Updated and equivalent to SRFFIT015A Provide nutrition advice to clients in accordance with recommended guidelines
SISFFIT307A Undertake client health assessment	SRFFIT003B Undertake client induction and screening	**E** Updated and equivalent to SRFFIT003B Undertake client induction and screening
SISFFIT308A Plan and deliver gym programs	SRFGYM002B Customise gym instructional skills to include specific areas of expertise current in the fitness industry	**N** Based on SRFGYM002B but not equivalent. SISFFIT308A incorporates outcomes of: SRFFIT006B Use and maintain core fitness industry equipment SRFCTC001A Plan and instruct a circuit training class SISFFIT308A adds in environmental

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SIS10 units of competency summary mapping table: Fitness		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		sustainability practices.
SISFFIT309A Plan and deliver group exercise sessions	SRFGEX001A Plan and instruct a group exercise class	**N** Based on SRFGEX001A and but not equivalent. SISFFIT309A incorporates outcomes of: SRFCTC001A Plan and instruct a circuit training class
SISFFIT310A Plan and deliver water based fitness activities	SRFAQA001B Instruct water based fitness classes for low risk clients	**N** Based on SRFAQA001B but not equivalent. SISFFIT310A incorporates outcomes of: SRFCTC001A Plan and instruct a circuit training class
SISFFIT311A Deliver approved community fitness programs	SRFCFP001A Deliver an approved community fitness program to promote wellbeing	**E** Updated and equivalent to SRFCFP001A Deliver an approved community fitness program to promote wellbeing
SISFFIT312A Plan and deliver an endurance training program	SRFETP001A Plan and instruct an endurance training program	**E** Updated and equivalent to SRFETP001A Plan and instruct an

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SIS10 units of competency summary mapping table: Fitness		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		endurance training program
SISFFIT313A Plan and deliver exercise to apparently healthy children and adolescents	SRFCHA001A Plan and deliver exercise for children and young adolescents	**N** Based on SRFCHA001A but not equivalent. SISSFIT313A incorporates outcomes of: SRFFIT005B Apply basic exercise science to exercise instruction SRFFIT015A Provide nutrition advice to clients in accord with recommended guidelines SRFSPP002A Develop and apply an awareness of specific populations to exercise delivery
SISFFIT314A Plan and deliver exercise to older clients with managed conditions	SRFOLD001B Plan and deliver exercise for older adults	**E** Updated and equivalent to SRFOLD001B Plan and deliver exercise for older adults
SISFFIT415A Work collaboratively with medical and allied health professionals	SRFAHN001A Make referrals and work collaboratively with allied health professionals where appropriate	**N** Based on SRFAHN001A but not equivalent. SISFFIT415A incorporates outcomes of: SRFAHN002A Receive

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SIS10 units of competency summary mapping table: Fitness		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		and respond to rehabilitation referrals from allied health professionals SRFFIT011B Provide exercise for fitness industry clients with special requirements
SISFFIT416A Apply motivational psychology to provide guidance on exercise behaviour and change to meet health and fitness goals	SRFFIT012B Utilise an understanding of motivational psychology with fitness clients	**N** Based on SRFFIT012B but not equivalent.
SISFFIT417A Undertake long term exercise programming	SRFFIT007B Undertake relevant exercise planning and programming	**N** Based on SRFFIT007B but not equivalent. SISFFIT417A incorporates outcomes of: SRFGYM001B Instruct fitness activity skills to a client using fitness equipment
SISFFIT418A Undertake appraisals of functional movement	SRFFIT009B Undertake postural appraisal of low risk clients	**N** Based on SRFFIT009B but not equivalent.
SISFFIT419A Apply exercise science principles to planning exercise	SRFFIT008B Utilise a broad knowledge of exercise science in exercise planning, programming and instruction	**E** Updated and equivalent to SRFFIT008B Utilise a broad knowledge of exercise science in exercise planning, programming

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SIS10 units of competency summary mapping table: Fitness		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		and instruction
SISFFIT420A Plan and deliver exercise programs to support desired body composition outcomes	SRFFIT013B Provide information and exercise related to nutrition and body composition	**E** Updated and equivalent to SRFFIT013B Provide information and exercise related to nutrition and body composition
SISFFIT421A Plan and deliver personal training	SRFPTI001B Plan and deliver personal training	**N** Based on SRFPTI001B but not equivalent. SISSFIT421A incorporates outcomes of: SRFFIT006B Use and maintain core fitness industry equipment SRFFIT007B Undertake relevant exercise planning and programming SRFFIT012B Utilise an understanding of motivational psychology with fitness clients
SISFFIT422A Implement inclusive aquatic activities for specific population groups	Nil	**N** New unit, no equivalent
SISFFIT523A Deliver prescribed exercise to clients with cardio respiratory conditions	SRFFSP007A Plan and deliver exercise for moderate risk clients with cardio respiratory considerations	**N** Based on SRFFSP007A but not equivalent. SISFFIT523A incorporates outcomes

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SIS10 units of competency summary mapping table: Fitness		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		of: SRFAHN001A Make referrals and work collaboratively with allied health professionals where appropriate SRFAHN002A Receive and respond to rehabilitation referrals from allied health professionals. SRFFIT018A Apply anatomy and physiology to fitness programs for moderate risk clients SRFFIT017A Provide nutrition information to clients with specific requirements in accordance with recommended guidelines
SISFFIT524A Deliver prescribed exercise to clients with metabolic conditions	SRFFSP008A Plan and deliver exercise for clients with moderate risk of metabolic syndrome	**N** Based on SRFFSP008A but not equivalent. SISFFIT524A incorporates outcomes of: SRFAHN001A Make referrals and work collaboratively with allied health professionals where appropriate SRFAHN002A Receive and respond to

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SIS10 units of competency summary mapping table: Fitness		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		rehabilitation referrals from allied health professionals. SRFFIT018A Apply anatomy and physiology to fitness programs for moderate risk clients SRFFIT017A Provide nutrition information to clients with specific requirements in accordance with recommended guidelines SRFFSP001A Provide body composition management programming for moderate risk clients
SISFFIT525A Advise on injury prevention and management	SRFFSP002A Provide information about injury prevention and management to fitness clients	**N** Based on SRFFSP002A but not equivalent. SISFFIT525A incorporates outcomes of: SRFFIT016A Apply information from postural appraisals to fitness programs for moderate risk clients
SISFFIT526A Deliver prescribed exercise to clients with musculoskeletal conditions	SRFFSP009A Plan and deliver exercise for moderate risk clients with musculoskeletal needs	**N** Based on SRFFSP009A but not equivalent. SISFFIT526A incorporates outcomes of:

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SIS10 units of competency summary mapping table: Fitness		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		SRFFIT016A Apply information from postural appraisals to fitness programs for moderate risk clients SRFFIT018A Apply anatomy and physiology to fitness programs for moderate risk clients SRFFSP006A Plan and deliver exercise strategies for musculoskeletal rehabilitation
SISFFIT527A Undertake health promotion activities to decrease risk factors and prevent chronic disease	SRFFSP003A Plan and deliver exercise to promote physical and psychological well-being in low to moderate risk clients	**N** Based on SRFFSP003A but not equivalent. SISFFIT527A incorporates outcomes of: SRXINU005A Manage culture and education to expand participation in a leisure and recreation service
SISFFIT528A Apply research findings to exercise management strategies	Nil	**N** New unit, no equivalent
SISFFIT529A Deliver prescribed exercise to clients with a disability or neurological impairment	SRFFSP010A Plan and deliver exercise for low to moderate risk clients with neurological impairment	**N** Based on SRFFSP010A but not equivalent. SISFFIT529A incorporates outcomes of:

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SIS10 units of competency summary mapping table: Fitness		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		SRFFSP005A Plan and deliver exercise for people with a disability SRFAHN001A Make referrals and work collaboratively with allied health professionals where appropriate SRFAHN002A Receive and respond to rehabilitation referrals from allied health professionals SRFFIT018A Apply anatomy and physiology to fitness programs for moderate risk clients
SISFFIT530A Deliver prescribed exercise to children and young adolescents with specific chronic conditions	SRFFSP004A Plan and deliver exercise for moderate risk children and young adolescents	**N** Based on but not equivalent to SRFFSP004A. SISFFIT530A incorporates outcomes of: SRFAHN001A Make referrals and work collaboratively with allied health professionals where appropriate SRFAHN002A Receive and respond to rehabilitation referrals from allied health professionals

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SIS10 units of competency summary mapping table: Fitness		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISFFIT531A Deliver prescribed exercise to older clients with chronic conditions	Nil	**N** New unit, no equivalent

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISOABA201A Demonstrate abseiling skills on artificial surfaces	SROABA001A Demonstrate simple abseiling skills on artificial surfaces	**E** Updated and equivalent to SROABA001A Demonstrate simple abseiling skills on artificial surfaces
SISOABA302A Apply single pitch abseiling skills on artificial surfaces	SROABA002A Apply single pitch abseiling skills on artificial surfaces	**E** Updated and equivalent to SROABA002A Apply single pitch abseiling skills on artificial surfaces
SISOABA303A Establish ropes for abseiling on artificial surfaces	SROABA003A Establish ropes for abseiling on artificial surfaces	**E** Updated and equivalent to SROABA003A Establish ropes for abseiling on artificial surfaces
SISOABA304A Guide abseiling on single pitch artificial surfaces	SROABA004A Establish ropes for multi pitch abseiling on artificial surfaces	**E** Updated and equivalent to SROABA004A Establish ropes for multi pitch abseiling on artificial surfaces
SISOABA405A Establish ropes for multi pitch abseiling on artificial surfaces	SROABA005A Guide abseiling on artificial surfaces (single pitch)	**E** Updated and equivalent to SROABA005A Guide abseiling on artificial surfaces (single pitch)
SISOABA406A Instruct	SROABA006A Instruct abseiling on	**E**

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
abseiling on single pitch artificial surfaces	artificial surfaces (single pitch)	Updated and equivalent to SROABA006A Instruct abseiling on artificial surfaces (single pitch)
SISOABA407A Instruct abseiling on multi pitch artificial surfaces	SROABA007A Instruct abseiling on artificial surfaces (multi pitch)	**E** Updated and equivalent to SROABN001A Instruct abseiling on artificial surfaces (multi pitch)
SISOABL301A Assist in the facilitation of adventure-based learning activities	SROABL001B Take an assistant leadership role in the facilitation of adventure-based learning activities	**E** Updated and equivalent to SROABL001B Take an assistant leadership role in the facilitation of adventure-based learning activities
SISOABL402A Facilitate adventure-based learning activities	SROABL002B Facilitate adventure-based learning activities	**E** Updated and equivalent to SROABL002B Facilitate adventure-based learning activities
SISOABL503A Design and facilitate adventure-based learning programs	SROABL003B Design and facilitate adventure-based programs requiring advanced facilitation techniques	**E** Updated and equivalent to SROABL003B Design and facilitate adventure-based programs requiring advanced facilitation techniques
SISOABN201A Demonstrate abseiling skills	SROABN001A Demonstrate simple	**E**

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
on natural surfaces	abseiling skills on natural surfaces	Updated and equivalent to SROABN001A Demonstrate simple abseiling skills on natural surfaces
SISOABN202A Safeguard an abseiler using a single rope belay system	SROABN002A Safeguard an abseiler using a single rope belay system	**E** Updated and equivalent to SROABN002A Safeguard an abseiler using a single rope belay system
SISOABN303A Apply single pitch abseiling skills on natural surfaces	SROABN003A Apply single pitch abseiling skills on natural surfaces	**E** Updated and equivalent to SROABN003A Apply single pitch abseiling skills on natural surfaces
SISOABN304A Establish ropes for single pitch abseiling on natural surfaces	SROABN004A Establish ropes for single pitch abseiling on natural surfaces	**E** Updated and equivalent to SROABN004A Establish ropes for single pitch abseiling on natural surfaces
SISOABN305A Guide abseiling on single pitch natural surfaces	SROABN007A Guide abseiling on natural surfaces (single pitch)	**E** Updated and equivalent to SROABN007A Guide abseiling on natural surfaces (single pitch)
SISOABN406A Apply multi pitch abseiling skills on natural surfaces	SROABN005 Apply multi pitch abseiling skills on natural surfaces	**E** Updated and equivalent to SROABN005A Apply multi pitch

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		abseiling skills on natural surfaces
SISOABN407A Establish ropes for multi pitch abseiling on natural surfaces	SROABN006A Establish ropes for multi pitch abseiling on natural surfaces	**E** Updated and equivalent to SROABN006A Establish ropes for multi pitch abseiling on natural surfaces
SISOABN408A Instruct abseiling on single pitch natural surfaces	SROABN008A Instruct abseiling on natural surfaces (single pitch)	**E** Updated and equivalent to SROABN008A Instruct abseiling on natural surfaces (single pitch)
SISOABN409A Guide abseiling on multi pitch natural surfaces	SROABN009A Guide abseiling on natural surfaces (multi pitch)	**E** Updated and equivalent to SROABN009A Guide abseiling on natural surfaces (multi pitch)
SISOABN510A Instruct abseiling on multi pitch natural surfaces	SROABN010A Instruct abseiling on natural surfaces (multi pitch)	**E** Updated and equivalent to SROABN010A Instruct abseiling on natural surfaces (multi pitch)
SISOARC301A Conduct an archery session	SROARC001A Conduct an archery session	**E** Updated and equivalent to SROARC001A Conduct an archery session
SISOBWG201A Demonstrate bushwalking	SROBWG001A Demonstrate bushwalking skills in tracked or easy	**E**

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
skills in a controlled environment	untracked areas	Updated and equivalent to SROBWG001A Demonstrate bushwalking skills in tracked or easy untracked areas
SISOBWG302A Apply intermediate bushwalking skills	SROBWG002A Demonstrate bushwalking skills in difficult or trackless areas	**E** Updated and equivalent to SROBWG002A Demonstrate bushwalking skills in difficult or trackless areas
SISOBWG303A Guide bushwalks in a controlled environment	SROBWG008A Guide bushwalks in tracked or easy untracked areas	**E** Updated and equivalent to SROBWG008A Guide bushwalks in tracked or easy untracked areas
SISOBWG404A Apply river crossing skills	SROBWG004A Demonstrate river crossing skills	**E** Updated and equivalent to SROBWG004A
SISOBWG405A Guide intermediate bushwalks	SROBWG009A Guide bushwalks in difficult and trackless areas	**E** Updated and equivalent to SROBWG009A Demonstrate river crossing skills
SISOBWG406A Apply bushwalking skills in uncontrolled landscapes	SROBWG003A Demonstrate bushwalking skills in unmodified landscapes	**E** Updated and equivalent to SROBWG003A Demonstrate bushwalking skills in unmodified landscapes

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISOBWG507A Apply advanced bushwalking skills in alpine areas	SROBWG005A Demonstrate advanced bushwalking skills in alpine areas and conditions	**E** Updated and equivalent to SROBWG005A Demonstrate advanced bushwalking skills in alpine areas and conditions
SISOBWG508A Apply advanced bushwalking skills in arid areas	SROBWG006A Demonstrate advanced bushwalking skills in arid areas and conditions	**E** Updated and equivalent to SROBWG006A Demonstrate advanced bushwalking skills in arid areas and conditions
SISOBWG509A Apply advanced bushwalking skills in tropical areas	SROBWG007A Demonstrate advanced bushwalking skills in tropical areas and conditions	**E** Updated and equivalent to SROBWG007A Demonstrate advanced bushwalking skills in tropical areas and conditions
SISOBWG510A Guide bushwalks in an uncontrolled environment	SROBWG010A Guide bushwalks in unmodified landscapes	**E** Updated and equivalent to SROBWG010A Guide bushwalks in unmodified landscapes
SISOCAY201A Demonstrate horizontal canyoning skills	SROCAY001A Demonstrate horizontal canyoning skills	**E** Updated and equivalent to SROCAY001A Demonstrate horizontal canyoning skills
SISOCAY302A Apply vertical canyoning skills	SROCAY002A Apply vertical canyoning skills	**E** Updated and equivalent

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		to SROCAY002A Apply vertical canyoning skills
SISOCAY303A Establish belays in canyons	SROCAY003A Establish belays in canyons	**E** Updated and equivalent to SROCAY003A Establish belays in canyons
SISOCAY304A Guide single pitch canyoning trips	SROCAY006A Guide canyoning trips (single pitch)	**E** Updated and equivalent to SROCAY006A Guide canyoning trips (single pitch)
SISOCAY405A Apply advanced vertical canyoning skills	SROCAY004A Apply advanced vertical canyoning skills	**E** Updated and equivalent to SROCAY004A Apply advanced vertical canyoning skills
SISOCAY406A Establish complex belays in canyons	SROCAY005A Establish complex belays in canyons	**E** Updated and equivalent to SROCAY005A Establish complex belays in canyons
SISOCAY407A Guide multi pitch canyoning trips	SROCAY008A Guide canyoning trips (multi pitch)	**E** Updated and equivalent to SROCAY008A Guide canyoning trips (multi pitch)
SISOCAY508A Instruct canyoning skills	SROCAY007A Instruct canyoning skills	**E** Updated and equivalent to SROCAY007A

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		Instruct canyoning skills
SISOCLA201A Demonstrate top rope climbing skills on artificial surfaces	SROCLA001A Demonstrate simple climbing skills on artificial surfaces	**E** Updated and equivalent to SROCLA001A Demonstrate simple climbing skills on artificial surfaces
SISOCLA302A Apply top rope climbing skills on artificial surfaces	SROCLA002A Apply climbing skills on artificial surfaces	**E** Updated and equivalent to SROCLA002A Apply climbing skills on artificial surfaces
SISOCLA303A Establish belays for climbing on artificial surfaces	SROCLA003A Establish belays for climbing on artificial surfaces	**E** Updated and equivalent to SROCLA003A Establish belays for climbing on artificial surfaces
SISOCLA304A Guide top rope climbing activities on artificial surfaces	SROCLA008A Guide climbing activities on artificial surfaces	**E** Updated and equivalent to SROCLA008A Guide climbing activities on artificial surfaces
SISOCLA305A Apply route setting skills	SROCLA007A Demonstrate route setting skills	**E** Updated and equivalent to SROCLA007A Demonstrate route setting skills
SISOCLA406A Apply lead climbing skills on artificial	SROCLA004A Apply lead climbing skills on artificial surfaces	**E** Updated and equivalent

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
surfaces		to SROCLA004A Apply lead climbing skills on artificial surfaces
SISOCLA407A Apply multi pitch lead climbing skills on artificial surfaces	SROCLA005A Apply multi pitch lead climbing skills on artificial surfaces	**E** Updated and equivalent to SROCLA005A Apply multi pitch lead climbing skills on artificial surfaces
SISOCLA408A Establish belays for multi pitch climbing on artificial surfaces	SROCLA006A Establish belays for multi pitch climbing on artificial surfaces	**E** Updated and equivalent to SROCLA006A Establish belays for multi pitch climbing on artificial surfaces
SISOCLA409A Instruct lead climbing on single pitch artificial surfaces	SROCLA009A Instruct climbing on artificial surfaces (single pitch)	**E** Updated and equivalent to SROCLA009A Instruct climbing on artificial surfaces (single pitch)
SISOCLA510A Instruct lead climbing on multi pitch artificial surfaces	SROCLA010A Instruct climbing on artificial surfaces (multi pitch)	**E** Updated and equivalent to SROCLA010A Instruct climbing on artificial surfaces (multi pitch)
SISOCLN201A Demonstrate top rope climbing skills on natural surfaces	SROCLN001A Demonstrate simple climbing skills on natural surfaces	**E** Updated and equivalent to SROCLN001A Demonstrate simple climbing skills on

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		natural surfaces
SISOCLN302A Apply climbing skills on natural surfaces	SROCLN002A Apply climbing skills on natural surfaces	**E** Updated and equivalent to SROCLN002A Apply climbing skills on natural surfaces
SISOCLN303A Establish belays for climbing on natural surfaces	SROCLN003A Establish belays for climbing on natural surfaces	**E** Updated and equivalent to SROCLN003A Establish belays for climbing on natural surfaces
SISOCLN304A Guide top rope climbing activities on natural surfaces	SROCLN007A Guide climbing activities on natural surfaces (restricted)	**E** Updated and equivalent to SROCLN007A Guide climbing activities on natural surfaces (restricted)
SISOCLN405A Apply single pitch lead climbing skills on natural surfaces	SROCLN004A Apply lead climbing skills on natural surfaces	**E** Updated and equivalent to SROCLN004A Apply lead climbing skills on natural surfaces
SISOCLN406A Apply multi pitch lead climbing skills on natural surfaces	SROCLN005A Apply multi pitch lead climbing skills on natural surfaces	**E** Updated and equivalent to SROCLN005A Apply multi pitch lead climbing skills on natural surfaces
SISOCLN407A Establish belays for multi pitch	SROCLN006A Establish belays for multi pitch climbing on natural	**E** Updated and equivalent

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
climbing on natural surfaces	surfaces	to SROCLN006A Establish belays for multi pitch climbing on natural surfaces
SISOCLN408A Guide lead climbing activities on single pitch natural surfaces	SROCLN008A Guide lead climbing activities on natural surfaces (single pitch)	**E** Updated and equivalent to SROCLN008A Guide lead climbing activities on natural surfaces (single pitch)
SISOCLN409A Instruct top rope climbs on natural surfaces	SROCLN009A Instruct climbing on natural surfaces (restricted)	**E** Updated and equivalent to SROCLN009A Instruct climbing on natural surfaces (restricted)
SISOCLN410A Guide lead climbing activities on multi pitch natural surfaces	SROCLN010A Guide lead climbing activities on natural surfaces (multi pitch)	**E** Updated and equivalent to SROCLN0010A Guide lead climbing activities on natural surfaces (multi pitch)
SISOCLN411A Instruct lead climbing on single pitch natural surfaces	SROCLN011A Instruct lead climbing on natural surfaces (single pitch)	**E** Updated and equivalent to SROCLN0011A Instruct lead climbing on natural surfaces (single pitch)
SISOCLN512A Instruct lead climbing on multi pitch natural surfaces	SROCLN012A Instruct lead climbing on natural surfaces (multi pitch)	**E** Updated and equivalent to SROCLN0012A Instruct lead climbing on natural surfaces

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		(multi pitch)
SISOCNE201A Demonstrate simple canoeing skills	SROCNE001A Demonstrate simple canoeing skills	**E** Updated and equivalent to SROCNE001A Demonstrate simple canoeing skills
SISOCNE202A Perform deep water rescues	SROCNE003A Perform deep water rescues	**E** Updated and equivalent to SROCNE003A Perform deep water rescues
SISOCNE303A Apply canoeing skills	SROCNE002A Demonstrate simple canoeing skills to a high standard	**E** Updated and equivalent to SROCNE002A Demonstrate simple canoeing skills to a high standard
SISOCNE304A Apply inland canoeing skills on Grade 2 water	SROCNE004A Apply inland canoeing skills on Grade 2 water	**E** Updated and equivalent to SROCNE004A Apply inland canoeing skills on Grade 2 water
SISOCNE305A Guide canoeing trips on flat and undemanding water	SROCNE006A Guide canoeing trips on flat and undemanding water	**E** Updated and equivalent to SROCNE006A Guide canoeing trips on flat and undemanding water
SISOCNE306A Instruct canoeing skills on flat and undemanding water	SROCNE007A Instruct canoeing skills on flat and undemanding water	**E** Updated and equivalent to SROCNE007A Instruct canoeing skills

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		on flat and undemanding water
SISOCNE307A Guide canoeing trips on Grade 2 water	SROCNE008A Guide canoeing trips on Grade 2 water	**E** Updated and equivalent to SROCNE008A Guide canoeing trips on Grade 2 water
SISOCNE408A Apply inland canoeing skills on Grade 3 water	SROCNE005A Apply inland canoeing skills on Grade 3 water	**E** Updated and equivalent to SROCNE005A Apply inland canoeing skills on Grade 3 water
SISOCNE409A Instruct canoeing skills on Grade 2 water	SROCNE009A Instruct canoeing skills on Grade 2 water	**E** Updated and equivalent to SROCNE009A Instruct canoeing skills on Grade 2 water
SISOCNE410A Guide canoeing trips on Grade 3 water	SROCNE010A Guide canoeing trips on Grade 3 water	**E** Updated and equivalent to SROCNE010A Guide canoeing trips on Grade 3 water
SISOCNE511A Instruct canoeing skills on Grade 3 water	SROCNE011A Instruct canoeing skills on Grade 3 water	**E** Updated and equivalent to SROCNE011A Instruct canoeing skills on Grade 3 water
SISOCRP301A Conduct a low ropes session	SROCRP001A Conduct a low ropes session	**E** Updated and equivalent to SROCPR001A Conduct a low ropes session

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISOCRP302A Conduct a high ropes session	SROCRP002A Conduct a high ropes session	**E** Updated and equivalent to SROCPR002A Conduct a high ropes session
SISOCRP403A Supervise a low ropes session	SROCRP003A Supervise a low ropes session	**E** Updated and equivalent to SROCPR003A Supervise a low ropes session
SISOCRP404A Supervise a high ropes session	SROCRP004A Supervise a high ropes session	**E** Updated and equivalent to SROCPR004A Supervise a high ropes session
SISOCRP505A Manage a low ropes course	SROCRP005A Manage a low ropes course	**E** Updated and equivalent to SROCPR005A Manage a low ropes course
SISOCRP506A Manage a high ropes course	SROCPR006A Manage a high ropes course	**E** Updated and equivalent to SROCPR006A Manage a high ropes course
SISOCVE201A Demonstrate caving skills	SROCVE001A Move through a cave with minimal impact	**N** Based on SROCVE001A but not equivalent. SISOCVE201A incorporates outcomes of:

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		SROCVE002A Navigate in caves SROCVE003A Demonstrate laddering skills.
SISOCVE302A Apply single pitch abseiling skills in caves	SROCVE004A Apply single pitch abseiling skills in caves	**E** Updated and equivalent to SROCVE004A Apply single pitch abseiling skills in caves
SISOCVE303A Rig a ladder pitch	SROCVE005A Rig a ladder pitch	**E** Updated and equivalent to SROCVE005A Rig a ladder pitch
SISOCVE304A Apply laddering skills	SROCVE006A Apply laddering skills	**E** Updated and equivalent to SROCVE006A Apply laddering skills
SISOCVE305A Apply caving specific single rope techniques	SROCVE007A Use caving specific single rope techniques	**E** Updated and equivalent to SROCVE007A Use caving specific single rope techniques
SISOCVE306A Rig ropes and establish belays in caves	SROCVE008A Rig ropes and establish belays in caves	**E** Updated and equivalent to SROCVE008A Rig ropes and establish belays in caves
SISOCVE307A Guide vertical single pitch caving trips	SROCVE021A Guide vertical caving trips (single pitch)	**E** Updated and equivalent to SROCVE021A Guide vertical caving

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		trips (single pitch)
SISOCVE308A Guide horizontal caving trips	SROCVE020A Guide horizontal caving trips	**E** Updated and equivalent to SROCVE020A Guide horizontal caving trips
SISOCVE409A Rig ladders in complex situations	SROCVE009A Rig ladders in complex situations	**E** Updated and equivalent to SROCVE009A Rig ladders in complex situations
SISOCVE410A Rig a complex pitch using caving specific techniques	SROCVE010A Rig a complex pitch using caving specific techniques	**E** Updated and equivalent to SROCVE010A Rig a complex pitch using caving specific techniques
SISOCVE411A Apply vertical caving skills	SROCVE011A Demonstrate vertical caving skills	**E** Updated and equivalent to SROCVE011A Demonstrate vertical caving skills
SISOCVE412A Rig multi pitches in complex vertical cave systems	SROCVE012A Rig multi pitches in complex vertical cave systems	**E** Updated and equivalent to SROCVE012A Rig multi pitches in complex vertical cave systems
SISOCVE413A Navigate in untrogged caves	SROCVE013A Navigate in untrogged caves	**E** Updated and equivalent to SROCVE013A Navigate in untrogged

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		caves
SISOCVE414A Guide vertical multi pitch caving trips	SROCVE023A Guide vertical caving trips (multi pitch)	**E** Updated and equivalent to SROCVE023A Guide vertical caving trips (multi pitch)
SISOCVE415A Perform cave rescues	SROCVE014A Perform cave rescues	**E** Updated and equivalent to SROCVE014A Perform cave rescues
SISOCVE416A Apply cavern diving skills	SROCVE015A Demonstrate cavern diving skills	**E** Updated and equivalent to SROCVE015A Demonstrate cavern diving skills
SISOCVE417A Instruct vertical single pitch caving skills	SROCVE022A Instruct vertical caving skills (single pitch)	**E** Updated and equivalent to SROCVE022A Instruct vertical caving skills (single pitch)
SISOCVE518A Apply cave diving skills	SROCVE016A Demonstrate cave diving skills	**E** Updated and equivalent to SROCVE016A Demonstrate cave diving skills
SISOCVE519A Apply sinkhole diving skills	SROCVE017A Demonstrate sinkhole diving skills	**E** Updated and equivalent to SROCVE017A Demonstrate sinkhole diving skills
SISOCVE520A Apply	SROCVE018A Demonstrate sump	**E**

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
sump diving skills	diving skills	Updated and equivalent to SROCVE018A Demonstrate sump diving skills
SISOCVE521A Apply advanced cave diving skills	SROCVE019A Demonstrate advanced cave diving skills	**E** Updated and equivalent to SROCVE019A Demonstrate advanced cave diving skills
SISOCVE522A Instruct vertical multi pitch caving skills	SROCVE024A Instruct vertical caving skills (multi pitch)	**E** Updated and equivalent to SROCVE024A Instruct vertical caving skills (multi pitch)
SISOCYT201A Select, set up and maintain a bike	SROCYT001A Select, set up and maintain a bike	**E** Updated and equivalent to SROCYT001A Select, set up and maintain a bike
SISOCYT202A Demonstrate basic cycling skills	SROCYT002A Demonstrate basic cycling skills	**E** Updated and equivalent to SROCYT002A Demonstrate basic cycling skills
SISOCYT303A Apply on-road cycling skills	SROCYT003A Apply on-road cycling skills	**E** Updated and equivalent to SROCYT003A Apply on-road cycling skills
SISOCYT304A Guide on-road cycle tours	SROCYT005A Guide on-road cycle tours	**E** Updated and equivalent to SROCYT005A

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		Guide on-road cycle tours
SISOCYT405A Apply overnight cycle touring skills	SROCYT004A Apply overnight cycle touring skills	**E** Updated and equivalent to SROCYT004A Apply overnight cycle touring skills
SISOCYT406A Guide overnight and extended cycle tours	SROCYT006A Guide overnight and extended cycle tours	**E** Updated and equivalent to SROCYT006A Guide overnight and extended cycle tours
SISOCYT407A Instruct cycle touring skills	SROCYT007A Instruct cycle touring skills	**E** Updated and equivalent to SROCYT007A Instruct cycle touring skills
SISODRV201A Drive AWD/4WD vehicles on unsealed roads	No relationship	**N** New unit, no equivalent
SISODRV302A Drive and recover a 4WD vehicle	SRODRV001B Drive and recover a 4WD vehicle	**E** Updated and equivalent to SRODRV001B Drive and recover a 4WD vehicle
SISODRV303A Guide 4WD tours	SRODRV004A Guide 4WD tours	**E** Updated and equivalent to SRODRV004A Guide 4WD tours
SISODRV404A Drive a 4WD vehicle in difficult	SRODRV002B Drive a 4WD vehicle in difficult terrain using	**E** Updated and equivalent

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
terrain	advanced technique	to SRODRV002B Drive a 4WD vehicle in difficult terrain using advanced technique
SISODRV405A Coordinate recovery of 4WD vehicles	SRODRV003B Coordinate recovery of a 4WD vehicle using advanced techniques	**E** Updated and equivalent to SRODRV003B Coordinate recovery of a 4WD vehicle using advanced techniques
SISODRV506A Instruct four wheel driving skills	SRODRV005A Instruct four wheel driving skills	**E** Updated and equivalent to SRODRV005A Instruct four wheel driving skills
SISOEQO201A Handle horses	SROEQO001A Handle horses safely	**E** Updated and equivalent to SROEQO001A Handle horses safely
SISOEQO202A Demonstrate basic horse riding skills	SROEQO002A Demonstrate basic horse riding skills	**E** Updated and equivalent to SROEQO002A Demonstrate basic horse riding skills
	SROEQO003A Supervise horse handling	**N** Deleted unit
SISOEQO303A Conduct horse riding sessions in an arena	Nil	**N** New unit, no equivalent
SISOEQO304A Apply first aid for horses	SROEQO004A Apply first aid for horses	**E** Updated and equivalent

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		to SROEQO004A Apply first aid for horses
SISOEQO305A Ride horses in tracked areas	SROEQO005A Demonstrate horse riding skills in tracked areas	**E** Updated and equivalent to SROEQO005A Demonstrate horse riding skills in tracked areas
SISOEQO306A Guide day horse trail rides in tracked areas	SROEQO006A Guide day horse trail rides in tracked areas	**E** Updated and equivalent to SROEQO006A Guide day horse trail rides in tracked areas
SISOEQO407A Select horses for a program	SROEQO007A Select and manage horses for beginner riders	**E** Updated and equivalent to SROEQO007A Select and manage horses for beginner riders
SISOEQO408A Determine nutritional requirements for horses	SROEQO008A Determine nutritional requirements for horses	**E** Updated and equivalent to SROEQO008A Determine nutritional requirements for horses
SISOEQO409A Train and condition horses	SROEQO009A Plan conditioning and training programs for horses	**N** Based on SROEQO009A Plan conditioning and training programs for horses but not equivalent. SISOEQO409A

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		incorporates outcomes of SROEQO010A Train and condition horses for trail rides
SISOEQO410A Guide overnight horse trail rides in tracked areas	SROEQO011A Guide overnight horse trail rides in tracked areas	**E** Updated and equivalent to SROEQO11A Guide overnight horse trail rides in tracked areas
SISOEQO411A Ride horses in remote areas	SROEQO012A Demonstrate horse riding skills in remote or wilderness areas	**N** Based on SROEQO012A but not equivalent. SISOEQO411A does not contain reference to riding in wilderness areas
SISOEQO412A Manage horse illness and injuries in remote areas	SROEQO013A Manage horse illness/injuries in remote areas	**E** Updated and equivalent to SROEQO013A Manage horse illness/injuries in remote areas
SISOEQO413A Guide trail rides in remote areas	SROEQO014A Guide trail rides in a broad range of situations	**N** Based on SROEQO014A but not equivalent. SISOEQO413A outcomes now focussed on guiding in remote areas
SISOEQO414A Instruct horse riding and handling	SROEQO017A Instruct trail horse riding skills	**E** Updated and equivalent

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
skills		to SROEQO017A Instruct trail horse riding skills
SISOEQO515A Manage stable maintenance	SROEQO015A Manage plant, equipment and property for stables	**E** Updated and equivalent to SROEQO015A Manage plant, equipment and property for stables
SISOEQO516A Manage the education of horses	SROEQO016A Manage the education of horses	**E** Updated and equivalent to SROEQO016A Manage the education of horses
	SROFAS001A Demonstrate knowledge of Firearms legislation, firearms and community safety	**N** Deleted unit
	SROFAS002A Demonstrate use of Category A and B firearms safely	**N** Deleted unit
	SROFAS003A Demonstrate use of Category C firearms safely	**N** Deleted unit
	SROFAS004A Demonstrate use of Category D firearms safely	**N** Deleted unit
SISOFSH201A Catch and handle fish	SROFSH001A Use basic skills to catch and handle fish	**N** Based on SROFSH001A but not equivalent. SISOFSH201A incorporates outcomes of SROFSH002A Comply with fisheries

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		management regulations and conservation strategies
SISOFSH202A Select, catch and use bait	SROFSH003A Select, catch and use bait	**N** Based on SROFSH003A but not equivalent. SISOFSH202A incorporates outcomes of SROFSH002A Comply with fisheries management regulations and conservation strategies
SISOFSH203A Select, rig and use terminal tackle	SROFSH004A Select, rig and use terminal tackle	**E** Updated and equivalent to SROFSH003A Select, rig and use terminal tackle
SISOFSH204A Select, use and maintain fishing tackle outfits	SROFSH005A Select, use and maintain fishing tackle outfits	**E** Updated and equivalent to SROFSH005A Select, use and maintain fishing tackle outfits
SISOFSH205A Construct and work simple fishing lures	Nil	**N** New unit, no equivalent SROFSH010A incorporates outcomes of SROFIS007A Select, rig and work lures

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISOFSH206A Locate and attract fish	SROFSH007A Use knowledge of fish habitats, behaviour and life cycles to locate fish	**E** Updated and equivalent to SROFSH007A Use knowledge of fish habitats, behaviour and life cycles to locate fish
SISOFSH307A Guide fishing trips	SROFSH009A Guide fishing trips	**E** Updated and equivalent to SROFSH009A Guide fishing trips
SISOFSH308A Instruct fishing skills	Nil	**N** New unit, no equivalent SISOFSH308A incorporates outcomes of SROFSH008A Instruct casting techniques to clients
SISOFSH309A Apply fly fishing skills	Nil	**N** New unit, no equivalent
SISOFSH310A Tie simple fishing flies	Nil	**N** New unit, no equivalent
SISOFSH311A Demonstrate freshwater fishing skills	Nil	**N** New unit, no equivalent
SISOFSH312A Demonstrate estuary fishing skills	Nil	**N** New unit, no equivalent

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISOFSH313A Catch crabs, prawns and squid	SROFSH006A Catch crabs, prawns and squid	**E** Updated and equivalent to SROFSH006A Catch crabs, prawns and squid
SISOFSH314A Construct and repair fishing rods	Nil	**N** New unit, no equivalent
SISOFSH315A Demonstrate beach fishing skills	Nil	**N** New unit, no equivalent
SISOFSH416A Demonstrate marine inshore fishing skills	Nil	**N** New unit, no equivalent
SISOFSH417A Demonstrate marine offshore fishing skills	Nil	**N** New unit, no equivalent
SISOINT201A Conduct interpretation within an outdoor activity	SROINT001B Conduct interpretation within an outdoor activity	**E** Updated and equivalent to SROINT001B Conduct interpretation within an outdoor activity
SISOINT302A Develop specialist resources for interpretive activities	SROINT002B Develop specialist resources for interpretive activities	**E** Updated and equivalent to SROINT002B Develop specialist resources for interpretive activities
SISOKYK201A	SROKYK001A Demonstrate simple	**E**

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
Demonstrate simple kayaking skills	kayaking skills	Updated and equivalent to SROKYK001A Demonstrate simple kayaking skills
SISOKYK302A Apply kayaking skills	SROKYK002A Demonstrate simple kayaking skills to a high standard	**E** Updated and equivalent to SROKYK002A Demonstrate simple kayaking skills to a high standard
SISOKYK303A Apply inland kayaking skills on Grade 2 water	SROKYK003A Apply inland kayaking skills on Grade 2 water	**E** Updated and equivalent to SROKYK003A Apply inland kayaking skills on Grade 2 water
SISOKYK304A Guide kayaking trips on flat and undemanding water	SROKYK005A Guide kayaking trips on flat and undemanding water	**E** Updated and equivalent to SROKYK005A Guide kayaking trips on flat and undemanding water
SISOKYK305A Guide kayaking trips on Grade 2 water	SROKYK007A Guide kayaking trips on Grade 2 water	**E** Updated and equivalent to SROKYK007A Guide kayaking trips on Grade 2 water
SISOKYK406A Demonstrate inland kayaking skills on Grade 3 water	SROKYK004A Apply inland kayaking skills on Grade 3 water	**E** Updated and equivalent to SROKYK004A Apply inland kayaking skills on Grade 3 water
SISOKYK407A Instruct kayaking skills on flat and	SROKYK006A Instruct kayaking	**E**

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
undemanding water	skills on flat and undemanding water	Updated and equivalent to SROKYK006A Instruct kayaking skills on flat and undemanding water
SISOKYK408A Instruct kayaking skills on Grade 2 water	SROKYK008A Instruct kayaking skills on Grade 2 water	**E** Updated and equivalent to SROKYK008A Instruct kayaking skills on Grade 2 water
SISOKYK409A Guide kayaking trips on Grade 3 water	SROKYK009A Guide kayaking trips on Grade 3 water	**E** Updated and equivalent to SROKYK009A Guide kayaking trips on Grade 3 water
SISOKYK510A Instruct kayaking skills on Grade 3 water	SROKYK010A Instruct kayaking skills on Grade 3 water	**E** Updated and equivalent to SROKYK010A Instruct kayaking skills on Grade 3 water
SISOKYS201A Demonstrate simple sea kayaking skills	SROKYS001A Demonstrate simple sea kayaking skills	**E** Updated and equivalent to SROKYS001A Demonstrate simple sea kayaking skills
SISOKYS302A Demonstrate sea kayaking skills	SROKYS002A Demonstrate simple sea kayaking skills to a high standard	**E** Updated and equivalent to SROKYS002A Demonstrate simple sea kayaking skills to a high standard
	SROKYS004A Apply sea kayaking	**N**

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
	skills in difficult conditions	Deleted unit
SISOKYS303A Guide sea kayaking trips in easy to moderate conditions	SROKYS006A Guide sea kayaking trips (easy to moderate conditions)	**E** Updated and equivalent to SROKYS006A Guide sea kayaking trips (easy to moderate conditions)
SISOKYS304A Demonstrate sea kayaking skills in moderate to difficult conditions	SROKYS003A Apply sea kayaking skills in moderate conditions	**E** Updated and equivalent to SROKYS003A Apply sea kayaking skills in moderate conditions
SISOKYS405A Plan and navigate a sea kayaking inshore passage	SROKYS005A Plan and navigate a sea kayaking inshore passage	**E** Updated and equivalent to SROKYS005A Plan and navigate a sea kayaking inshore passage
SISOKYS406A Instruct sea kayaking in easy to moderate conditions	SROKYS007A Instruct sea kayaking (easy to moderate conditions)	**E** Updated and equivalent to SROKYS007A Instruct sea kayaking (easy to moderate conditions)
SISOKYS407A Guide sea kayaking trips in moderate to difficult conditions	SROKYS008A Guide sea kayaking trips (moderate to difficult conditions)	**E** Updated and equivalent to SROKYS008A Guide sea kayaking trips (moderate to difficult conditions)
SISOKYS408A	SROKYS009A	**E**

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
Instruct sea kayaking in moderate to difficult conditions	Instruct sea kayaking (moderate to difficult conditions)	Updated and equivalent to SROKYS009A Instruct sea kayaking (moderate to difficult conditions)
SISOMBK201A Demonstrate basic off-road cycling skills	SROMBK001A Demonstrate basic off-road cycling skills	**E** Updated and equivalent to SROMBK001A Demonstrate basic off-road cycling skills
SISOMBK302A Apply advanced off-road cycling skills	SROMBK002A Apply advanced off-road cycling skills	**E** Updated and equivalent to SROMBK002A Apply advanced off-road cycling skills
SISOMBK303A Guide off-road cycle tours	SROMBK003A Guide off-road cycle tours	**E** Updated and equivalent to SROMBK003A Guide off-road cycle tours
SISOMBK404A Instruct off-road cycling skills	SROMBK004A Instruct off-road cycling skills	**E** Updated and equivalent to SROMBK004A Instruct off-road cycling skills
SISONAV201A Demonstrate navigation skills in a controlled environment	SRONAV001B Navigate in tracked or easy untracked areas	**E** Updated and equivalent to SRONAV001B Navigate in tracked or easy untracked areas
SISONAV302A Apply navigation skills in an	SRONAV002B Navigate in difficult or trackless areas	**E** Updated and equivalent

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
intermediate environment		to SRONAV002B Navigate in difficult or trackless areas
SISONAV403A Navigate in uncontrolled environments	SRONAV003B Navigate in difficult or trackless areas	**E** Updated and equivalent to SRONAV003B Navigate in difficult or trackless areas
	SROODR003A Plan outdoor recreation activities (advanced)	**N** Deleted units
SISOODR201A Assist in conducting outdoor recreation sessions	SROODR004A Assist in conducting outdoor recreation sessions	**N** Based on SROODR004A but not equivalent. SISOODR201A incorporates outcomes of SROODR001A Apply basic outdoor recreation logistics
SISOODR302A Plan outdoor recreation activities	SROODR002A Plan outdoor recreation activities	**N** Based on SROODR002A but not equivalent. SISOODR302A incorporates outcomes of SROODR001A Apply basic outdoor recreation logistics
SISOODR303A Guide outdoor recreation sessions	SROODR005A Guide outdoor recreation sessions	**N** Based on SROODR005A but not equivalent. SISOODR404A

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		incorporates outcomes of SROODR001A Apply basic outdoor recreation logistics
SISOODR404A Manage risk in an outdoor activity	SROODR006A Manage risk in an outdoor activity	**E** Updated and equivalent to SROODR006A Manage risk in an outdoor activity
SISOODR405A Develop and coordinate programs incorporating outdoor activities	SROODR007A Develop and coordinate programs incorporating outdoor activities	**E** Updated and equivalent to SROODR007A Develop and coordinate programs incorporating outdoor activities
	SROODR008A Review outdoor recreation ethics and philosophies	**N** Deleted unit
SISOODR506A Evaluate policy for an outdoor organisation	SROODR009A Evaluate policy/procedures for an outdoor business/organisation	**E** Updated and equivalent to SROODR009A Evaluate policy/procedures for an outdoor business/organisation
SISOOPS201A Minimise environmental impact	SROOPS001B Implement minimal environmental impact practices	**E** Updated and equivalent to SROOPS001B Implement minimal environmental impact practices
SISOOPS202A Use and maintain a temporary or	SROOPS006B Use and maintain a temporary or overnight site	**E** Updated and equivalent

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
overnight site		to SROOPS006B Use and maintain a temporary or overnight site
SISOOPS303A Interpret weather for marine environments	SROOPS007A Interpret weather for marine environments	**E** Updated and equivalent to SROOPS007A Interpret weather for marine environments
	SROOPS009A Apply environmental legislation to natural resource planning	**N** Deleted unit
SISOOPS304A Plan for minimal environmental impact	SROOPS002B Plan for minimal environmental impact	**E** Updated and equivalent to SROOPS002B Plan for minimal environmental impact
SISOOPS305A Provide first aid in a remote location	Nil	**N** New unit, no equivalent Provides in depth information for remote situations specific to outdoor recreation
SISOOPS306A Interpret weather conditions in the field	SROOPS004B Interpret weather conditions in the field	**E** Updated and equivalent to SROOPS004B Interpret weather conditions in the field
SISOOPS407A Apply search and rescue skills	SROOPS005B Apply search and rescue skills	**E** Updated and equivalent to SROOPS005B

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		Apply search and rescue skills
SISOOPS508A Manage natural resources	SROOPS008A Apply the principles of natural resource management	**E** Updated and equivalent to SROOPS008A Apply the principles of natural resource management
SISOOPS509A Interpret weather for mountain environments	SROOPS010A Interpret weather for mountain environments	**E** Updated and equivalent to SROOPS010A Interpret weather for mountain environments
SISOPWC201A Select and maintain a personal water craft	SROPWC001A Select and maintain a personal water craft	**E** Updated and equivalent to SROPWC001A Select and maintain a personal water craft
SISOPWC202A Demonstrate simple personal water craft skills in controlled conditions	SROPWC002A Demonstrate basic skills to ride a personal water craft in controlled conditions	**E** Updated and equivalent to SROPWC002A Demonstrate basic skills to ride a personal water craft in controlled conditions
SISOPWC303A Ride personal water craft in moderate to difficult conditions	SROPWC003A Demonstrate advanced skills to ride a personal water craft in moderate to difficult conditions	**E** Updated and equivalent to SROPWC001A Demonstrate advanced skills to ride a personal water craft in moderate to difficult conditions

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISOPWC304A Guide tours using personal water craft	SROPWC004A Guide tours using personal water craft	**E** Updated and equivalent to SROPWC001A Guide tours using personal water craft
SISOPWC405A Instruct basic personal water craft riding skills	SROPWC005A Instruct the basic skills of riding personal water craft	**E** Updated and equivalent to SROPWC001A Instruct the basic skills of riding personal water craft
SISOPWC506A Instruct advanced personal water craft riding skills	SROPWC006A Instruct the advanced skills of riding personal water craft	**E** Updated and equivalent to SROPWC001A Instruct the advanced skills of riding personal water craft
SISORAF301A Guide a raft on moving water	SRORAF001B Apply rafting skills on moving water	**E** Updated and equivalent to SRORAF001B Apply rafting skills on moving water
SISORAF402A Guide a raft on Grade 3 rapids	SRORAF002B Apply rafting skills on Grade 3 rapids	**E** Updated and equivalent to SRORAF002B Apply rafting skills on Grade 3 rapids
	SRORAF003B Apply rafting skills on Grade 4 rapids	**N** Deleted unit
SISORAF403A Guide a raft on Grade 4 rapids	SRORAF004A Guide clients on raft trips	**E** Updated and equivalent

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		to SRORAF004B Guide clients on raft trips
SISORAF404A Coordinate and manage white water rafting trips	SRORAF005A Coordinate, manage and guide white water rafting trips	**E** Updated and equivalent to SRORAF005B Coordinate, manage and guide white water rafting trips
SISORAF505A Instruct rafting skills	SRORAF006A Instruct rafting skills	**E** Updated and equivalent to SRORAF006A Instruct rafting skills
SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres	SROSCB001A SCUBA dive in open water to a maximum depth of 18 metres	**N** Based on SROSCB001B but not equivalent. SISOSCB301A incorporates outcomes of SROSCB026A Apply environmental knowledge to enhance dives
	SROSCB002A Complete specialty open water dives	**N** Deleted unit
SISOSCB302A Complete night dives	SROSCB003A Complete night dives	**E** Updated and equivalent to SROSCB003A Complete night dives
SISOSCB303A Complete deep dives to between 18 and 40 metres	SROSCB004A Complete deep dives to between 18 and 40 metres	**E** Updated and equivalent to SROSCB004A

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		Complete deep dives to between 18 and 40 metres
SISOSCB304A Navigate prescribed routes underwater	SROSCB006A Navigate prescribed routes underwater	**E** Updated and equivalent to SROSCB006A Navigate prescribed routes underwater
SISOSCB305A Complete underwater search and recovery dives	SROSCB005A Complete underwater search and recovery dives	**E** Updated and equivalent to SROSCB005A Complete underwater search and recovery dives
SISOSCB306A Perform diver rescues	SROSCB007A Perform diver rescues	**E** Updated and equivalent to SROSCB007A Perform diver rescues
SISOSCB307A Inspect and fill SCUBA cylinders	SROSCB008A Inspect and fill SCUBA cylinders	**E** Updated and equivalent to SROSCB008A Inspect and fill SCUBA cylinders
	SROSCB009A Fill SCUBA cylinders with Enriched Air Nitrox (EANx)	**N** Deleted unit
SISOSCB308A Guide a SCUBA dive	SROSCB010A Guide a SCUBA dive	**E** Updated and equivalent to SROSCB010A Guide a SCUBA dive
	SROSCB011A Complete hydrostatic tests of SCUBA	**N**

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
	cylinders	Deleted unit
	SROSCB012A Perform advanced equipment maintenance	**N** Deleted unit
SISOSCB309A Complete dives off boats	SROSCB022A Complete dives off boats	**E** Updated and equivalent to SROSCB022A
	SROSCB016A Apply technical deep diving skills	**N** Deleted unit
SISOSCB310A Complete an underwater video	SROSCB017A Complete an underwater video	**E** Updated and equivalent to SROSCB017A Complete dives off boats
SISOSCB311A Take still photographs underwater	SROSCB018A Take still photographs underwater	**E** Updated and equivalent to SROSCB018A Take still photographs underwater
SISOSCB312A Complete dry suit dives	SROSCB019A Complete dry suit dives	**E** Updated and equivalent to SROSCB019A Complete dry suit dives
SISOSCB313A Complete computer aided dives	SROSCB020A Complete computer aided dives	**E** Updated and equivalent to SROSCB020A Complete computer aided dives

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISOSCB314A Complete wreck dives	SROSCB021A Complete wreck dives	**E** Updated and equivalent to SROSCB021A Complete wreck dives
SISOSCB315A Complete drift dives on SCUBA	SROSCB023A Complete drift dives on SCUBA	**E** Updated and equivalent to SROSCB023A Complete drift dives on SCUBA
SISOSCB316A Dive at altitude greater than 300 metres	SROSCB024A Dive at altitude greater than 300 metres	**E** Updated and equivalent to SROSCB024A Dive at altitude greater than 300 metres
SISOSCB317A Complete a dive using Enriched Air Nitrox	SROSCB025A Complete a dive using Enriched Air Nitrox (EANx)	**E** Updated and equivalent to SROSCB025A Complete a dive using Enriched Air Nitrox (EANx)
	SROSCB026A Apply environmental knowledge to enhance dives	**N** Deleted unit
SISOSCB318A Dive in open water using surface supplied air	SROSCB027A Dive in open water using hookah (surface supplied air)	**E** Updated and equivalent to SROSCB027A Dive in open water using hookah (surface supplied air)
SISOSCB419A Instruct SCUBA diving skills	SROSCB013A Instruct SCUBA diving skills	**E** Updated and equivalent to SROSCB013A

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		Instruct SCUBA diving skills
SISOSCB420A Instruct specialised SCUBA diving skills	SROSCB015A Instruct specialised SCUBA diving skills	**E** Updated and equivalent to SROSCB015A Instruct specialised SCUBA diving skills
SISOSCB521A Demonstrate technical diving	SROSCB014A Demonstrate technical diving	**E** Updated and equivalent to SROSCB014A Demonstrate technical diving
SISOSKB201A Demonstrate snowboarding skills on beginner terrain	SROSKB001A Snowboard on beginner terrain	**E** Updated and equivalent to SROSKB001A Snowboard on beginner terrain
SISOSKB302A Snowboard on intermediate terrain	SROSKB002A Snowboard on intermediate terrain	**E** Updated and equivalent to SROSKB002A Snowboard on intermediate terrain
SISOSKB303A Guide day snowboarding activities	SROSKB007A Guide day snowboarding activities	**E** Updated and equivalent to SROSKB007A Guide day snowboarding activities
SISOSKB404A Snowboard on advanced terrain	SROSKB003A Snowboard on advanced terrain at a snowsport area	**E** Updated and equivalent to SROSKB003A Snowboard on advanced terrain at a

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		snowsport area
SISOSKB405A Snowboard freestyle on advanced terrain	SROSKB005A Snowboard freestyle on advanced terrain	**E** Updated and equivalent to SROSKB005A Snowboard freestyle on advanced terrain
SISOSKB406A Snowboard alpine-style on advanced terrain	SROSKB004A Snowboard alpine-style on advanced terrain	**E** Updated and equivalent to SROSKB004A Snowboard alpine-style on advanced terrain
SISOSKB407A Instruct snowboarding	SROSKB009A Instruct snowboarding	**E** Updated and equivalent to SROSKB009A Instruct snowboarding
SISOSKB408A Guide overnight snowboarding activities	SROSKB008A Guide overnight snowboarding activities	**E** Updated and equivalent to SROSKB008A Guide overnight snowboarding activities
SISOSKB509A Snowboard off-piste	SROSKB006A Snowboard off-piste at a snowsport area	**E** Updated and equivalent to SROSKB006A Snowboard off-piste at a snowsport area
SISOSKI201A Demonstrate alpine skiing skills downhill on beginner terrain	SROSKI001A Demonstrate alpine skiing downhill on beginner terrain	**E** Updated and equivalent to SROSKI001A Demonstrate alpine skiing downhill on beginner terrain

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISOSKI402A Alpine ski downhill on intermediate terrain	SROSKI002A Alpine ski downhill on intermediate terrain	**E** Updated and equivalent to SROSKI002A Alpine ski downhill on intermediate terrain
SISOSKI403A Alpine ski downhill on advanced terrain	SROSKI004A Alpine ski downhill off-piste	**E** Updated and equivalent to SROSKI004A Alpine ski downhill off-piste
SISOSKI404A Alpine ski downhill off-piste	SROSKI003A Alpine ski downhill on advanced terrain	**E** Updated and equivalent to SROSKI003A Alpine ski downhill on advanced terrain
SISOSKI405A Alpine free ski on all terrain	SROSKI005A Alpine free ski with performance on all terrain	**E** Updated and equivalent to SROSKI005A Alpine free ski with performance on all terrain
SISOSKI406A Telemark ski downhill on intermediate terrain	SROSKI006A Telemark ski downhill on intermediate terrain	**E** Updated and equivalent to SROSKI006A Telemark ski downhill on intermediate terrain
SISOSKI407A Telemark ski downhill on advanced terrain	SROSKI007A Telemark ski downhill on advanced terrain	**E** Updated and equivalent to SROSKI007A Telemark ski downhill on advanced terrain

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISOSKI408A Instruct alpine skiing skills	SROSKI008A Instruct alpine skiing skills	**E** Updated and equivalent to SROSKI008A Instruct alpine skiing skills
SISOSKT201A Demonstrate basic cross country skiing skills	SROSKT001B Demonstrate basic cross country skiing skills	**E** Updated and equivalent to SROSKT001B Demonstrate basic cross country skiing skills
SISOSKT202A Demonstrate ski touring skills in a patrolled environment to a basic standard	SROSKT002B Ski tour in a patrolled environment to a basic standard	**E** Updated and equivalent to SROSKT002B Ski tour in a patrolled environment to a basic standard
SISOSKT303A Day ski tour away from a patrolled area	SROSKT004B Day ski tour away from a patrolled area	**E** Updated and equivalent to SROSKT004B Day ski tour away from a patrolled area
SISOSKT304A Guide day ski tours	SROSKT009A Guide day ski tours	**E** Updated and equivalent to SROSKT009A Guide day ski tours
SISOSKT305A Apply snow craft skills for day touring	SROSKT005B Apply snowcraft skills for day touring	**E** Updated and equivalent to SROSKT005B Apply snowcraft skills for day touring

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISOSKT406A Demonstrate advanced cross country skiing skills	SROSKT006B Demonstrate advanced cross country skiing skills	**E** Updated and equivalent to SROSKT006B Demonstrate advanced cross country skiing skills
SISOSKT407A Overnight ski tour in difficult terrain using advanced ski touring skills	SROSKT007B Overnight ski tour in difficult terrain using advanced ski touring skills	**E** Updated and equivalent to SROSKT007B Overnight ski tour in difficult terrain using advanced ski touring skills
SISOSKT408A Apply snow craft skills for overnight touring	SROSKT008B Apply snowcraft skills for overnight touring	**E** Updated and equivalent to SROSKT008B Apply snowcraft skills for overnight touring
SISOSKT409A Apply intermediate cross country skiing skills	SROSKT003B Demonstrate intermediate cross country skiing skills	**E** Updated and equivalent to SROSKT003B Demonstrate intermediate cross country skiing skills
SISOSKT410A Guide overnight ski tours	SROSKT010A Guide overnight ski tours	**E** Updated and equivalent to SROSKT010A Guide overnight ski tours
SISOSKT411A Instruct cross country skiing	SROSKT011A Instruct cross country skiing	**E** Updated and equivalent to SROSKT011A Instruct cross country

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		skiing
SISOSNK201A Demonstrate snorkelling activities	SROSNK001A Participate in snorkelling activities	**E** Updated and equivalent to SROSNK001A Participate in snorkelling activities
SISOSNK302A Guide snorkelling	SROSNK002A Guide snorkelling	**E** Updated and equivalent to SROSNK002A Guide snorkelling
SISOSNK303A Instruct snorkelling skills	SROSNK003A Instruct snorkelling skills	**E** Updated and equivalent to SROSNK003A Instruct snorkelling skills
SISOSRF201A Demonstrate surf survival and self rescue skills	SROSRF001B Apply surf survival and self rescue skills	**E** Updated and equivalent to SROSRF001B Apply surf survival and self rescue skills
SISOSRF202A Demonstrate basic surfing manoeuvres in controlled conditions	SROSRF002B Perform basic surfing manoeuvres in controlled conditions	**E** Updated and equivalent to SROSRF002B Perform basic surfing manoeuvres in controlled conditions
SISOSRF303A Perform intermediate level surfing manoeuvres	SROSRF003B Perform intermediate level surfing manoeuvres	**E** Updated and equivalent to SROSRF003B Perform intermediate level surfing manoeuvres

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISOSRF304A Perform simple rescues in moderate surf conditions	SROSRF004B Perform a simple rescue in moderate surf conditions	**E** Updated and equivalent to SROSRF004B Perform a simple rescue in moderate surf conditions
SISOSRF305A Guide surfing sessions	SROSRF007A Guide surfing sessions	**E** Updated and equivalent to SROSRF007A Guide surfing sessions
SISOSRF406A Perform advanced level surfing manoeuvres	SROSRF005B Perform advanced level surfing manoeuvres	**E** Updated and equivalent to SROSRF005B Perform advanced level surfing manoeuvres
SISOSRF407A Perform rescues in moderate to difficult surf conditions	SROSRF006B Perform a comprehensive range of rescues in moderate to difficult surf conditions	**E** Updated and equivalent to SROSRF006B Perform a comprehensive range of rescues in moderate to difficult surf conditions
SISOSRF408A Guide surfing trips	SROSRF008A Guide surfing trips	**E** Updated and equivalent to SROSRF008A Guide surfing trips
SISOSRF409A Instruct basic to intermediate surfing skills	SROSRF009A Instruct basic to intermediate surfing skills	**E** Updated and equivalent to SROSRF009A Instruct basic to intermediate surfing skills

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISOSRF410A Instruct advanced surfing skills	SROSRF010A Instruct intermediate to advanced surfing skills	**E** Updated and equivalent to SROSRF010A Instruct intermediate to advanced surfing skills
SISOTBR201A Select, set up and maintain an off-highway motorcycle	SROTBR001A Select, set up and maintain an off-highway motorcycle	**E** Updated and equivalent to SROTBR001A Select, set up and maintain an off-highway motorcycle
SISOTBR202A Demonstrate basic off-highway motorcycling skills	SROTBR002A Demonstrate basic off-highway motorcycling skills	**E** Updated and equivalent to SROTBR002A Demonstrate basic off-highway motorcycling skills
SISOTBR303A Apply advanced off-highway motorcycling skills	SROTBR003A Demonstrate advanced off-highway motorcycling skills	**E** Updated and equivalent to SROTBR003A Demonstrate advanced off-highway motorcycling skills
SISOTBR304A Guide off-highway motorcycle tours	SROTBR005A Guide off-highway motorcycle tours	**E** Updated and equivalent to SROTBR005A Guide off-highway motorcycle tours
SISOTBR405A Guide extended off-highway motorcycle tours	SROTBR004A Participate in extended off-highway motorcycle tours	**E** Updated and equivalent to SROTBR004A Participate in extended

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		off-highway motorcycle tours
SISOTBR406A Instruct basic off-highway motorcycling skills	SROTBR006A Instruct basic skills of off-highway motorcycling	**E** Updated and equivalent to SROTBR006A Instruct basic skills of off-highway motorcycling
SISOTBR507A Instruct advanced off-highway motorcycling skills	SROTBR007A Instruct advanced skills of off-highway motorcycling	**E** Updated and equivalent to SROTBR007A Instruct advanced skills of off-highway motorcycling
SISOVTR301A Perform vertical rescues	SROVTR001A Perform vertical rescues	**E** Updated and equivalent to SROVTR001A Perform vertical rescues
SISOVTR402A Perform complex vertical rescues	SROVTR002A Perform complex vertical rescues	**E** Updated and equivalent to SROVTR002A Perform complex vertical rescues
SISOVTR403A Instruct vertical rescue	SROVTR003A Instruct vertical rescue	**E** Updated and equivalent to SROVTR003A Instruct vertical rescue
SISOWWR201A Demonstrate self rescue skills in white water	SROWWR001B Apply self rescue skills in white water	**E** Updated and equivalent to SROWWR001B Apply self rescue skills

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		in white water
SISOWWR302A Demonstrate white water rescues and recoveries	SROWWR002B Perform white water rescues and recoveries	**E** Updated and equivalent to SROWWR002B Perform white water rescues and recoveries
SISOWWR403A Perform complex white water rescues and recoveries	SROWWR003B Perform a comprehensive range of white water rescues and recoveries	**E** Updated and equivalent to SROWWR003B Perform a comprehensive range of white water rescues and recoveries
SISOWWR404A Instruct white water rescue	SROWWR004A Instruct white water rescue	**E** Updated and equivalent to SROWWR004A Instruct white water rescue
	SROYAC001B Comply with maritime rules and regulations	**N** Deleted unit
	SROYAC002B Crew a ballasted yacht inshore	**N** Deleted unit
	SROYAC003B Skipper a ballasted yacht inshore	**N** Deleted unit
	SROYAC004B Crew a ballasted yacht in exposed coastal waters	**N** Deleted unit
	SROYAC005B Skipper a ballasted yacht	**N** Deleted unit

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
	SROYAC006B Skipper a ballasted yacht in ocean waters	**N** Deleted unit
	SROYAC007A Instruct yachting (ballasted yacht - inshore)	**N** Deleted unit
	SROYAC008A Instruct yachting (ballasted yacht -offshore)	**N** Deleted unit
	SROYMC001B Crew a motor cruiser inshore	**N** Deleted unit
	SROYMC002B Skipper a motor cruiser inshore	**N** Deleted unit
	SROYMC003B Crew a motor cruiser in exposed coastal waters	**N** Deleted unit
	SROYMC004B Skipper a motor cruiser in exposed coastal waters	**N** Deleted unit
	SROYMC005B Skipper a motor cruiser in ocean waters	**N** Deleted unit
	SROYMC006A Instruct yachting (motor cruiser - inshore)	**N** Deleted unit
	SROYMC007A Instruct yachting (motor cruiser - offshore)	**N** Deleted unit
SISOYSA201A Demonstrate basic sailboarding skills in controlled conditions	SROYSA001B Use a sailboard in controlled conditions demonstrating basic skills	**E** Updated and equivalent to SROYSA001B Use a sailboard in controlled conditions demonstrating basic

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		skills
SISOYSA302A Apply enhanced windsurfing skills in moderate conditions	SROYSA002B Apply enhanced windsurfing skills in moderate conditions	**E** Updated and equivalent to SROYSA002B Apply enhanced windsurfing skills in moderate conditions
SISOYSA303A Use a sailboard in stronger winds	SROYSA003B Use a sailboard in stronger winds	**E** Updated and equivalent to SROYSA003B Use a sailboard in stronger winds
SISOYSA404A Use long boards in difficult conditions	SROYSA004B Use long boards in difficult conditions	**E** Updated and equivalent to SROYSA004B Use long boards in difficult conditions
SISOYSA405A Use short boards in difficult conditions	SROYSA005B Use short boards in difficult conditions	**E** Updated and equivalent to SROYSA005B Use short boards in difficult conditions
SISOYSA406A Instruct windsurfing	SROYSA006A Instruct windsurfing	**E** Updated and equivalent to SROYSA006A Instruct windsurfing
SISOYSB201A Demonstrate basic skills to sail a small boat in controlled conditions	SROYSB001B Use basic skills to sail a small boat in controlled conditions	**E** Updated and equivalent to SROYSB001B Use basic skills to sail a small boat in controlled conditions

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SIS10 units of competency summary mapping table: Outdoor Recreation		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISOYSB302A Sail a small boat in light to moderate conditions	SROYSB002B Sail a small boat in light to moderate conditions using enhanced skills	**E** Updated and equivalent to SROYSB002B Sail a small boat in light to moderate conditions using enhanced skills
SISOYSB403A Sail a small boat in moderate and variable conditions	SROYSB003B Sail a small boat in moderate and/or variable conditions	**E** Updated and equivalent to SROYSB003B Sail a small boat in moderate and/or variable conditions
SISOYSB404A Instruct small boat yachting	SROYSB004A Instruct yachting (small boats)	**E** Updated and equivalent to SROYSB004A Instruct yachting (small boats)

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISSAFL201A Perform the intermediate skills of Australian Football	SRSAFL001A Perform the intermediate skills of Australian football	**E** Updated and equivalent to SRSAFL001A Perform the intermediate skills of Australian football
SISSAFL202A Perform the intermediate tactics of Australian Football	SRSAFL002A Perform the intermediate tactics of Australian football	**E** Updated and equivalent to SRSAFL002A Perform the intermediate tactics of Australian football
SISSAFL203A Participate in conditioning for Australian Football	SRSAFL003A Participate in conditioning for Australian football	**E** Updated and equivalent to SRSAFL003A Participate in conditioning for Australian football
	SRSAFL004A Interpret and apply the fundamental rules of Australian football at a junior or beginner level	**N** Deleted unit
	SRSAFL005A Use basic communication strategies to umpire Australian football at a junior or beginner level	**N** Deleted unit
	SRSAFL006A Provide reports and receive feedback relevant to umpiring Australian football at a junior or beginner level	**N** Deleted unit
	SRSAFL007A Demonstrate fundamental positioning skills	**N**

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
	relevant to umpiring Australian football at a junior or beginner level	Deleted unit
SISSAFL304A Perform the advanced skills of Australian Football	SRSAFL008A Perform the advanced skills of Australian football	**E** Updated and equivalent to SRSAFL008A Perform the advanced skills of Australian football
SISSAFL305A Perform the advanced tactics of Australian Football	SRSAFL009A Perform the advanced tactics of Australian football	**E** Updated and equivalent to SRSAFL009A Perform the advanced tactics of Australian football
	SRSAFL010A Interpret and apply the rules of Australian football at a local or district level	**N** Deleted unit
	SRSAFL011A Use communication strategies to umpire Australian football at a local or district level	**N** Deleted unit
	SRSAFL012A Demonstrate positioning skills relevant to umpiring Australian football at a local or district level	**N** Deleted unit
SISSAFL406A Teach the intermediate skills of Australian Football	SRSAFL013A Teach or develop the intermediate skills of Australian football	**E** Updated and equivalent to SRSAFL013A Teach or develop the intermediate skills of Australian football
SISSAFL407A Teach the intermediate tactics of	SRSAFL014A Apply the intermediate tactics and strategies of Australian football in a competitive	**E** Updated and equivalent

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
Australian Football	situation	to SRSAFL014A Apply the intermediate tactics and strategies of Australian football in a competitive situation
	SRSAFL015A Interpret and apply the rules of Australian football at an advanced level	**N** Deleted unit
	SRSAFL016A Use communication strategies to umpire Australian football at an advanced level	**N** Deleted unit
	SRSAFL017A Demonstrate positioning skills relevant to umpiring Australian football at an advanced level	**N** Deleted unit
SISSATH201A Teach the fundamental skills of athletics	SRSATH001B Teach and/or develop the fundamental skills of athletics	**E** Updated and equivalent to SRSATH001B Teach and/or develop the fundamental skills of athletics
	SRSATH002A Manage an athletics competition/event at a beginner level	
SISSBSB201A Teach fundamental basketball skills	SRSBSB001A Teach or develop the basic skills of basketball	**E** Updated and equivalent to SRSBSB001A Teach or develop the basic skills of basketball
SISSBSB202A Teach fundamental basketball tactics and game strategy	SRSBSB002A Teach or develop the basic tactics and strategies of basketball	**E** Updated and equivalent to SRSBSB002A Teach or develop the

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		basic tactics and strategies of basketball
	SRSBS003A Interpret and apply the fundamental rules of basketball at a junior or beginner level	**N** Deleted unit
	SRSBS004A Use fundamental communication strategies to officiate basketball at a junior or beginner level	**N** Deleted unit
	SRSBSB005A Provide reports and receive feedback relevant to officiating basketball at a junior or beginner level	**N** Deleted unit
	SRSBSB006A Demonstrate fundamental positioning skills relevant to officiating basketball at a junior or beginner level	**N** Deleted unit
SISSBSB303A Teach intermediate level basketball skills	SRSBSB007A Teach or develop the intermediate skills of basketball	**E** Updated and equivalent to SRSBSB007A Teach or develop the intermediate skills of basketball
SISSBSB304A Teach intermediate level basketball tactics and game strategy	SRSBSB008A Teach or develop the intermediate tactics and strategies of basketball	**E** Updated and equivalent to SRSBSB008A Teach or develop the intermediate tactics and strategies of basketball
	SRSBSB009A Interpret and apply the rules of basketball at an intermediate level	**N** Deleted unit

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
	SRSBSB010A Use communication strategies to officiate basketball at an intermediate level	**N** Deleted unit
	SRSBSB011A Demonstrate positioning skills relevant to officiating basketball at an intermediate level	**N** Deleted unit
	SRSBSB012A Interpret and apply the rules of basketball at an advanced level	**N** Deleted unit
	SRSBSB013A Use communication strategies to officiate basketball at an advanced level	**N** Deleted unit
	SRSBSB014A Demonstrate positioning skills relevant to officiating basketball at an advanced level	**N** Deleted unit
SISSCGP201A Apply legal and ethical coaching practices	SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities	**N** Based on but not equivalent to SRSCGP001A.
	SRSCGP002A Include special interest groups or people with special needs	**N** Deleted unit
SISSCGP202A Reflect on professional coaching role and practice	Nil	**N** New unit, no equivalent
SISSCGP303A Coach junior players to develop fundamental perceptual motor skills	Nil	**N** New unit, no equivalent

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISSCGP304A Coach junior sports players	Nil	**N** New unit, no equivalent
SISSCGP305A Plan coaching programs for junior sports players	Nil	**N** New unit, no equivalent
SISSCGP306A Customise coaching for special needs groups	Nil	**N** New unit, no equivalent Consolidates outcomes of SRSCGP005A Customise coaching to include children, SRSCGP006A Customise coaching to include mature aged athletes and SRSCGP007A Customise coaching to include athletes with a disability
SISSCGP307A Implement selection policies	SRSCGP008A Select a team or group	**E** Updated and equivalent to SRSCGP008A Select a team or group
SISSCGP308A Provide drugs in sport information	SRSCGP010A Provide information regarding drugs in sport issues	**E** Updated and equivalent to SRSCGP010A Provide information regarding drugs in sport issues
SISSCGP309A Develop	SRSCGP012A Support athletes to adopt the principles of eating for	**N**

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
nutritional strategies	peak performance	Based on SRSCGP012A but not equivalent. Incorporates outcomes of SRSCGP004A Provide information about the fundamental principles of eating for peak performance
SISSCGP310A Support athletes to adopt principles of sports psychology	SRSCGP011A Support athletes to adopt the principles of sports psychology	**N** Based on SRSCGP011A but not equivalent. Incorporates outcomes of SRSCGP003A Implement the fundamental principles of sports psychology
SISSCGP411A Work with officials	SRSCGP009A Work with officials	**E** Updated and equivalent to SRSCGP009A Work with officials
	SRSCGP013A Monitor coach welfare	**N** Deleted unit
SISSCGP412A Implement recovery programs	SRSCGP014A Implement recovery programs	**E** Updated and equivalent to SRSCGP014A Implement recovery programs
SISSCGP413A Implement a talent identification program	SRSCGP017A Implement a talent identification program	**E** Updated and equivalent to SRSCGP017A Implement a talent

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		identification program
	SRSCGP018A Coach participants	**N** Deleted unit
	SRSCGP019A Implement the principles of a sports training program	**N** Deleted unit
SISSCGP414A Implement water based training activities	SRSCGP016A Implement water-based training programs	**E** Updated and equivalent to SRSCGP016A Implement water-based training programs
SISSCGP515A Establish selection policies	SRSCGP015A Establish selection policies for activities	**E** Updated and equivalent to SRSCGP015A Establish selection policies for activities
SISSCKT201A Perform the intermediate skills of cricket	SRSCKT001A Perform the intermediate skills of cricket	**E** Updated and equivalent to SRSCKT001A Perform the intermediate skills of cricket
SISSCKT202A Perform the intermediate tactics and strategies of cricket	SRSCKT002A Perform the intermediate tactics and strategies of cricket in a competitive situation	**E** Updated and equivalent to SRSCKT002A Perform the intermediate tactics and strategies of cricket in a competitive situation
	SRSCKT003A Interpret and apply the laws of cricket in a competition	**N** Deleted unit

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
	game at a local or district level	
SISSCKT303A Participate in conditioning for cricket	SRSCKT004A Participate in conditioning for cricket	**E** Updated and equivalent to SRSCKT004A Participate in conditioning for cricket
SISSCKT304A Perform the advanced skills of cricket	SRSCKT005A Perform the advanced skills of cricket	**E** Updated and equivalent to SRSCKT005A Perform the advanced skills of cricket
	SRSCKT006A Interpret and apply the laws of cricket in a competition game at the advanced level	**N** Deleted unit
SISSCKT305A Perform the advanced tactics and strategies of cricket	SRSCKT007A Perform tactics and strategies of cricket in an advanced competitive situation	**E** Updated and equivalent to SRSCKT007A Perform tactics and strategies of cricket in an advanced competitive situation
SISSCKT306A Teach the intermediate skills of cricket	SRSCKT008A Teach or develop the intermediate skills of cricket	**E** Updated and equivalent to SRSCKT008A Teach or develop the intermediate skills of cricket
SISSCKT307A Teach the intermediate tactics and strategies of cricket	SRSCKT009A Teach or develop the intermediate tactics and strategies of cricket	**E** Updated and equivalent to SRSCKT009A Teach or develop the intermediate tactics and

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		strategies of cricket
	SRSCKT010A Use communication strategies to umpire cricket at a local or district level	**N** Deleted unit
	SRSCKT011A Demonstrate positioning skills relevant to umpiring cricket at a local or district level	**N** Deleted unit
SISSCKT408A Teach the advanced skills of cricket	SRSCKT012A Teach or develop the advanced skills of cricket	**E** Updated and equivalent to SRSCKT012A Teach or develop the advanced skills of cricket
SISSCKT409A Teach the advanced tactics and strategies of cricket	SRSCKT013A Teach or develop tactics and strategies of cricket at the advanced level	**E** Updated and equivalent to SRSCKT013A Teach or develop tactics and strategies of cricket at the advanced level
SISSCNO201A Perform the intermediate skills and tactics of canoeing	SRSCNO001A Perform the intermediate skills and tactics of canoeing	**E** Updated and equivalent to SRSCNO001A Perform the intermediate skills and tactics of canoeing
SISSCNO302A Teach the intermediate skills and tactics of flatwater canoeing	SRSCNO003A Teach or develop the intermediate skills and tactics of flatwater canoeing	**E** Updated and equivalent to SRSCNO003A Teach or develop the intermediate skills and

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		tactics of flatwater canoeing
SISSCNO303A Teach the intermediate skills and tactics of whitewater canoeing	SRSCNO004A Teach or develop the intermediate skills and tactics of whitewater canoeing	**E** Updated and equivalent to SRSCNO004A Teach or develop the intermediate skills and tactics of whitewater canoeing
SISSCNO304A Teach the intermediate skills and tactics of canoe polo	SRSCNO005A Teach or develop the intermediate skills and tactics of canoe polo	**E** Updated and equivalent to SRSCNO005A Teach or develop the intermediate skills and tactics of canoe polo
	SRSCNO006A Interpret and apply the rules of flatwater racing at an intermediate level	**N** Deleted unit
	SRSCNO007A Interpret and apply the rules of marathon racing at an intermediate level	**N** Deleted unit
	SRSCNO008A Interpret and apply the rules of wildwater racing at an intermediate level	**N** Deleted unit
	SRSCNO009A Interpret and apply the rules of canoe polo at an intermediate level	**N** Deleted unit
SISSCNO305A Perform the advanced skills and tactics of canoeing	SRSCNO002A Perform the advanced skills and tactics of canoeing	**E** Updated and equivalent to SRSCNO002A Perform the advanced skills and tactics of

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		canoeing
SISSCNO406A Teach the advanced skills and tactics of flatwater canoeing	SRSCNO010A Teach or develop the advanced skills and tactics of flatwater canoeing	**E** Updated and equivalent to SRSCNO010A Teach or develop the advanced skills and tactics of flatwater canoeing
SISSCNO407A Teach the advanced skills and tactics of slalom canoeing	SRSCNO011A Teach or develop the advanced skills and tactics of slalom canoeing	**E** Updated and equivalent to SRSCNO011A Teach or develop the advanced skills and tactics of slalom canoeing
	SRSCNO012A Interpret and apply the rules of wildwater racing at an advanced level	**N** Deleted unit
	SRSCNO013A Interpret and apply the rules of marathon racing at an advanced level	**N** Deleted unit
	SRSCNO014A Interpret and apply the rules of slalom racing at an advanced level	**N** Deleted unit
	SRSCNO015A Interpret and apply the rules of canoe polo at an advanced level	**N** Deleted unit
	SRSCOP004B Develop negotiation skills	**N** Deleted unit
	SRSCOP005B Demonstrate basic assertive communication skills	**N** Deleted unit

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISSCOP201A Prepare a pre or post event meal	SRSCOP008B Prepare a pre-event or post-event meal	**E** Updated and equivalent to SRSCOP008B Prepare a pre-event or post-event meal
	SRSCOP009B Collect information on drugs in sport	**N** Deleted unit
	SRSCOP010B Collect information on stress management	**N** Deleted unit
	SRSCOP011B Develop an integrated time management plan	**N** Deleted unit
SISSCOP202A Develop a personal management plan	Nil	**N** New unit, no equivalent Incorporates some outcomes of SRSCOP017B Develop self-awareness skills
SISSCOP203A Develop a travel and accommodation plan	SRSCOP012B Develop a travel and accommodation plan	**E** Updated and equivalent to SRSCOP012B Develop a travel and accommodation plan
	SRSCOP013B Develop a career goal setting plan	**N** Deleted unit
	SRSCOP014B Prepare to study	**N** Deleted unit
	SRSCOP018B Develop advanced	**N**

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
	assertive communication skills	Deleted unit
SISSCOP204A Develop personal media skills	Nil	**N** New unit, no equivalent SISSCOP204A incorporates outcomes of: SRSCOP001B Prepare for public speaking SRSCOP002B Plan for and participate in a media interview SRSCOP003B Demonstrate personal image and presentation skills SRSCOP015B Prepare a public speaking presentation for informative, motivational and persuasive talks SRSCOP016B Prepare for a media interview
SISSCOP205A Develop a personal financial plan	SRSCOP020B Develop a personal financial plan	**E** Updated and equivalent to SRSCOP020B Develop a personal financial plan
	SRSCOP021B Collect information on contracts	**N** Deleted unit
	SRSCOP022B Collect information on elite athletes	**N** Deleted unit

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
	SRSCOP024B Prepare for an overseas sporting event	**N** Deleted unit
	SRSCOP025B Prepare to participate in competition	**N** Deleted unit
	SRSCOP026B Implement and evaluate a time management plan	**N** Deleted unit
SISSCOP306A Prepare a sponsorship proposal	SRSCOP019B Prepare a sponsorship proposal	**E** Updated and equivalent to SRSCOP019B Prepare a sponsorship proposal
SISSCOP307A Manage personal finances	Nil	**N** New unit, no equivalent Incorporates outcomes of SRSCOP006B Complete a Tax Return and SRSCOP007B Develop a financial goal setting plan
SISSCOP308A Model the responsibilities of an elite athlete	Nil	**N** New unit , no equivalent
SISSCOP309A Design an athlete's diet	SRSCOP023B Design an athlete's diet	**E** Updated and equivalent to SRSCOP023B Design an athlete's diet
SISSEQS301A Demonstrate basic dressage, show jumping and cross-country	SRSEQS001A Demonstrate basic dressage, show jumping and cross	**E** Updated and equivalent

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
riding	country riding	to SRSEQS001A Demonstrate basic dressage, show jumping and cross country riding
SISSEQS302A Demonstrate basic dressage and show horse skills	SRSEQS002A Demonstrate basic dressage and show horse skills using poles and grids	**E** Updated and equivalent to SRSEQS002A Demonstrate basic dressage and show horse skills using poles and grids
SISSEQS303A Teach the fundamental skills of riding	SRSEQS003A Teach the fundamental skills of riding	**E** Updated and equivalent to SRSEQS003A Teach the fundamental skills of riding
SISSEQS404A Teach the intermediate skills of riding on the flat	SRSEQS004A Teach the intermediate skills of riding on the flat	**E** Updated and equivalent to SRSEQS004A Teach the intermediate skills of riding on the flat
SISSEQS405A Teach the intermediate skills of riding over fences	SRSEQS005A Teach the intermediate skills of riding over fences	**E** Updated and equivalent to SRSEQS005A Teach the intermediate skills of riding over fences
SISSGLF201A Perform the A Grade skills of golf	SRSGLF001A Perform the A Grade skills of golf	**E** Updated and equivalent to SRSGLF001A

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		Perform the A Grade skills of golf
SISSGLF202A Apply the A Grade tactics and strategies of golf	SRSGLF002A Apply the A Grade tactics and strategies of golf in a competitive situation	**E** Updated and equivalent to SRSGLF002A Apply the A Grade tactics and strategies of golf in a competitive situation
SISSGLF203A Interpret and apply the rules of golf at the A Grade level	SRSGLF003A Interpret and apply the rules of golf at the A grade level	**E** Updated and equivalent to SRSGLF003A Interpret and apply the rules of golf at the A grade level
SISSGLF304A Perform the advanced skills of golf	SRSGLF004A Perform the advanced skills of golf	**E** Updated and equivalent to SRSGLF004A Perform the advanced skills of golf
SISSGLF305A Apply the advanced tactics and strategies of golf	SRSGLF005A Apply the advanced tactics and strategies of golf in a competitive situation	**E** Updated and equivalent to SRSGLF005A Apply the advanced tactics and strategies of golf in a competitive situation
SISSGLF306A Interpret and apply the rules of golf at the advanced level	SRSGLF006A Interpret and apply the rules of golf at the advanced level	**E** Updated and equivalent to SRSGLF006A Interpret and apply the rules of golf at the advanced level

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISSGLF307A Participate in conditioning for golf	SRSGLF007A Participate in conditioning for golf	**E** Updated and equivalent to SRSGLF007A Participate in conditioning for golf
SISSGLF508A Teach the advanced skills of professional golf	SRSGLF008A Teach and or develop the advanced skills of golf	**E** Updated and equivalent to SRSGLF008A Teach and or develop the advanced skills of golf
SISSGLF509A Teach the advanced tactics and strategies of professional golf	SRSGLF009A Apply the advanced tactics and strategies of professional golf in a competitive situation	**E** Updated and equivalent to SRSGLF009A Apply the advanced tactics and strategies of professional golf in a competitive situation
SISSGLF510A Fit and alter golf equipment	SRSGLF010A Undertake advanced appraisal and alteration of equipment in golf	**E** Updated and equivalent to SRSGLF010A Undertake advanced appraisal and alteration of equipment in golf
	SRSGLF011A Perform the advanced skills, tactics and strategies of professional golf in a competitive situation	**N** Deleted unit
SISSGLF511A Develop and manage junior development programs in golf	SRSGLF012A Manage the format and results of golf competitions and tournaments	**E** Updated and equivalent to SRSGLF012A Manage the format and results of golf

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		competitions and tournaments
SISSGLF512A Manage the structure and facilitation of golf competitions and tournaments	SRSGLF013A Develop and manage junior development programs in golf	**E** Updated and equivalent to SRSGLF013A Develop and manage junior development programs in golf
SISSGLF513A Manage on course golf retail operations	SRSGLF014A Manage on course golf shop operations	**E** Updated and equivalent to SRSGLF014A Manage on course golf shop operations
SISSGYN201A Teach fundamental gymnastic skills	SRSGYN001A Teach and/or develop the fundamental skills of gymnastics	**E** Updated and equivalent to SRSGYN001A Teach and/or develop the fundamental skills of gymnastics
SISSGYN302A Teach fundamental gymnastics skills for infants	SRSGYN002A Teach and/or develop fundamental motor, cognitive and social skills in a gymnastics environment	**E** Updated and equivalent to SRSGYN002A Teach and/or develop fundamental motor, cognitive and social skills in a gymnastics environment
	SRSMAR001A Develop knowledge of the martial arts industry	**N** Deleted unit
	SRSMAR002A Collect fundamental information on the philosophy and structure of the martial arts industry	**N** Deleted unit

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
	SRSMAR003A Collect information on the philosophy and foundations of the martial arts industry	**N** Deleted unit
	SRSMAR004A Teach or develop the basic skills of martial arts	**N** Deleted unit
SISSMAR201A Teach the intermediate skills of martial arts	SRSMAR005A Teach or develop the intermediate skills of martial arts	**E** Updated and equivalent to SRSMAR005A Teach or develop the intermediate skills of martial arts
	SRSMAR006A Teach or develop the intermediate skills of aikido	**N** Deleted unit
	SRSMAR007A Teach or develop the intermediate skills of kung fu	**N** Deleted unit
	SRSMAR008A Teach or develop the intermediate skills of taekwondo	**N** Deleted unit
	SRSMAR009A Teach or develop the intermediate skills of jujitsu	**N** Deleted unit
	SRSMAR010A Teach or develop the intermediate skills of judo	**N** Deleted unit
	SRSMAR011A Teach or develop the intermediate skills of ninjutsu	**N** Deleted unit
SISSMAR402A Teach the advanced skills of martial arts	SRSMAR012A Teach or develop the advanced skills of martial arts	**E** Updated and equivalent to SRSMAR012A Teach or develop the advanced skills of

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		martial arts
SISSMAR503A Teach the high performance skills of martial arts	SRSMAR013A Teach or develop the high performance skills of martial arts	**E** Updated and equivalent to SRSMAR013A Teach or develop the high performance skills of martial arts
	SRSMAR014A Prepare and customise planning for a high performance martial arts participant	**N** Deleted unit
	SRSMAR015A Design a long-term training plan for a high performance martial arts participant	**N** Deleted unit
	SRSMAR016A Demonstrate knowledge of martial arts weapons legislation and community safety	**N** Deleted unit
	SRSMAR017A Demonstrate use of padded martial arts weapons safely	**N** Deleted unit
	SRSMAR018A Demonstrate use of wooden and/or blunt martial arts weapons safely	**N** Deleted unit
	SRSMAR019A Demonstrate use of steel and/or live edged martial arts	**N** Deleted unit
	SRSMAS001A Apply appropriate pre-event and post-event techniques	**N** Deleted unit
	SRSMAS002A Operate in accord with accepted massage therapy workplace practices and ethics	**N** Deleted unit
	SRSMAS003A Implement, monitor	**N**

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
	and adjust a massage therapy treatment plan	Deleted unit
	SRSMAS004A Apply temperature therapy	**N** Deleted unit
	SRSMAS005A Apply myofascial tension techniques	**N** Deleted unit
	SRSMAS006A Apply appropriate stretching techniques	**N** Deleted unit
	SRSMAS007A Apply trigger point techniques	**N** Deleted unit
	SRSMAS008A Apply deep tissue techniques to treat common musculoskeletal injuries	**N** Deleted unit
	SRSMAS009A Integrate massage techniques to support athletes	**N** Deleted unit
SISSNTB201A Use intermediate level netball skills	SRSNTB001A Perform the intermediate skills of netball	**E** Updated and equivalent to SRSNTB001A Perform the intermediate skills of netball
SISSNTB202A Use intermediate level tactics and game strategy in netball play	SRSNTB002A Perform the intermediate tactics and strategies of netball in a competitive situation	**E** Updated and equivalent to SRSNTB002A Perform the intermediate tactics and strategies of netball in a competitive situation
SISSNTB203A Participate	SRSNTB003A Participate in	**E**

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
in conditioning for netball	conditioning for netball	Updated and equivalent to SRSNTB003A Participate in conditioning for netball
SISSNTB204A Teach foundation netball skills	SRSNTB004A Teach and develop the fundamental skills of netball	**E** Updated and equivalent to SRSNTB004A Teach and develop the fundamental skills of netball
	SRSNTB005A Interpret and apply the fundamental rules of netball at the beginner level	**N** Deleted unit
	SRSNTB006A Use basic communication strategies to umpire netball at the beginner level	**N** Deleted unit
	SRSNTB007A Demonstrate fundamental positioning skills relevant to umpiring netball at the beginner level	**N** Deleted unit
	SRSNTB012A Develop conditioning programs for netball	**N** Deleted unit
SISSNTB305A Use advanced level tactics and game strategy in netball play	SRSNTB009A Perform the advanced tactics and strategies of netball in a competitive situation	**E** Updated and equivalent to SRSNTB009A Perform the advanced tactics and strategies of netball in a competitive situation
SISSNTB306A Use advanced level netball skills	SRSNTB008A Perform the advanced skills of netball	**E** Updated and equivalent to SRSNTB008A

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		Perform the advanced skills of netball
SISSNTB407A Teach intermediate level netball skills	SRSNTB010A Teach or develop the intermediate skills of netball	**E** Updated and equivalent to SRSNTB010A Teach or develop the intermediate skills of netball
SISSNTB408A Teach intermediate level netball tactics and game strategy	SRSNTB011A Apply the intermediate tactics and strategies of netball in a competitive situation	**E** Updated and equivalent to SRSNTB011A Apply the intermediate tactics and strategies of netball in a competitive situation
	SRSOGP001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk	**N** Deleted unit
SISSOGP301A Conduct games or competitions	SRSOGP002A Apply rules and regulations to conduct games and competitions	**N** Based on SRSOGP002A but not equivalent. Incorporates outcomes of SRSOGP003A Judge competitive situations SRSOGP005A Resolve conflict related to officiating and SRSOGP004A Apply self reflection techniques to evaluate and modify officiating performance

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
	SRSOGP006A Develop a fitness and recovery program for officials	**N** Deleted unit
	SRSOGP007A Evaluate, analyse and modify the conduct and outcomes of officiating to improve performance	**N** Deleted unit
	SRSOGP008A Manage conflict related to officiating	**N** Deleted unit
SISSOGP402A Conduct a fitness and recovery program for officials	SRSOGP009A Plan, implement and evaluate a fitness and recovery program for officials	**E** Updated and equivalent to SRSCGP009A Plan, implement and evaluate a fitness and recovery program for officials
	SRSOGP010A Manage the format and results of competitions	**N** Deleted unit
	SRSOGP011A Officiate athletes with a disability	**N** Deleted unit
	SRSOGP012A Carry out an investigation	**N** Deleted unit
	SRSOGP013A Coach officials	**N** Deleted unit
	SRSOGP014A Develop activity rules and regulations	**N** Deleted unit

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
	SRSOGP015A Develop judicial procedures for activities	**N** Deleted unit
	SRSOGP017A Conduct an inquiry	**N** Deleted unit
SISSRGL201A Use intermediate level Rugby League game skills	SRSRGL001A Perform the intermediate skills of Rugby League	**E** Updated and equivalent to SRSRGL001A Perform the intermediate skills of Rugby League
SISSRGL202A Use intermediate level tactics and game strategy in Rugby League play	SRSRGL002A Perform the intermediate tactics and strategies of Rugby League in a competitive situation	**E** Updated and equivalent to SISSRGL002A Perform the intermediate tactics and strategies of Rugby League in a competitive situation
SISSRGL203A Participate in conditioning for Rugby League	SRSRGL003A Participate in conditioning for Rugby League	**E** Updated and equivalent to SISSRGL003A Participate in conditioning for Rugby League
SISSRGL204A Teach the skills of Rugby League for modified games	SRSRGL004A Teach or develop the skills of modified Rugby League	**E** Updated and equivalent to SISSRGL004A Teach or develop the skills of modified Rugby League
	SRSRGL005A Teach or develop the tactics and strategies of modified	**N**

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
	rugby league	Deleted unit
	SRSRGL006A Interpret and apply the rules of modified rugby league in a competitive game	**N** Deleted unit
	SRSRGL007A Use communication strategies to referee modified rugby league	**N** Deleted unit
	SRSRGL008A Demonstrate positioning skills relevant to refereeing modified rugby league	**N** Deleted unit
	SRSRGL009A Interpret and apply the rules of rugby league in a competition game at a local or district level	**N** Deleted unit
	SRSRGL010A Use communication strategies to referee rugby league at a local or district level	**N** Deleted unit
	SRSRGL011A Demonstrate positioning skills relevant to refereeing rugby league at a local or district level	**N** Deleted unit
SISSRGL305A Use advanced level Rugby League game skills	SRSRGL012A Perform the advanced level skills of Rugby League	**E** Updated and equivalent to SISSRGL012A Perform the advanced level skills of Rugby League
SISSRGL306A Teach intermediate level Rugby League game skills	SRSRGL014A Teach or develop the intermediate skills of Rugby League	**E** Updated and equivalent to SISSRGL014A Teach or develop the intermediate skills of

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		Rugby League
SISSRGL307A Teach intermediate level Rugby League tactics and game strategy	SRSRGL015A Teach or develop the tactics and strategies of Rugby League to an intermediate level	**E** Updated and equivalent to SISSRGL015A Teach or develop the tactics and strategies of Rugby League to an intermediate level
SISSRGL308A Use advanced level tactics and game strategy in Rugby League play	SRSRGL013A Perform the advanced tactics and strategies of Rugby League in a competitive situation	**E** Updated and equivalent to SISSRGL013A Perform the advanced tactics and strategies of Rugby League in a competitive situation
	SRSRGL016A Interpret and apply the rules of rugby league in a competition game at a senior club level	**N** Deleted unit
	SRSRGL017A Use communication strategies to referee rugby league at a senior club level	**N** Deleted unit
	SRSRGL018A Demonstrate positioning skills relevant to refereeing rugby league at a senior club level	**N** Deleted unit
SISSRGL409A Teach advanced level Rugby League game skills	SRSRGL019A Teach or develop the advanced skills of Rugby League	**E** Updated and equivalent to SISSRGL019A Teach or develop the advanced skills of Rugby League

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISSRGL410A Teach advanced level Rugby League tactics and game strategy	SRSRGL020A Teach or develop tactics and strategies to play Rugby League at an advanced level	**E** Updated and equivalent to SISSRGL020A Teach or develop tactics and strategies to play Rugby League at an advanced level
SISSRGL511A Teach high performance Rugby League game skills	SRSRGL021A Teach or develop the skills of Rugby League at a high performance level	**E** Updated and equivalent to SISSRGL021A Teach or develop the skills of Rugby League at a high performance level
SISSRGL512A Teach high performance Rugby League tactics and game strategy	SRSRGL022A Teach or develop tactics and strategies to play Rugby League at the high performance level	**E** Updated and equivalent to SISSRGL022A Teach or develop tactics and strategies to play Rugby League at the high performance level
SISSRGU201A Perform foundation level Rugby Union skills	SRSRGU001A Perform the intermediate skills of Rugby Union	**E** Updated and equivalent to SISSRGL001A Perform the intermediate skills of Rugby Union
SISSRGU202A Perform foundation level Rugby Union tactics and strategies	SRSRGU002A Perform the intermediate tactics and strategies of Rugby Union in a competitive situation	**E** Updated and equivalent to SRSRGU002A Perform the intermediate tactics and strategies of Rugby

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		Union in a competitive situation
SISSRGU203A Participate in conditioning for Rugby Union	SRSRGU003A Participate in conditioning for Rugby Union at an intermediate level	**E** Updated and equivalent to SRSRGU003A Participate in conditioning for Rugby Union at an intermediate level
SISSRGU204A Officiate junior level Rugby Union	Nil	**N** New unit, no equivalent Incorporates outcomes on SRSRGU004A Interpret and apply the fundamental rules of Rugby Union at a junior or beginner level. SRSRGU005A Use basic communication strategies to referee Rugby Union at a junior or beginner level. SRSRGU006A Provide reports and receive feedback relevant to refereeing Rugby Union at a junior or beginner level. SRSRGU007A Demonstrate fundamental positioning skills relevant to refereeing Rugby Union at a junior or beginner level

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISSRGU205A Officiate local or district level Rugby Union	Nil	**N** New unit. Based on SRSRGU012A Interpret and apply the rules of Rugby Union at a local or district level. SRSRGU013A Use communication strategies to referee Rugby Union at a local or district level. SRSRGU014A Demonstrate two referee positioning skills relevant to refereeing Rugby Union at a local or district level
SISSRGU306A Perform advanced level Rugby Union skills	SRSRGU008A Perform the advanced skills of Rugby Union	**E** Updated and equivalent to SRSRGU008A Perform the advanced skills of Rugby Union
SISSRGU307A Perform advanced level Rugby Union tactics and strategies	SRSRGU009A Perform the advanced tactics and strategies of Rugby Union in a competitive situation	**E** Updated and equivalent to SRSRGU009A Perform the advanced tactics and strategies of Rugby Union in a competitive situation
SISSRGU308A Teach Rugby Union tactics and strategies at a foundation level	SRSRGU010A Teach or develop the intermediate tactics and strategies of Rugby Union	**E** Updated and equivalent to SRSRGU010A Teach or develop the

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		intermediate tactics and strategies of Rugby Union
SISSRGU309A Teach Rugby Union skills at a foundation level	SRSRGU011A Teach or develop the intermediate skills of Rugby Union	**E** Updated and equivalent to SRSRGU011A Teach or develop the intermediate skills of Rugby Union
	SRSRGU019A Interpret and apply the laws of rugby union at a high performance level	**N** Deleted unit
	SRSRGU020A Use communication strategies to referee rugby union at a high performance level	**N** Deleted unit
	SRSRGU021A Provide reports and receive feedback relevant to refereeing rugby union at a high performance level	**N** Deleted unit
	SRSRGU022A Demonstrate positioning skills relevant to refereeing rugby union at a high performance level	**N** Deleted unit
SISSRGU410A Officiate advanced level Rugby Union	Nil	**N** New unit, no equivalent. Based on SRSRGU015A Interpret and apply the laws of Rugby Union at an advanced level. SRSRGU016A Use communication

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		strategies to referee Rugby Union at an advanced level. SRSRGU017A Provide reports and receive feedback relevant to refereeing Rugby Union at an advanced level. SRSRGU018A Demonstrate positioning skills relevant to refereeing Rugby Union at an advanced
SISSSAI301A Teach the basic tactics and strategies of sailing	SRSSAI001B Teach and develop the basic tactics and strategies of sailing	**E** Updated and equivalent to SRSSAI001B Teach and develop the basic tactics and strategies of sailing
	SRSSAI002B Interpret and apply the rules of sailing at a basic level	**N** Deleted unit
SISSSAI402A Teach the advanced tactics and strategies of sailing	SRSSAI003B Teach and develop the advanced tactics and strategies of sailing	**E** Updated and equivalent to SRSSAI003B Teach and develop the advanced tactics and strategies of sailing
	SRSSAI004B Interpret and apply the rules of sailing at an advanced level	**N** Deleted unit
	SRSSOC001B Interpret and apply the fundamental laws of soccer at a junior or beginner level	**N** Deleted unit

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
	SRSSOC002B Use basic communication strategies to referee soccer at a junior or beginner level	**N** Deleted unit
	SRSSOC003B Provide reports and receive feedback relevant to refereeing soccer at junior or beginner level	**N** Deleted unit
	SRSSOC004B Demonstrate fundamental positioning skills relevant to refereeing soccer at junior or beginner level	**N** Deleted unit
	SRSSOC005B Interpret and apply the fundamental laws of soccer at a local or district level	**N** Deleted unit
	SRSSOC006B Use communication strategies to referee soccer at a local or district level	**N** Deleted unit
	SRSSOC007B Demonstrate positioning skills relevant to refereeing soccer at a local or district level	**N** Deleted unit
SISSSOC301A Perform advanced level soccer skills	SRSSOC008A Perform the advanced skills of soccer	**E** Updated and equivalent to SRSSOC008A Perform the advanced skills of soccer
SISSSOC302A Perform advanced level soccer tactics and strategies	SRSSOC009A Perform the advanced tactics and strategies of soccer in a competitive situation	**E** Updated and equivalent to SRSSOC009A Perform the advanced tactics and strategies of soccer in a competitive

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		situation
SISSSPA301A Coordinate regional touring athletes	SRSSPA001A Coordinate touring athletes (regional)	**E** Updated and equivalent to SRSSPA001A Coordinate touring athletes (regional)
SISSSPA402A Coordinate international touring athletes	SRSSPA002A Coordinate touring athletes (international)	**E** Updated and equivalent to SRSSPA002A Coordinate touring athletes (international)
SISSSPA403A Administer a team or group	SRSSPA004A Administer a team or group	**N** Based on SRSSPS004A but not equivalent. Incorporates outcomes of SRSSPA005A Manage the personnel of a team or group
SISSSPA404A Implement accreditation and registration systems	SRSSPA003A Develop accreditation/registration systems	**E** Updated and equivalent to SRSSPA003A Develop accreditation/registration systems
SISSSPA505A Coordinate team or group management	SRSSPA006A Coordinate the personnel management of teams or groups within a club or organisation	**E** Updated and equivalent to SRSSPA006A Coordinate the personnel management of teams or groups within a club or organisation

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISSSPA506A Coordinate team or group administration	SRSSPA007A Coordinate the administration of teams or groups within a club or organisation	E Updated and equivalent to SRSSPA007A Coordinate the administration of teams or groups within a club or organisation
SISSSPA507A Develop volunteer management policies	SRSSPA008A Develop and maintain volunteer participation	**N** Based on SRSSPA008A but not equivalent. Unit focussed on policy development.
	SRSSPA009A Develop practices to conduct effective club management	**N** Deleted unit
SISSSPT201A Implement sports injury prevention	SRSSPT001A Implement injury prevention and apply basic sports first aid	**E** Based on and equivalent to SRSSPT001A Implement injury prevention and apply basic sports first aid
SISSSPT302A Provide initial management of sports injuries	SRSSPT004B Provide initial management of sports injuries	**N** Based on SRSSPT004B but not equivalent. Incorporates outcomes of SRSSPT002B Operate in accord with the accepted roles and responsibilities of a sports trainer and SRSSPT003B Implement sports first

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		aid procedures and apply sports first aid
SISSSPT303A Conduct basic warm-up and cool-down programs	SRSSPT005B Conduct basic warm-up, stretching and cool-down programs	**E** Updated and equivalent to SRSSPT005B Conduct basic warm-up, stretching and cool-down programs
SISSSPT304A Tape ankle, thumb and fingers	SRSSPT007B Tape ankle, thumb and fingers	**E** Updated and equivalent to SRSSPT007B Tape ankle, thumb and fingers
SISSSPT305A Support sports injury management	SRSSPT006B Assist with the ongoing management of sports injuries	**E** Updated and equivalent to SRSSPT006B Assist with the ongoing management of sports injuries
SISSSPT306A Deal with medical conditions in a sport setting	SRSSPT008B Implement strategies for dealing with medical conditions in a sport setting	**N** Based on SRSSPT008B Implement strategies for dealing with medical conditions in a sport setting, but not equivalent. Adds in research of medical conditions, self-evaluation of own performance and extends on implementation and modification of

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		education programs.
	SRSSPT009B Assist with the rehabilitation of injuries	**N** Deleted unit
SISSSPT307A Conduct advanced taping	SRSSPT010B Tape and/or brace elbow Achilles and AC joint	**E** Updated and equivalent to SRSSPT010B Tape and/or brace elbow Achilles and AC joint
SISSSQU201A Teach the fundamental skills of squash	SRSSQU001A Teach or develop the fundamental skills of squash	**E** Updated and equivalent to SRSSQU001A Teach or develop the fundamental skills of squash
SISSSQU202A Teach the basic tactics and strategies of squash	SRSSQU002A Teach and develop the basic tactics and strategies of squash	**E** Updated and equivalent to SRSSQU002A Teach and develop the basic tactics and strategies of squash
	SRSSQU003A Interpret and apply the rules of squash at a club or pennant level	**N** Deleted unit
	SRSSQU004A Use communication strategies to referee squash at a club or pennant level	**N** Deleted unit
	SRSSQU005A Assist in managing the format and results of squash competitions	**N** Deleted unit
SISSSQU303A Teach the intermediate skills of squash	SRSSQU006A Teach or develop the intermediate skills of squash	**E** Updated and equivalent

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		to SRSSQU006A Teach or develop the intermediate skills of squash
SISSSQU304A Teach the intermediate tactics and strategies of squash	SRSSQU007A Teach and develop the intermediate tactics and strategies of squash	**E** Updated and equivalent to SRSSQU007A Teach and develop the intermediate tactics and strategies of squash
	SRSSQU008A Interpret and apply the rules of squash at a regional or state level	**N** Deleted unit
	SRSSQU009A Use communication strategies to referee squash at a regional or state level	**N** Deleted unit
	SRSSQU010A Manage the format and results of squash competitions	**N** Deleted unit
	SRSSQU011A Interpret and apply the rules of squash at an elite level	**N** Deleted unit
	SRSSQU012A Use communication strategies to referee squash at an elite level	**N** Deleted unit
	SRSSQU013A Interpret and apply the rules of squash at a national level	**N** Deleted unit
	SRSSQU014A Use communication strategies to referee squash at a national level	**N** Deleted unit
SISSSTC301A Instruct strength and conditioning	SRSSTC001A Teach or develop basic skills of strength and	**N** Based on

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
techniques	conditioning	SRSSTC001A but not equivalent. Incorporates outcomes of SRSSTC003A Operate in accord with accepted strength and conditioning industry health and safety practices and SRSSTC004A Operate and maintain strength and conditioning facilities and equipment
SISSSTC402A Develop strength and conditioning programs	SRSSTC002A Plan and prepare a strength and conditioning program for a competitive athlete	**E** Updated and equivalent to SRSSTC002A Plan and prepare a strength and conditioning program for a competitive athlete
	SRSSTC005A Teach or develop advanced skills of strength and conditioning	**N** Deleted unit
	SRSSTC006A Plan and prepare a strength and conditioning program for a high performance athlete	**N** Deleted unit
SISSSUR201A Teach the basic skills of surf life saving	SRSSUR001A Teach and develop the basic skills of surf life saving	**E** Updated and equivalent to SRSSUR001A Teach and develop the basic skills of surf life saving
SISSSUR202A Officiate beginner level surf life	Nil	**N** New unit, no

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
saving competitions		equivalent Incorporates outcomes of SRSSUR002A Interpret and apply the fundamental rules of surf life saving at a beginner level. SRSSUR003A Use fundamental communication strategies to officiate surf life saving at a beginner level and SRSSUR005A Demonstrate fundamental positioning skills relevant to officiating surf life saving at a beginner level
	SRSSUR004A Assist in the prevention of emergencies in surf life saving competitions	**N** Deleted unit
SISSSUR303A Teach the intermediate skills of surf life saving	SRSSUR006A Teach and develop the intermediate skills of surf life saving	**E** Updated and equivalent to SRSSUR006A Teach and develop the intermediate skills of surf life saving
SISSSUR304A Officiate intermediate level surf life saving competitions	Nil	**N** New unit, no equivalent Incorporates outcomes of SRSSUR007A Interpret and apply the rules of surf life saving

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		at an intermediate level SRSSUR008A Manage the format and results of surf life saving competitions at an intermediate level SRSSUR009A Use communication strategies to officiate surf life saving at an intermediate level and SRSSUR010A Demonstrate positioning skills relevant to officiating surf life saving at an intermediate level
SISSSUR405A Teach the advanced skills of surf life saving	SRSSUR011A Teach and develop the advanced skills of surf life saving	**E** Updated and equivalent to SRSSUR011A Teach and develop the advanced skills of surf life saving
SISSSUR406A Officiate advanced level surf life saving competitions	Nil	**N** New unit, no equivalent Combines outcomes of SRSSUR012A Interpret and apply the rules of surf life saving at an advanced level and SRSSUR013A Use communication strategies to officiate surf life saving at an advanced level

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
	SRSSWM004A Collect information on the philosophy and structure of the Australian swimming and aquatics industry	**N** Deleted unit
SISSSWM301A Teach the competitive strokes of swimming	SRSSWM005A Teach or develop the competitive strokes of swimming	**N** Based on SRSSWM005A but not equivalent. Incorporates outcomes from SRSSWM001A Apply the principles of movement in water SRSSWM002A Operate in accord with accepted aquatics industry health and safety practices and SRSSWM003A Operate in accord with the legal responsibilities and risk management principles of the aquatics industry
SISSSWM302A Plan a program for a competitive swimmer	SRSSWM006A Plan and prepare a program for a competitive swimmer	**N** Based on SRSSWM006A but not equivalent. Incorporates outcomes from SRSSWM002A Operate in accord with accepted aquatics industry health and safety practices and SRSSWM003A Operate in accord with legal responsibilities and risk management

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		principles of the aquatics industry
SISSSWM303A Teach the advanced skills of competitive swimming	SRSSWM007A Teach or develop the advanced skills of competitive swimming	**N** Based on SRSSWM007A but not equivalent. Incorporates outcomes from SRSSWM001A Apply the principles of movement in water SRSSWM002A Operate in accord with accepted aquatics industry health and safety practices and SRSSWM003A Operate in accord with legal responsibilities and risk management principles of the aquatics industry
	SRSSWM008A Prepare and customise planning for a high performance swimmer	**N** Deleted unit
	SRSSWM009A Design a long-term training program for a high performance swimmer	**N** Deleted unit
SISSTNS201A Assist in conducting tennis activities for beginner players	Nil	**N** New unit, no equivalent
SISSTNS202A Interpret and apply the rules of tennis	Nil	**N** New unit, no equivalent

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
SISSTNS303A Coach stroke production and tactics for junior tennis players	Nil	**N** New unit, no equivalent
	SRSTOU001A Interpret and apply the rules of modified touch in a competition game at a local or district level	**N** Deleted unit
	SRSTOU002A Use communication strategies to referee modified touch at a local or district level	**N** Deleted unit
	SRSTOU003A Demonstrate positioning skills relevant to refereeing modified touch at a local or district level	**N** Deleted unit
SISSTOU201A Perform the intermediate skills of Touch Football	SRSTOU006A Perform the intermediate skills of touch in a competitive situation	**E** Updated and equivalent to SRSTOU006A Perform the intermediate skills of touch in a competitive situation
SISSTOU202A Perform the intermediate tactics and strategies of Touch Football	SRSTOU007A Perform the intermediate tactics and strategies of touch in a competitive situation	**E** Updated and equivalent to SRSTOU007A Perform the intermediate tactics and strategies of touch in a competitive situation
SISSTOU303A Teach the intermediate skills of Touch Football	SRSTOU004A Teach or develop the intermediate skills of touch	**E** Updated and equivalent to SRSTOU004A Teach or develop the

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
		intermediate skills of touch
SISSTOU304A Teach the intermediate tactics and strategies of Touch Football	SRSTOU005A Teach or develop the intermediate tactics and strategies of touch	**E** Updated and equivalent to SRSTOU005A Teach or develop the intermediate tactics and strategies of touch
SISSTPB201A Teach fundamental tenpin bowling skills	SRSTPB001A Teach and/or develop the fundamental skills of tenpin bowling	**E** Updated and equivalent to SRSTPB001A Teach and/or develop the fundamental skills of tenpin bowling
	SRSTPB002A Conduct learn to bowl league competitions	**N** Deleted unit
	SRSTPB003A Conduct in centre bowling proshop operations	**N** Deleted unit
SISSVOL301A Teach the intermediate skills of volleyball	SRSVOL001A Teach or develop the intermediate skills of volleyball	**E** Updated and equivalent to SRSVOL001A Teach or develop the intermediate skills of volleyball
SISSVOL302A Teach the intermediate tactics and strategies of volleyball	SRSVOL002A Teach or develop the intermediate tactics and strategies of volleyball	**E** Updated and equivalent to SRSVOL002A Teach or develop the intermediate tactics and strategies of volleyball
	SRSVOL003A Interpret and apply	**N**

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SIS10 units of competency summary mapping table: Sport		
Code and Title	**Relates to**	**Nature of Relationship** **E** = equivalent **N** = not equivalent
	the rules of volleyball in a competition game at a school or club level	Deleted unit
	SRSVOL004A Use communication strategies to referee volleyball at a school or club level	**N** Deleted unit
SISSVOL403A Teach the advanced skills of volleyball	SRSVOL005A Teach or develop the advanced skills of volleyball	E Updated and equivalent to SRSVOL005A Teach or develop the advanced skills of volleyball
SISSVOL404A Teach the advanced tactics and strategies of volleyball	SRSVOL006A Teach or develop the advanced tactics and strategies of volleyball	E Updated and equivalent to SRSVOL006A Teach or develop the advanced tactics and strategies of volleyball
	SRSVOL007A Interpret and apply the rules of volleyball in a competition game at a state or national level	**N** Deleted unit
	SRSVOL008A Use communication strategies to referee volleyball at a state or national level	**N** Deleted unit

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SIS10 qualifications mapping table		
Code and Title	**Relates to**	**Nature of Relationship**
Nil	SRC10206 Certificate I in Community Recreation	This qualification has been deleted as entry level skills for the community recreation sector are more appropriately aligned at the Certificate II level.
Nil	SRS20406 Certificate II in Sport (Officiating)	Deleted and no equivalent in SIS10
Nil	SRS30406 Certificate III in Sport (Officiating)	Deleted and no equivalent in SIS10
Nil	SRS30506 Certificate III in Sport (Athlete support services)	Deleted and no equivalent in SIS10
Nil	SRS40306 Certificate IV in Sport (Officiating)	Deleted and no equivalent in SIS10
Nil	SRS40406 Certificate IV in Sport (Athlete support services)	Deleted and no equivalent in SIS10
Nil	SRS50306 Diploma of Sport (Officiating)	Deleted and no equivalent in SIS10
Nil	SRS50406 Diploma of Sport (Athlete support services)	Deleted and no equivalent in SIS10
Nil	SRO60106 Advanced Diploma of Sport and Recreation	Deleted and no equivalent in SIS10
SIS10110 Certificate I in Sport and Recreation	SRO10106 Certificate I in Sport and Recreation	Equivalent to SRO10106 Certificate I in Sport and Recreation. A new qualification focussed on base entry level skills for those considering a career in the Sport and Recreation industry. The qualification structure has changed from a core, specialisation and

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SIS10 qualifications mapping table		
Code and Title	**Relates to**	**Nature of Relationship**
		elective structure to a core and elective structure to allow for flexibility in meeting a range of outcomes across all sectors of the industry.
SIS20110 Certificate II in Community Activities	SRC20206 Certificate II in Community Recreation	Equivalent to and replaces SRC20206 Certificate II in Community Recreation; the intent of the qualification remains unchanged. The changes are due to the consolidation of a number of units of competency to better reflect work outcomes.
SIS20210 Certificate II in Outdoor Recreation	SRO20206 Certificate II in Outdoor Recreation SRO20306 Certificate II in Outdoor Recreation (Multiple Activities).	Not equivalent to SRO20206 Certificate II in Outdoor Recreation and SRO20306 Certificate II in Outdoor Recreation (Multiple Activities). A new integrated qualification that replaces both SRO20206 Certificate II in Outdoor Recreation and SRO20306 Certificate II in Outdoor Recreation (Multiple Activities). The changes are due to the consolidation of a number of units of competency simplification of the packaging rules and the inclusion of all specialisations in the elective bank to provide a flexible qualification that meets the needs of diverse outdoor recreation businesses.
SIS20310 Certificate II in Sport and Recreation	SRO20106 Certificate II in Sport and Recreation	Equivalent to and replaces SRO20106 Certificate II in Sport and Recreation; the intent of the qualification remains unchanged. Specialisation units are no longer required. The changes are due to the

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SIS10 qualifications mapping table		
Code and Title	**Relates to**	**Nature of Relationship**
		simplification of the qualification structure.
SIS20410 Certificate II in Sport Career Oriented Participation	SRS20206 Certificate II in Sport (Career Oriented Participation)	Equivalent to and replaces SRS20206 Certificate II in Sport (Career Oriented Participation); the intent of the qualification remains unchanged. The qualification has been simplified from a core, compulsory stream, specialisation and elective structure to a core and elective structure. Specialisation units are no longer required. The changes are due to the consolidation of a number of small units of competency into work focussed outcomes and the deletion of units that were not relevant to the qualification outcome.
SIS20510 Certificate II in Sport Coaching	SRS20306 Certificate II in Sport (Coaching)	Equivalent to and replaces SRS20306 Certificate II in Sport (Coaching); the intent of the qualification remains unchanged. The changes are due to the consolidation of a number of units of competency to better reflect work outcomes, the deletion of units that were not relevant to the qualification outcome and the number of units in the specialisation undertaken.
SIS30110 Certificate III in Aquatics	SRC30206 Certificate III in Community Recreation	Not equivalent to SRC30206 Certificate III in Community Recreation. A new qualification that is based on SRC30206 Certificate III in Community Recreation but clearly reflects the job role outcomes required in the aquatic context.

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SIS10 qualifications mapping table		
Code and Title	**Relates to**	**Nature of Relationship**
		Stream units are no longer required. The changes are due to the change in the qualification content and structure which reflects the changed outcome.
SIS30210 Certificate III in Community Activity Programs	SRC30206 Certificate III in Community Recreation	Not equivalent to SRC30206 Certificate III in Community Recreation. A new qualification that is based on SRC30206 Certificate III in Community Recreation but clearly reflects the job role outcomes relevant to the community development context. Stream units are no longer required. The changes are due to the change in the qualification content and structure which reflects the changed outcome.
SIS30310 Certificate III in Fitness	SRF30206 Certificate III in Fitness	Equivalent to and replaces SRF30206 Certificate III in Fitness: the intent remains unchanged. Compulsory stream units are no longer required. Units of competency have been consolidated to better reflect work outcomes and the restructuring of the qualification from a core, specialisation and elective structure to a core and elective structure.
SIS30410 Certificate III in Outdoor Recreation	SRO30206 Certificate III in Outdoor Recreation SRO30306 Certificate III in Outdoor Recreation (Multiple Activities)	A new integrated qualification that replaces both SRO30206 Certificate III in Outdoor Recreation and SRO30306 Certificate III in Outdoor Recreation (Multiple Activities). The changes are due to the consolidation of a number of units of competency simplification of the

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SIS10 qualifications mapping table		
Code and Title	**Relates to**	**Nature of Relationship**
		packaging rules and the inclusion of all specialisations in the elective bank to provide a flexible qualification that meets the needs of diverse outdoor recreation businesses.
SIS30510 Certificate III in Sport and Recreation	SRO30106 Certificate III in Sport and Recreation	Equivalent to and replaces SRO30106 Certificate III in Sport and Recreation; the intent of the qualification remains unchanged. Specialisation units are no longer required. The changes are due to the simplification of the qualification from a core, specialisation and elective structure to a core and elective structure.
SIS30610 Certificate III in Sport Career Oriented Participation	SRS30206 Certificate III in Sport (Career-oriented participation)	Equivalent to and replaces SRS30206 Certificate III in Sport (Career-oriented participation); the intent of the qualification remains unchanged. The changes are due to the consolidation of a number of units of competency to better reflect work outcomes, the deletion of units that were not relevant to the qualification outcome and the number of units in the specialisation undertaken.
SIS30710 Certificate III in Sport Coaching	SRS30306 Certificate III in Sport (Coaching)	Equivalent to and replaces SRS30306 Certificate III in Sport (Coaching); the intent of the qualification remains unchanged. The changes are due to the consolidation of a number of units of competency to better reflect work outcomes, the deletion of units that were not relevant to the qualification outcome and the number of units in

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SIS10 qualifications mapping table		
Code and Title	**Relates to**	**Nature of Relationship**
		the specialisation undertaken.
SIS30810 Certificate III in Sports Trainer	No relationship	No equivalency. The SIS30810 Certificate III in Sports Trainer is a new qualification and has been included based on consultation with Sports Medicine Australia. The qualification aligns to the Sports Medicine Australia Level 1 Sports Trainer course.
SIS40110 Certificate IV in Community Recreation	SRC40206 Certificate IV in Community Recreation	Equivalent to and replaces SRC40206 Certificate IV in Community Recreation; the intent remains unchanged. The changes are due to the consolidation of a number of units of competency to better reflect work outcomes and the deletion of units that were not relevant to the qualification outcome.
SIS40210 Certificate IV in Fitness	SRF40206 Certificate IV in Fitness	Not equivalent to SRF40206 Certificate IV in Fitness. A new qualification that is based on SRF40206 Certificate IV in Fitness but with a different intent. Specialisation units are no longer required. The changes are due to the consolidation of a number of units of competency to better reflect work outcomes and the restructuring of the qualification from a core, specialisation and elective structure to a core and elective structure, which reflects the change in the qualification outcome.
SIS40310 Certificate IV in Outdoor Recreation	SRO40206 Certificate IV in Outdoor Recreation	Equivalent to and replaces SRO40206 Certificate IV in Outdoor Recreation; the intent remains

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SIS10 qualifications mapping table		
Code and Title	**Relates to**	**Nature of Relationship**
		unchanged. Stream units are no longer required. The requirement to complete 2 Specialisations remains unchanged however the number of units within each specialisation can vary according to the outcome. The changes are due to the consolidation of a number of units of competency to better reflect work outcomes, the deletion of units that were not relevant to the qualification outcome and the number of units in the specialisations undertaken.
SIS40410 Certificate IV in Sport and Recreation	SRO40106 Certificate IV in Sport and Recreation	Not equivalent to SRO40106 Certificate IV in Sport and Recreation. A new qualification based on SRO40106 Certificate IV in Sport and Recreation but with a different intent. Specialisation units are no longer required. The changes are due to the change in the qualification content and structure which reflects the changed outcome.
SIS40510 Certificate IV in Sport Coaching	SRS40206 Certificate IV in Sport (Coaching)	Equivalent to and replaces SRS40206 Certificate IV in Sport (Coaching); the intent of the qualification remains unchanged. The changes are due to the consolidation of a number of units of competency to better reflect work outcomes, the deletion of units that were not relevant to the qualification outcome and the number of units in the specialisation undertaken.

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SIS10 qualifications mapping table		
Code and Title	**Relates to**	**Nature of Relationship**
SIS40610 Certificate IV in Sport Development	SRS40506 Certificate IV in Sport (Development)	Equivalent to and replaces SRS40506 Certificate IV in Sport (Development); the intent of the qualification remains unchanged. The changes are due to the consolidation of a number of units of competency to better reflect work outcomes and the deletion of units that were not relevant to the qualification outcome.
SIS50110 Diploma of Facility Management	SRO50406 Diploma of Facility Management	Equivalent to and replaces SRO50406 Diploma of Facility Management; the intent remains unchanged. Specialisation units are no longer required. The changes are due to the simplification of the qualification from a core, specialisation and elective structure to a core and elective structure.
SIS50210 Diploma of Fitness	SRF50206 Diploma of Fitness	Not equivalent to SRF50206 Diploma of Fitness. A new qualification that is based on SRF50206 Diploma of Fitness but has a different intent. The changes are due to the change in the qualification outcome.
SIS50310 Diploma of Outdoor Recreation	SRO50206 Diploma of Outdoor Recreation	Equivalent to and replaces SRO50206 Diploma of Outdoor Recreation; the intent of the qualification remains unchanged. The requirement to complete 2 Specialisations remains unchanged however the number of units within each specialisation can vary according to the outcome. The changes are due to the

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SIS10 qualifications mapping table		
Code and Title	**Relates to**	**Nature of Relationship**
		consolidation of a number of units of competency to better reflect work outcomes, the deletion of units that were not relevant to the qualification outcome and changes to the number of units in some specialisations.
SIS50410 Diploma of Sport and Recreation Administration	SRO50106 Diploma of Sport and Recreation	Equivalent to and replaces SRO50106 Diploma of Sport and Recreation; the intent of the qualification remains unchanged. Specialisation units are no longer required. The changes are due to the simplification of the qualification from a core, specialisation and elective structure to a core and elective structure.
SIS50510 Diploma of Sport Coaching	SRS50206 Diploma of Sport (Coaching)	Equivalent to and replaces SRS50206 Diploma of Sport (Coaching); the intent of the qualification remains unchanged. The changes are due to the consolidation of a number of units of competency to better reflect work outcomes, the deletion of units that were not relevant to the qualification outcome and the number of units in the specialisation undertaken.
SIS50610 Diploma of Sport Development	SRS50506 Diploma of Sport (Development)	Equivalent to and replaces SRS50506 Diploma of Sport (Development); the intent of the qualification remains unchanged. The changes are due to the consolidation of a number of units of competency to better reflect work outcomes and the deletion of units that were not relevant to the qualification outcome.

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Overview

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, and recognising and assessing people‘s skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Training Framework?

The National Training Framework is made up of the nationally agreed quality arrangements for the vocational education and training sector, the Australian Quality Training Framework (AQTF), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained. Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

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With Training Packages, assessment and training may be conducted at the workplace, off the job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

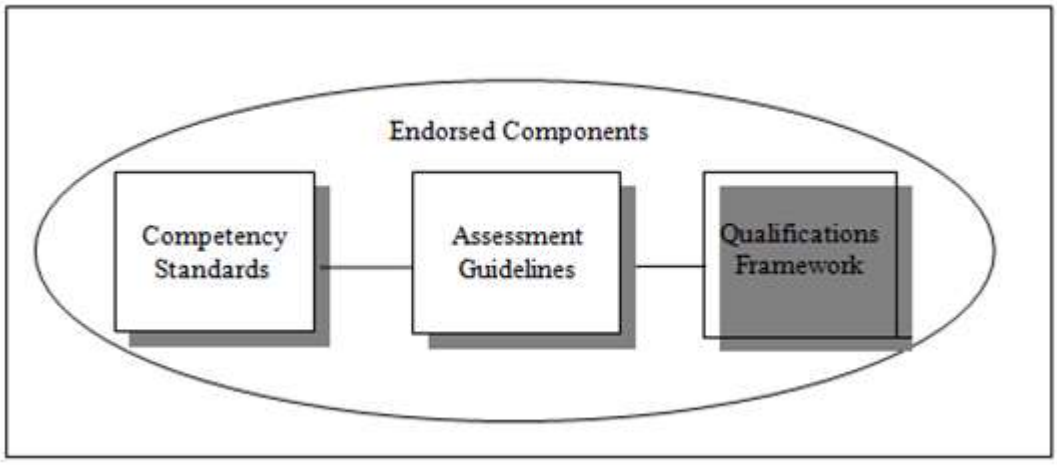
Training and assessment using Training Packages must be conducted by a registered training organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF Essential Conditions and Standards for Registered Training Organisations.

Training Package components

Training Packages are made up of mandatory components endorsed by the NQC and optional support materials.

Training Package endorsed components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used



Competency Standards

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Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the *Standards for Registered Training Organisations*. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

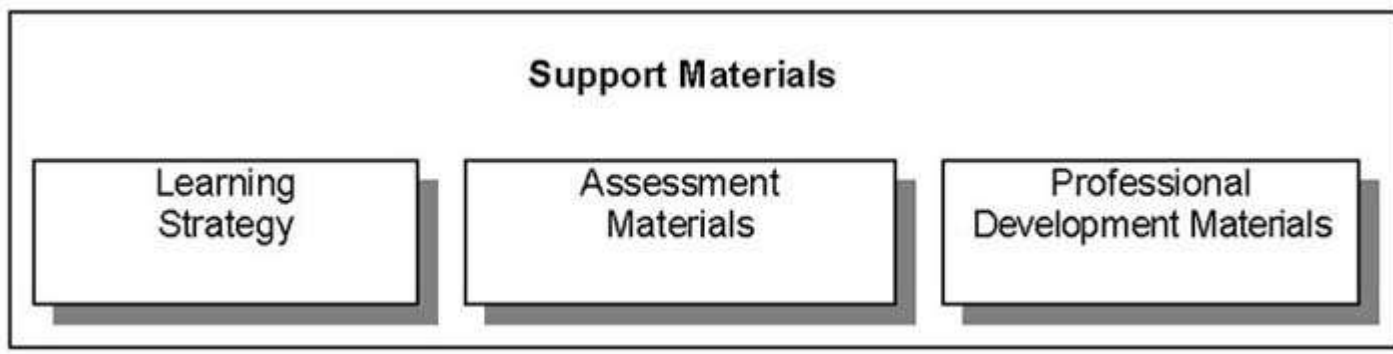
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the _packaging rules‘. The packaging rules must be followed to ensure the integrity of the nationally recognised qualifications issued.

Training Package support materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



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Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of "noting" by the NQC, they display the following official logo.



It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, and with the code always before the title.

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example SIS10. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification codes

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Within each Training Package, each qualification has a unique eight-character code, for example SIS40109. The first three letters identify the Training Package; the first number identifies the qualification level (noting that Arabic numbers are not used in qualification titles themselves); the next two numbers identify the position in the sequence of the qualification at that level; and the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of competency codes

Within each Training Package, each unit of competency has a unique code. The unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package.

A typical code is made up of 12 characters, normally a mixture of upper case letters and numbers, as in SISCAQU201A. The first three characters signify the Training Package (SIS10 Sport and Recreation Training Package in the above example) and up to eight characters, relating to an industry sector, function or skill area, follow. The last character is always a letter and identifies the unit of competency version. The _A‘ in the example above indicates that this is the original unit of competency. An incremented version identifier usually means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent. Where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package qualification and unit of competency titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package titles

The title of each endorsed Training Package is unique and relates the Training Package‘s broad industry coverage.

Qualification titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

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- firstly, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma or Advanced Diploma
- this is followed by the words 'in‘ for Certificates I to IV and 'of'‘ for Diploma and Advanced Diploma. For example: SIS40510 Certificate IV in Sport Coaching, SIS50110 Diploma of Facility Management
- then the industry descriptor follows, for example Sport and Recreation
- if applicable, the occupational or functional stream follows in brackets, for example (Computer Systems).

Unit of competency titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- SISCAQU201A Monitor pool water quality
- SISCCR0301A Assist with recreation games not requiring equipment

The development of SIS10 Sport, Fitness and Recreation Training Package

The SIS10 Sport, Fitness and Recreation Training Package consolidates the following Training Packages:

SRC04 Community Recreation Training Package

SRF04 Fitness Training Package

SRO03 Outdoor Recreation Training Package

SRS03 Sport Training Package

Why the merge?

The Sport and Recreation Training Package Review was undertaken to:

- comply with Training Package development policy, provided by the Department of Education, Employment and Workplace Relations (DEEWR), known as the Department of Education, Science and Training (DEST) when the Training Package Review began
- embed employability skills into units of competency
- reduce the large amount of duplication occurring across the Sport, Fitness, Community Recreation and Outdoor Recreation Training Packages and within units to meet equity considerations

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- remove prerequisite packaging, where possible, and embed essential knowledge and skills into units of competency
- re-examine the packaging of units to ensure unit selection meets industry employment requirements—industry specific units in the core and the _business of sport‘ and employment pathway‘ units in the electives—to focus graduate skills on the technical competencies required for employment and enable the elective units to reflect the individual circumstances of the graduate
- revise and tighten the performance criteria in every unit to reflect and provide examples of activities, skills, knowledge and understanding.

Introduction to the Industry

It’s no secret – Australians love their sport. And why shouldn’t we – we’re very good at it, both as participants and spectators. It complements our lifestyle and is a major recreational pastime for many of us.

When you add to this the contribution and impact of other industries such as hospitality, retail and tourism, plus all the related sales and merchandising – one starts to realise that the scope of the Sport, Fitness and Recreation industry is larger than previously thought.

Australia, with its large areas of Tropical Rainforests, National Parks and wilderness areas is all set to contribute to increased interest and participation levels in outdoor recreational activities – especially if it intends to meet the demands of a forecasted substantial increase in population over the next 50 years.

Fitness also is, and will be, an ever-increasing industry. In addition to gym activities it also encompasses personal service and retail functions that enhance and broaden the participants’s time spent at Fitness centres.

Participation sports which are the most popular are:

- Aerobics
- Golf
- Swimming
- Walking (for exercise)
- Tennis

Spectator sports (including TV coverage) which are the most popular are:

- Australian Rules Football
- Rugby League
- Rugby Union
- Basketball
- Cricket

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- Golf
- Soccer
- Motor vehicle racing

In relation to the SIS10 Sport, Fitness and Recreation Training Package, the following activities are covered.

Sport

Australian Football

Athletics

Basketball

Canoeing

Competitive Canoeing

Cricket

Coaching

Equestrian Activities

Golf

Gymnastics

Martial Arts

Netball

Officiating General Principles

Rugby League

Rugby Union

Soccer

Sports Administration

Sports Trainer

Squash

Strength and conditioning

Surf Life saving

Swimming

Ten pin bowling

Tennis

Touch Football

Volleyball

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Fitness

Health screening

Fitness programs

Healthy eating information

Client health assessment

Gym programs

Group exercise sessions

Water based fitness programs

Exercise programs for children, adolescents and the elderly

Personal training

Aquatic activities

Health promotion activities

Delivery of prescribed exercise to clients with the following conditions :

Cardiorespiratory, metabolic, musculoskeletal, disability, neurological impairment and chronic conditions

Community Recreation

Aquatics (swimming and pool-related activities)

Community recreation development

Community recreation operations

Self defence

Dance

Outdoor Recreation

Abseiling

Archery

Bushwalking

Canoeing

Canyoning

Caving

Challenge ropes

Climbing

Cycle Touring

Driving

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Equestrian activities
Field Operations
Fishing
Interpretation
Kayaking
Mountain Biking
Navigation
Personal Water Craft
Rafting
SCUBA
Sea kayaking
Skiing
Ski Touring
Snorkelling
Snowboarding
Surfing
Trail bike Riding
Vertical Rescues
White Water Rescue
Yachting – Small Boat
Yachting – Windsurfing

Cross-Sector

Client/Customer service
Coaching and instruction
Emergency response
Facility management
Occupational Health and Safety
Risk management

Some facts and figures to consider

In overall economic and statistical terms (for the period 2004-2005):

- The Sport, Fitness and Recreation sector 0.3% of Australia's Domestic Product

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- At the end of June 2005 there were over 9,256 businesses in the sport and physical recreation sector (*****)
- 'For Profit' organisations accounted for 54.1% of the total employing organisations(*****)
- 'Not for profit' organisations and government organisations accounted for 39.4% and 6.5% respectively (*****)

Sport, Fitness and Recreation play an important role in the fabric of Australian society, and complement other industry sectors such as tourism, retail and hospitality.

In 2007 these sectors employed 93,100 people (52% women), of which more than half (53%) worked part time and included more than 17,700 businesses and similar to other parts of the service industries, the majority (92%) of businesses can be classified as small, employing less than 20 persons.

Forecast of trends and future skills demands

Trends within this industry are broadly shaped by labour market structure, public health and customer preferences. A re-alignment of the Sport, Fitness and Recreation Training Packages (such as that offered by the SIS10 Sport, Fitness and Recreation Training Package) has been necessary due to restructuring of job roles and the convergence of industry boundaries. The identification of Australia's ageing population and the resulting associated problems signify a need for an increase in health services in addition to recreational and remedial fitness facilities. The sport, fitness and recreation industry is not seen by many as being an industry where one can establish a career – to that end (as in retail), it attracts usually young casual or part-time staff who work (or plan to work) in the industry on a transitory basis thus contributing to high rates of attrition.

Consequently, the industry depends heavily on volunteers with an increased focus on skills development and projects-based outcomes.

In relation to customers fitness and recreational preferences there is a trend away from activity based sports and more towards entertainment-related activities which in turn opens up new avenues in emerging industries within the sectors of recreation and tourism.

Careers in the sport, fitness and recreation industry include:

- Athlete support services
- Exercise trainer or instructor
- Community recreation centre manager
- Team manager
- Sports coach
- Sports development officer

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Labour market information provided by the Department of Employment and Workplace Relations (**) paints the following picture regarding forecasted job demands within 3 occupational areas:

Fitness Instructors:

- Job prospects – very good
- Employment growth (for 2010-11) expected to be strong
- Low proportion of full-time jobs (32%)
- Working hours are slightly higher yet earnings are lower
- Unemployment levels are below average.

Sportspersons, Sporting Officials and Coaches:

- Job prospects –good
- Employment growth (for 2010-11) expected to be strong
- Low proportion of full-time jobs (38%)
- Working hours are slightly higher yet earnings are lower
- Unemployment levels are average

Sport, Fitness and Recreation Managers:

- Job prospects –average
- Employment growth (for 2010-11) expected to grow slightly
- Are employed across several industries – including Government Administration; Sports; Accommodation and Recreation Services
- Vacancy levels are Average
- 37% of vacancies from new openings
- 60% of vacancies from Managers changing employers

The Sport, Fitness and Recreation sector then - is a dynamic and evolving entity, given that it not only includes, and involves, a wide range of activities but converges with other related industries such as hospitality, retail and tourism, that work in tandem with it – thus breaking down the barriers that (to varying extents) existed previously.

Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the *AQF Implementation Handbook*.
http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

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The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

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Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;

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- take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

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Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas

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- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

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- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

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- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

Skill Sets in this Training Package

Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording 'these competencies meet *[insert skill set title or identified industry area]* need‘ on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2007 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment—the updated version is expected to be available on the AQFAB website <www.aqf.edu.au> during September 2007 and in print in October 2007.

Skill sets in this Training Package

This section provides information on skill sets within this Training Package, with the following important disclaimer: Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

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Community Recreation Skill Sets

Skill sets are applicable across several community recreation occupations where licensing and registration schemes exist.

The following skill sets have been identified to align to aquatic registration schemes.

Skill Set	Pool lifeguard
Skill Set	Swimming and Water Safety Teacher
Skill Set	Aquatic Technical Operator

Outdoor Recreation Skill Sets

The following are Skills Sets that have been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Skill Set	Abseiling Guide Multi Pitch (Natural Surfaces)
Skill Set	Abseiling Guide Single Pitch (Artificial Surfaces)
Skill Set	Abseiling Guide Single Pitch (Natural Surfaces)
Skill Set	Abseiling Instructor Multi Pitch (Artificial Surfaces)
Skill Set	Abseiling Instructor Multi Pitch (Natural Surfaces)
Skill Set	Abseiling Instructor Single Pitch (Artificial Surfaces)
Skill Set	Abseiling Instructor Single Pitch (Natural Surfaces)
Skill Set	Bushwalking Guide Controlled Environments
Skill Set	Bushwalking Guide Intermediate Environment
Skill Set	Bushwalking Guide Uncontrolled Environment
Skill Set	Bushwalk Specialist – Alpine
Skill Set	Bushwalk Specialist – Arid
Skill Set	Bushwalk Specialist – Tropical

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Skill Set	Canyoning Guide (Multi Pitch)
Skill Set	Canyoning Guide (Single Pitch)
Skill Set	Canyoning Instructor
Skill Set	Canoeing Guide Flat Water
Skill Set	Canoeing Guide White Water Grade 2
Skill Set	Canoeing Guide White Water Grade 3
Skill Set	Canoeing Instructor Flat Water
Skill Set	Canoeing Instructor White Water Grade 2
Skill Set	Canoeing Instructor White Water Grade 3
Skill Set	Caving Guide – Single pitch
Skill Set	Caving Guide – Multi Pitch
Skill Set	Caving Instructor – Multi pitch
Skill Set	Caving Instructor –Vertical Single Pitch
Skill Set	Challenge Ropes Course Conductor (High Ropes)
Skill Set	Challenge Ropes Course Conductor (Low Ropes)
Skill Set	Challenge Ropes Course Manager (High Ropes)
Skill Set	Challenge Ropes Course Manager (Low Ropes)
Skill Set	Challenge Ropes Course Supervisor (High Ropes)
Skill Set	Challenge Ropes Course Supervisor (Low Ropes)
Skill Set	Climbing Guide (Natural Surfaces) Top rope
Skill Set	Climbing Guide (Natural Surfaces) Multi pitch Lead
Skill Set	Climbing Guide (Artificial Surfaces) Top Rope
Skill Set	Climbing Instruct (Natural Surfaces) Single Top rope
Skill Set	Climbing Guide (Artificial Surfaces) Single pitch Lead
Skill Set	Climbing Guide (Natural Surfaces) Single pitch Lead

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Skill Set	Climbing Instructor (Artificial Surfaces) Multi Pitch Lead
Skill Set	Climbing Instructor (Natural Surfaces) Multi Pitch Lead
Skill Set	Climbing Instructor (Natural Surfaces) Top Rope
Skill Set	Climbing Instructor (Artificial Surfaces) Single pitch lead
Skill Set	Cycle Tour Guide On-Road (Day Tours)
Skill Set	Cycle Tour Guide On-Road (Overnight and Extended Tours)
Skill Set	Cycle Tour Instructor On-Road (Overnight and Extended Tours)
Skill Set	Four Wheel Driving Guide
Skill Set	Four Wheel Driving Guide Advanced
Skills Set	Horse Program Manager
Skills Set	Horse Riding Assistant Instructor
Skills Set	Horse Riding Instructor
Skills Set	Horse Riding Instructor - Senior
Skill Set	Kayaking Guide Flat Water
Skill Set	Kayaking Guide White Water Grade 2
Skill Set	Kayaking Guide Grade 3 water
Skill Set	Kayaking Instructor Flat Water
Skill Set	Kayaking Instructor White Water Grade 2
Skill Set	Kayaking Instructor White Water Grade 3
Skill Set	Mountain Bike Guide (Controlled to Intermediate Environment)
Skill Set	Mountain Bike Guide (Intermediate Environment)
Skill Set	Mountain Bike Instructor (Intermediate Environment)
Skill Set	Sea Kayaking Guide Easy to moderate conditions
Skill Set	Sea Kayaking Instructor Easy to moderate conditions
Skill Set	Sea Kayaking Guide moderate to difficult conditions

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Skill Set	Sea Kayaking Instructor moderate to difficult conditions
Skill Set	Skiing Instructor Cross Country Intermediate Environments
Skill Set	Skiing downhill Instructor
Skill Set	Skiing Instructor Downhill Telemarking
Skill Set	Skiing Guide Overnight Ski Touring
Skill Set	Skiing Ski Touring Guide Overnight Intermediate
Skill Set	Skiing Cross country Instructor Advanced
Skill Set	Skiing Cross country Instructor Intermediate
Skill Set	Trail Bike Guide Overnight Rides
Skill Set	Trail Bike Guide – Day Rides
Skill Set	Trail Bike Riding Instruct Advanced skills
Skills Set	Trail Boss
Skills Set	Trail Boss – Overnight Rides
Skills Set	Trail Guide Assistant
Skills Set	Trail Guide – Day Rides
Skills Set	Trail Guide – Overnight Rides

Sport Skill Sets

The primary benefit identified by industry in relation to national skill sets for the Sport sector skill sets revolves around alignment with the skill requirements of the National Coaching Accreditation Scheme (NCAS) and National Officiating Accreditation Scheme (NOAS) outcomes.

The following Skills Sets have been identified with individual sports, according to their NCAS and NOAS schemes.

Skill Set	Tennis Australia Junior Development Coach
Skill Set	Sports Medicine Australia Level 1 Sports Trainer

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Skill Set	Tennis Australia Junior Development Coach
Skill Set	Rugby Union Officiating
Skill Set	Surf Life Saving Officiating
Skill Set	Golf Officiating
Skill Set	Tennis Officiating
Skill Set	General Officiating

Qualification Pathways

The following pathways charts are provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact www.serviceskills.com.au.

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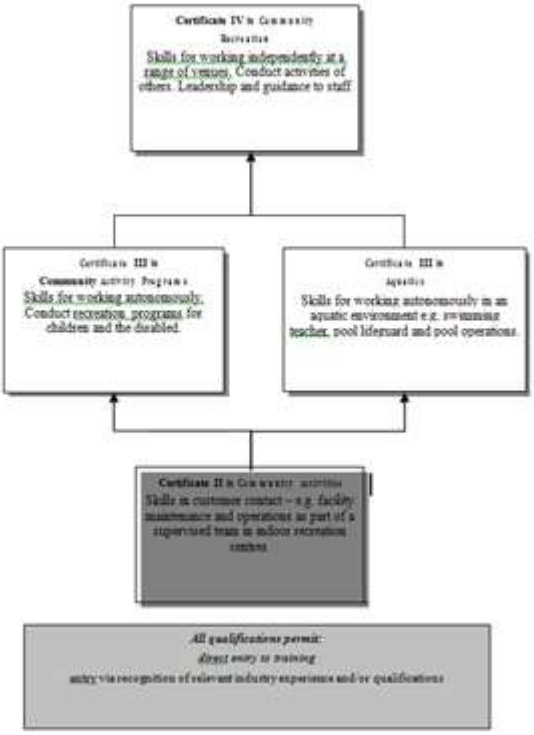
Community Recreation

The following summary chart provides examples of common qualification pathways within the industry, but it is recognised that typical career paths are not always linear. The sport and recreation qualifications are flexible to meet a range of job outcomes and to support a wide range of career paths. They allow for various entry options, including direct entry at all qualification levels, and enable significant credit transfer between qualifications.



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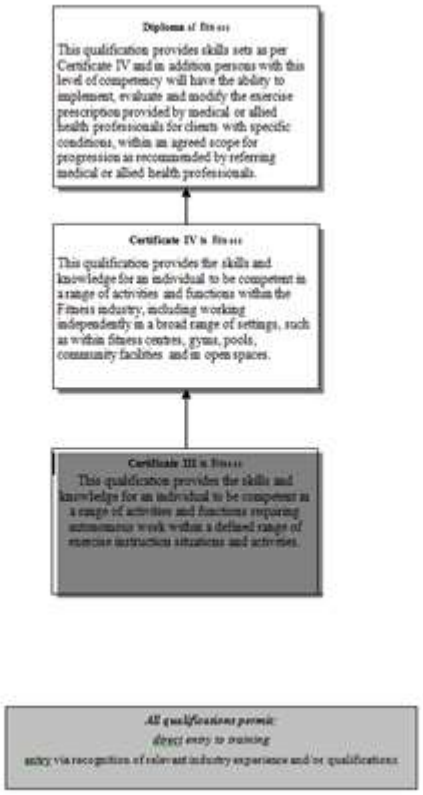
Fitness

The following summary chart provides examples of common qualification pathways within the industry, but it is recognised that typical career paths are not always linear. The qualifications are flexible to meet a range of job outcomes and to support a wide range of career paths. They allow for various entry options, including direct entry at all qualification levels, and enable significant credit transfer between qualifications.



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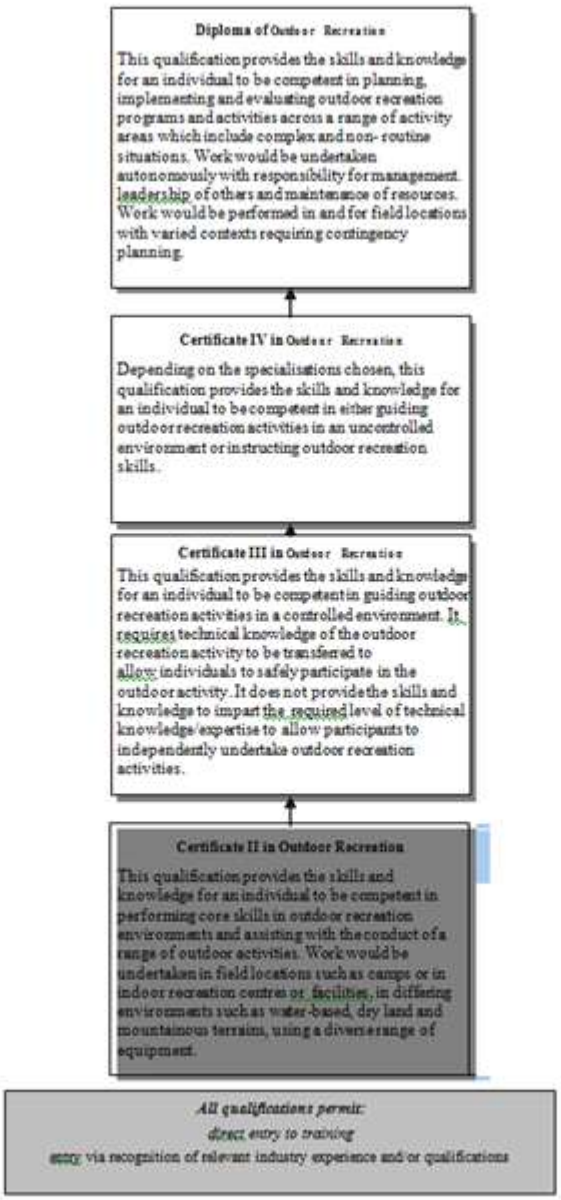
Outdoor Recreation

The following summary chart provides examples of common qualification pathways within the industry, but it is recognised that typical career paths are not always linear. The outdoor recreation qualifications are flexible to meet a range of job outcomes and to support a wide range of career paths. They allow for various entry options, including direct entry at all qualification levels and enable significant credit transfer between qualifications.



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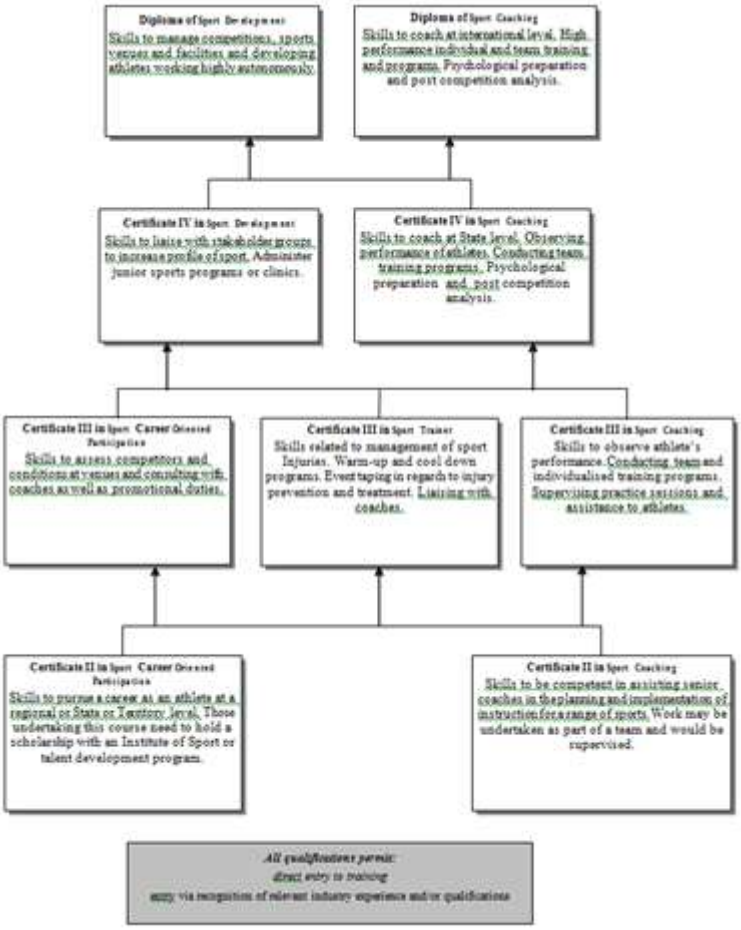
Sport

The following summary chart provides examples of common qualification pathways within the industry, but it is recognised that typical career paths are not always linear. The sport and recreation qualifications are flexible to meet a range of job outcomes and to support a wide range of career paths. They allow for various entry options, including direct entry at all qualification levels, and enable significant credit transfer between qualifications.



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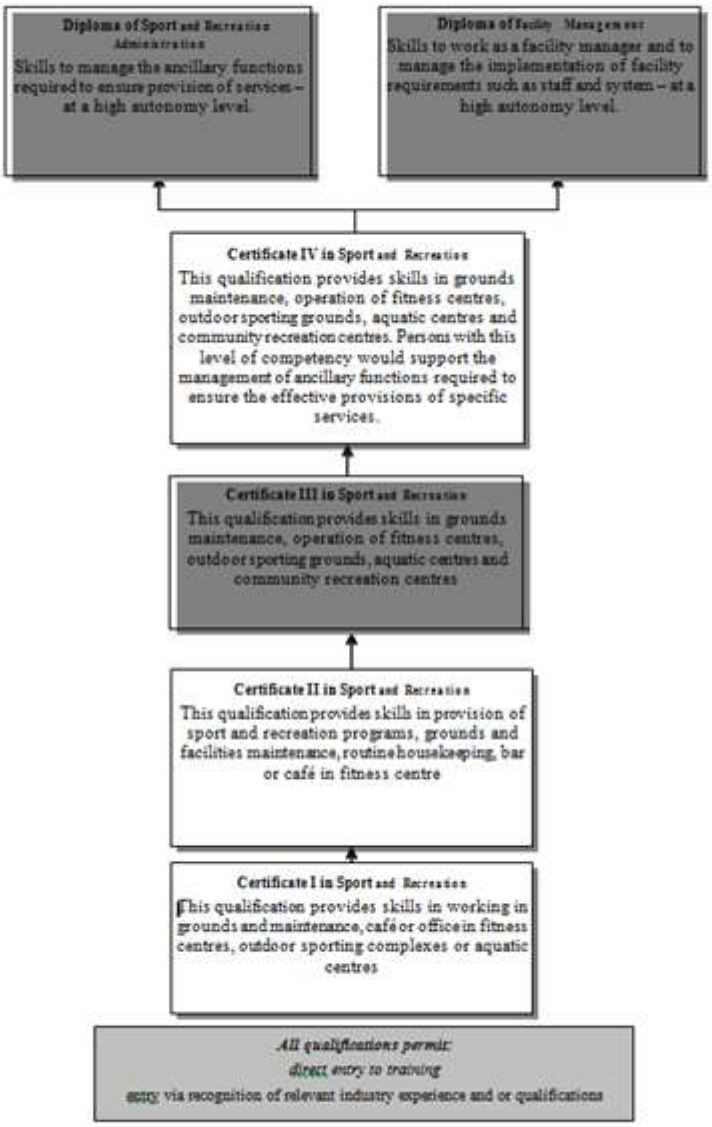
Sport and Recreation

The following summary chart provides examples of common qualification pathways within the industry, but it is recognised that typical career paths are not always linear. The sport and recreation qualifications are flexible to meet a range of job outcomes and to support a wide range of career paths. They allow for various entry options, including direct entry at all qualification levels, and enable significant credit transfer between qualifications.



Industry Requirements for Employability Skills

Employability skills replacing key competency information from 2006

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In May 2005, the approach to incorporate employability skills within Training Package qualifications and units of competency was endorsed.

Background to employability skills

Employability skills are also sometimes referred to as generic skills, capabilities or key competencies. The employability skills discussed here build on the Mayer Committee‘s key competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the Employability Skills for the Future report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released by Dr Nelson (Minister for Education, Science and Training) on 23 May 2002, copies of the report are available from the DEEWR website at:

http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying eight employability skills1:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology

The report demonstrated how employability skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the employability skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise‘s business activity.

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Employability Skills Framework

The following table contains the employability skills facets identified in the report *Employability Skills for the Future*.

Skill	**Facets** Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
Communication that contributes to productive and harmonious relations across employees and customers	• listening and understanding • speaking clearly and directly • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and outcomes	• working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations e.g. futures planning and crisis problem solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback
Problem solving that contributes to productive outcomes	• developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • solving problems in teams

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	• applying a range of strategies to problem solving • using mathematics, including budgeting and financial management to solve problems • applying problem-solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues
Initiative and enterprise that contribute to innovative outcomes	• adapting to new situations • developing a strategic, creative and long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions
Planning and organising that contribute to long and short-term strategic planning	• managing time and priorities – setting time lines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it • predicting – weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	• having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own

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	ideas and visions • articulating own ideas and visions • taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	• managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn – mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting – on and off the job being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change
Technology that contributes to the effective carrying out of tasks	• having a range of basic IT skills applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity

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Employability Skills Summary

An employability skills summary exists for each qualification. Summaries provide a lens through which to view employability skills at the qualification level and capture the key aspects or facets of the employability skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies.

The following is important information for trainers and assessors about employability skills summaries.

- Employability skills summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability skills summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each employability skills summary will vary depending on the range of job roles covered by the qualification in question.
- Employability skills summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level)
- Employability skills summaries contain information that may also assist in building learners‘ understanding of industry and workplace expectations.

Whole of Industry Qualification Information

Qualification requirements

An RTO will award a qualification when the required number of competencies, as determined by the packaging rules for the specific qualification, has been demonstrated. If a learner does not complete all of the competencies required for a qualification he or she will receive a Statement of Attainment for the unit or units of competency completed.

Units of competency within each qualification have been categorised as either core or elective. The core units are essential to the qualification. Candidates must also choose the specified number of elective units required for each qualification.

Qualification code and title	Number of core units required	Number of elective units required	Total number of units required
SIS10110 Certificate I in Sport and Recreation	3	5	8

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Qualification code and title	Number of core units required	Number of elective units required	Total number of units required
SIS20110 Certificate II in Community Activities	8	5	13
SIS20210 Certificate II in Outdoor Recreation	5	10	15
SIS20310 Certificate II in Sport and Recreation	5	6	11
SIS20410 Certificate II in Sport Career Oriented Participation	7	4	11
SIS20510 Certificate II in Sport Coaching	6	7	13
SIS30110 Certificate III in Aquatics	9	7	16
SIS30210 Certificate III in Community Activities Programs	11	7	18
SIS30310 Certificate III in Fitness	10	5	15
SIS30410 Certificate III in Outdoor Recreation	12	12	24
SIS30510 Certificate III in Sport and Recreation	7	7	14
SIS30610 Certificate III in Sport Career Oriented Participation	10	5	15
SIS30710 Certificate III in Sport Coaching	7	8	15

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Qualification code and title	Number of core units required	Number of elective units required	Total number of units required
SIS30810 Certificate III in Sports Trainer	9	5	14
SIS40110 Certificate IV in Community Recreation	11	8	19
SIS40210 Certificate IV in Fitness	10	5	15
SIS40310 Certificate IV in Outdoor Recreation	15	16	31
SIS40410 Certificate IV in Sport and Recreation	9	7	16
SIS40510 Certificate IV in Sport Coaching	14	7	21
SIS40610 Certificate IV in Sport Development	12	6	18
SIS50110 Diploma of Facility Management	14	8	22
SIS50210 Diploma of Fitness	9	4	13
SIS50310 Diploma of Outdoor Recreation	18	15	33
SIS50410 Diploma of Sport and Recreation Administration	9	10	19
SIS50510 Diploma of Sport Coaching	13	7	20
SIS50610 Diploma of Sport Development	11	9	20

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Australian Apprenticeship pathways and VET in Schools

All qualifications in SIS10 are suitable for an Australian Apprenticeship pathway. Only the following qualifications are suitable for VET in Schools delivery.

Code	Title
SIS10110	Certificate I in Sport and Recreation
SIS20110	Certificate II in Community Activities
SIS20210	Certificate II in Outdoor Recreation
SIS20310	Certificate II in Sport and Recreation
SIS20410	Certificate II in Sport Career Oriented Participation
SIS20510	Certificate II in Sport Coaching

Assessment Guidelines

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the AQTF *Essential Conditions and Standards for Continuing Registration* (that supersedes AQTF 2007 *Essential Standards for Registration)* or the newly NQC endorsed set of AQTF Standards entitled AQTF *Essential Conditions and Standards for Initial Registration* (devised for training organisations that are new to the training industry).These strengthened Essential Standards for existing RTOs (and the introduction of new Standards for RTOs registering for the first time) subsequently strengthening the AQTF and ensuring that regulators have the necessary tools to protect the interests of all students undertaking Vocational Education and Training in Australia.

The changes to AQTF 2007 *Essential Standards for Registration,* and which are incorporated in AQTF *Essential Conditions and Standards for Continuing Registration, are as follows:*

- The Conditions of Registration have been moved to the front of the Standards to reinforce their importance.
- Conditions of Registration will be audited at initial registration. They will also be audited at each renewal of registration in accordance with risk management guidelines.
- Consumer protection has been increased by strengthening the financial management requirements in the Condition of registration. These changes will ensure all providers adopt sustainable business practices, reducing the risk of leaving students out of pocket.

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- Governance requirements have been strengthened to require senior officers and directors or substantial shareholders to satisfy fit and proper person requirements. Senior management will also have to demonstrate that decision making is informed by the experiences of its trainers and assessors.
- All RTOs will have a student management database that has the capacity to provide the registering body with AVETMISS compliant data. Registering bodies will also become the repository for student records.
- The Standards have been renamed to the AQTF *Essential Conditions and Standards for Continuing Registration* to distinguish them from the new AQTF *Essential Conditions and Standards for Initial Registration*.

Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment system overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing/registration requirements; and assessment pathways.

Benchmarks for assessment

Assessment within the National Training Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

In the areas of work covered by this Training Package, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Australian Quality Training Framework assessment requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in either the AQTF *Essential Conditions and Standards for Continuing Registration* (that supersedes AQTF 2007 *Essential Standards for Registration)* or the newly NQC endorsed set of AQTF Standards entitled AQTF *Essential Conditions and Standards for Initial Registration.*

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Based on the strengthened Standards for Continuing Registration, the new AQTF *Essential Conditions and Standards for Initial Registration:*

- reflect all the changes to the Essential Standards for Continuing Registration
- require new RTOs to advise regulators of their intended scope of operations (possibly in the form of a business plan) and
- require potential RTOs to provide a financial audit report with their application for initial registration.

Both the AQTF *Essential Conditions and Standards for Continuing Registration* and the AQTF *Essential Conditions and Standards for Initial Registration* can be downloaded from <www.training.com.au >. The following points summarise assessment requirements.

Registration of training organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering or Course Accrediting Body in accordance with the AQTF. The RTO must have the specific units of competency and or AQF qualifications on its scope of registration.

Quality training and assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF *Essential Conditions and Standards for Continuing Registration*, Standard 1; or AQTF *Essential Conditions and Standards for Initial Registration*, Standard 1 (for RTOs that are new to the training industry)**.**

Assessor competency requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See the AQTF *Essential Conditions and Standards for Continuing Registration*, Standard 1, for assessor (and trainer) competency requirements ; or AQTF *Essential Conditions and Standards for Initial Registration,* Standard 1 , for assessor (and trainer) competency requirements (for RTOs that are new to the training industry)**.**

Assessment requirements

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The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF *Essential Conditions and Standards for Continuing Registration*, Standard 1 or AQTF *Essential Conditions and Standards for Initial Registration*, Standard 1 (for RTOs that are new to the training industry)**.**

Assessment strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF *Essential Conditions and Standards for Continuing Registration*, Standard 1 or AQTF *Essential Conditions and Standards for Initial Registration*, Standard 1 (for RTOs that are new to the training industry)**.**

Mutual recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF *Essential Conditions and Standards for Continuing Registration*, Condition of Registration 7 - Recognition of qualifications issued by other RTOs ; or AQTF *Essential Conditions and Standards for Initial Registration*, Condition of Registration 7 - Recognition of qualifications issued by other RTOs (for RTOs that are new to the training industry)**.**

Access and equity and client services

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF *Essential Conditions and Standards for Continuing Registration*, Standard 2 ; or AQTF *Essential Conditions and Standards for Initial Registration,* Standard 2 (for RTOs that are new to the training industry)**.**

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the Essential Conditions and Standards for Registration. See the AQTF *Essential Conditions and Standards for Continuing Registration*, Standard 3;

Recording assessment outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF Essential Conditions and Standards for Continuing Registration, Standard 3; or AQTF Essential Conditions and Standards for Initial Registration, Standard 3 (for RTOs that are new to the training industry).

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Issuing AQF qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s) and courses(s). See the 2007 edition of the AQF Implementation Handbook—available on the AQFAB website <www.aqf.edu.au>.

Licensing/registration requirements

The developers of this Training Package, and DEEWR, consider that no government licensing or registration requirements apply to RTOs, assessors or candidates with respect to this Training Package.

Reference should be made to User Guide for this Training Package for specific information on licensing and registration requirements in the sports, fitness and recreation industry.

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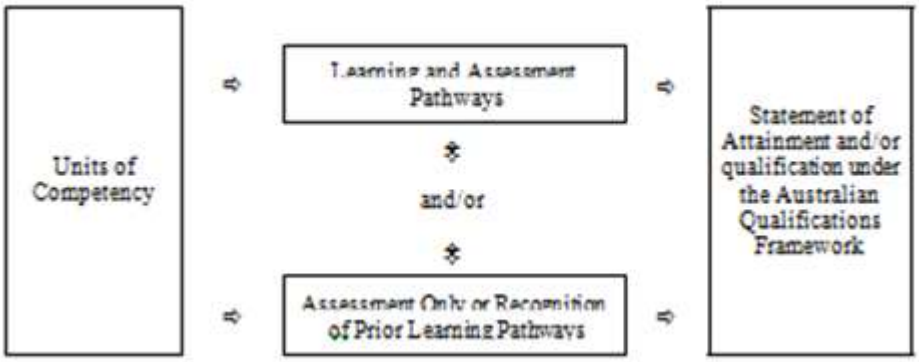
Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram



Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the *Standards for Registered Training Organisations*.

Learning and assessment pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

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Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit New Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Assessment-only or recognition of prior learning pathway

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met (Standard 1).

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate‘s own work);
- valid (directly related to the current version of the relevant endorsed unit of competency);
- reliable (shows that the candidate consistently meets the endorsed unit of competency);
- current (reflects the candidate‘s current capacity to perform the aspect of the work covered by the endorsed unit of competency); and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

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The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies;
- existing workers;
- individuals with overseas qualifications;
- recent migrants with established work histories;
- people returning to the workplace; and
- people with disabilities or injuries requiring a change in career

Combination of pathways

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor requirements

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor competencies

The AQTF specifies mandatory competency requirements for assessors. Information - (as found in Standard 1, Element 1.4 from the AQTF *Essential Conditions and Standards for Continuing Registration)* - is as follows:

"1.4 Training and assessment is delivered by trainers and assessors who:

a) have the necessary training and assessment competencies as determined by the National

Quality Council or its successors, and

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b) have the relevant vocational competencies at least to the level being delivered or assessed, and

c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and

d) continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence."

Sport, Fitness and Recreation industry advice for assessors

To satisfy the requirements of the AQTF, assessors must have the mandatory units of competency in assessment and the relevant vocational competencies they are assessing.

For the sport, fitness and recreation industry assessors, or at least one person in the assessment team, should satisfy the following vocational competency requirements:

Have relevant industry experience in the field in which they are assessing and must have experience in workplace application of the specific units of competency they are assessing. Relevant industry-based supervisory or management experience and a qualification in the field would be of benefit.

Have comprehensive current knowledge of the industry, current industry practices and the job role against which performance is being assessed. This current knowledge may be developed and demonstrated through:

- participation in relevant industry professional development activities
- conduct of relevant industry projects and research activities
- recent and relevant work experience in a commercial environment
- involvement in professional industry networks and memberships
- participation in assessment and/or training activities conducted in the workplace.

Currency of vocational competence is crucial to the success of assessment outcomes for the sport, fitness and recreation industry. It ensures that those involved in assessment processes have current industry knowledge, expertise in current operational practice and knowledge of what workplace equipment is currently used so that assessments reflect up to date workplace practice.

Alternative ways of meeting the requirement to use qualified assessors

OPTIONS	**Assessors, technical experts and workplace supervisors**
Single assessor	An **assessor** is required to:

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An individual **assessor** conducts the assessment	• hold formal recognition of competency in the relevant units in the TAE10 Training and Education Training Package • have relevant industry experience in the field in which they are assessing • have experience in workplace application of the specific units of competency they are assessing and, where possible, hold formal recognition • have comprehensive current knowledge of the industry, current industry practices and the job role against which performance is being assessed.
Partnership arrangement An **assessor** works with a **technical expert** to conduct the assessment	An **assessor** is required to: • hold formal recognition of competency in the relevant units in the TAE10 Training and Education Training Package • communicate and liaise with the technical expert throughout the assessment process. A **technical expert** shall be a person who has the relevant vocational competencies and is required to: • have relevant industry experience in the field in which they are assessing • have experience in workplace application of the specific units of competency they are assessing and, where possible, hold formal recognition • have comprehensive current knowledge of the industry, current industry practices and the job role against which performance is being assessed. • communicate and liaise with the assessor throughout the assessment process.
Assessment team/panel A team working together to conduct the assessment	Members of an **assessment team or panel** that combines expertise in assessment and vocational competence, work together to collect evidence and make judgements about competency. The members of the team must collectively meet the following requirements: • hold formal recognition of competency in the relevant units in the TAE10 Training and Education Training Package • have relevant industry experience in the field in which they are assessing • have experience in workplace application of the specific units of competency they are assessing and, where possible, hold formal recognition • have comprehensive current knowledge of the industry, current industry practices and the job role against which performance is being assessed • communicate and liaise with all members of the assessment team throughout the assessment process.

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Designing assessment tools

This section provides an overview on the use and development of assessment tools.

Use of assessment tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using prepared assessment tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service (http://www.ntis.gov.a*u*). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

Developing assessment tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the continuous improvement of assessment strategies as required under Standard 1 of the AQTF
- meet the assessment requirements expressed in Standard 1 of the AQTF.

A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package and the unit of competency TAEASS403A Participate in assessment validation. There is no set format or process for the design, production or development of assessment materials.

Conducting assessment

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This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Assessment Requirements

Assessments must meet the criteria set out in the AQTF Essential Conditions and Standards for Continuing Registration.

Information - (as found in the mandatory assessment requirements from Standard 1 from the AQTF Essential Conditions and Standards for Continuing Registration) - is as follows:

"1.5 *Assessment, including Recognition of Prior Learning (RPL):*

a) meets the requirements of the relevant Training Package or accredited course,

b) is conducted in accordance with the principles of assessment and the rules of evidence,

c) meets workplace and, where relevant, regulatory requirements, and

d) systematically validated."

Information - (as found in the mandatory assessment requirements from Standard 1 from the AQTF Essential Conditions and Standards for Initial Registration (for RTOs that are new to the training industry) - is as follows:

"1.5 *The organisation has a defined strategy and procedures in place to ensure that assessment, including RPL:*

a) will meet the requirements of the relevant Training Package or accredited course,

b) will be conducted in accordance with the principles of assessment and the rules of evidence,

c) will meet workplace and, where relevant, regulatory requirements, and

d) is systematically validated."

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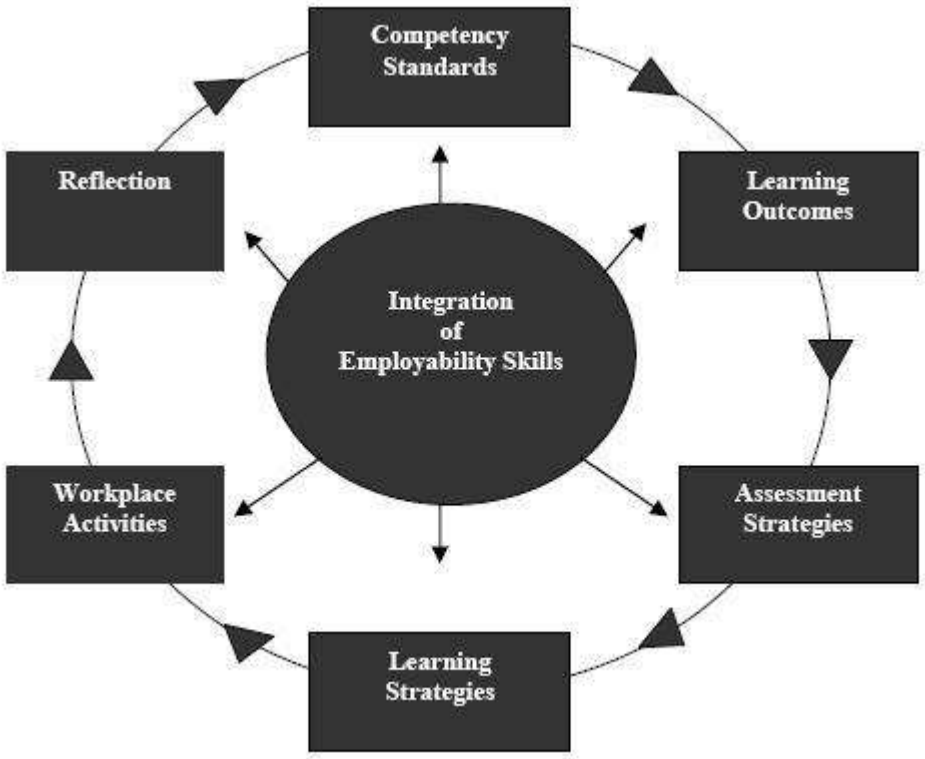
Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Employability Skills are embedded and explicit within each unit of competency. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

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For more information on employability skills in SIS10 Sport, Fitness and Recreation Training Package, go to the Service Skills Australia website at www.serviceskills.com.au.

Access and equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes. Such adjustments are considered _reasonable‘ if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

Assessment in the Sport, Fitness and Recreation Industry

To ensure valid and reliable assessment for the SIS10 Sport, Fitness and Recreation Training Package units of competency a range of requirements must be met. The following table is a summary of these requirements. Further detail for individual units of competency is available within the evidence guide of each unit.

Summary of assessment requirements	
Context of and specific resources for assessment	Industry places premium value on graduates who are ready to work in their businesses because they have been exposed to industry evironments using workplace equipment and documents which are currently used within industry. The sport, fitness and recreation industry has determined specific assessment environments and the equipment, resources, workplace documentation (e.g.game rules, and recovery plans used to manage over training and injury) and client traffic required for these environments. These are detailed in the 'Context of and specific resources‘ section in each unit of competency. While assessment of the units of competency in SIS10 Sport, Fitness and Recreation Training Package can be undertaken in a simulated workplace environment, the industry strongly recommends that assessment is conducted in the workplace, wherever possible. In all cases, competency must be demonstrated in the appropriate assessment environment as specified in each unit of competency.

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Simulated assessment environments and activities	Industry highly values graduates who are ready to work in their businesses because they have been exposed to industry conditions. The sport, fitness and recreation industry places a premium on knowledge and skills that can be demonstrated on-the-job in the workplace. The industry strongly encourages practical assessment of skills and knowledge in the workplace and encourages on-the-job assessment, mentoring and coaching. However, assessment in the workplace is not always possible. It may also be the case that the assessment can, in fact, be conducted in the workplace environment but cannot happen on-the-job (as part of the normal operation of the business) so that a simulated activity is undertaken, e.g. coaching a simulated game of sport. Wherever a simulated assessment is conducted it is vital that the assessment environment is as industry realistic as possible. It is essential that assessment is conducted using suitable resources and equipment and under industry-relevant conditions as close to a real work situation as possible. This involves: • appropriate environments as specified in the ‗Context of and specific resources for assessment' section within each unit of competency • adequate numbers of up-to-date equipment and technology that is currently used within industry and would be generally available in a modern sport, fitness and recreation business • appropriate workplace documents which are currently used in industry and would generally be available in a modern sport, fitness and recreation business. This might include policies, procedures, game rules, session plans for coaching, organisational or industry wide codes of conduct. • sufficient numbers of clients, customer and players that accurately reflects the complexity of the role and allows candidates to deal with multiple sales, service, operational, coaching etc. tasks simultaneously • working with with multiple and varied team members, supervisors, managers, clients and customers, including difficult ones • speed, timing and productivity for tasks typical of a commercial operation dealing with multiple and varied problems and prioritisng competing tasks in given timeframes • interruptions to work typical of the workplace • integration of multiple competencies which a candidate would naturally complete simultaneously as part of their job function. In order to ensure that assessment conditions are consistent with those currently experienced in the work environment it is expected that RTOs will develop and maintain strong links with their local industry and relevant industry bodies or associations.

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Integrated assessment	Within each qualification there are units of competency which are interrelated and which a candidate would naturally complete simultaneously as part of their job function. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. This integrated approach to assessment brings together a number of units of competency that reflect actual workplace practices, and the assessor should design integrated assessment activities to collect evidence for a number of units together. All units, in the Methods of Assessment section, recommend a range of related units which can be grouped together for integrated assessment. However, any units that relate to a job function can be combined into an integrated assessment. It is important that the assessor clearly identifies units of competency that can be combined to ensure an efficient and effective assessment process. Units of competency can be grouped in a number of combinations and how this is achieved will depend on the candidate‘s job function. Additionally, elements, performance criteria, employability skills and required knowledge should be drawn together in an integrated manner and appropriate assessment methodologies chosen. As a general principle the sport, fitness and recreation industry supports the integration of units of competency for both delivery and assessment as this reflects real work practices. It is important that this integration of units is based on and supports the needs of individual businesses and job functions, not necessarily on the preferences of RTOs.
Prerequisite requirements at unit of competency level	A unit of competence describes an individual skill but rarely do people perform one skill at a time. Rather, many skills are combined on a day to day basis in the workplace as part of work processes. This does not mean that each skill, described by a unit of comptence, is a prerequisite to another. They are conjunctive skills and this should be taken into account when sequencing training and assessment. Holistic assessment of conjunctive skills is recommended in the Methods of Assessment statements within each Evidence guide. A prerequisite requirement, at unit of competency level, means that it is necessary to develop a primary skill and the required knowledge before progressing to another. Prerequisites have been kept to a minimum in this package because: • the sport, fitness and recreation industry does not wish to create unnecessary barriers to the sequencing of training and assessment • there are only a few sport, fitness and recreation skills that must be achieved before higher order skills can be developed Individual prerequisite requirements, where they apply, are specified within the unit of competency and a summary of all prerequisite

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	requirements is included in the preliminary information section of this Training Package. The existence of a prerequisite does not necessarily mean that training or assessment has to be fully completed before starting on the secondary unit. An integrated approach can be helpful both when using formative assessment strategies and to the sequencing of training and assessment. However, to satisfy formal requirements the prerequisite unit must be signed off prior to the secondary unit.
Evidence required for demonstration of consistent performance	For valid and reliable assessment, evidence should be gathered through a range of methods, on multiple occasions, cover a diversity of products and circumstances and over a period of time to indicate consistent performance and ability to respond to different situations and product requirements. This is particularly relevant when using direct observation as a method. Workplace managers, supervisors, mentors or coaches can work in partnership with any off-site assessor to ensure that evidence of consistent demonstration of competency is collected.
Involvement of the candidate	The individual being assessed needs to be part of the planning, conduct and review of the assessment process and needs to be aware that the collection of evidence is ongoing.
Assessment methods	All units identify assessment methods appropriate to the individual unit of competency. This may include observation of workplace tasks, written or oral questioning to assess knowledge, review of completed workplace documents, projects and role-plays.
Assessing employability skills	Employability skills are integral to effective performance in the workplace. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in each unit should be assessed holistically with other relevant skills and knowledge that make up the unit. They should be assessed in the context of the particular skill set or qualification and in the context of the job role.
Assessing safety and risk management	When designing assessments, assessors need to carefully consider potential risks associated with the specified evidence guide requirements to use defined client groups, equipment and assessment environments. The industry does, however, expect that candidates who are certified as competent will be able to evaluate and manage the risks, dangers and potential hazards associated with their relevant qualification outcomes. In the outdoor recreation sector assessment of competency should confirm the candidate‘s ability to undertake and apply risk assessment procedures for the activity specific outcomes and take appropriate

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	measures to protect the safety of participants. This confirmation requires that candidates know and are able to apply techniques and procedures to deal appropriately with changes in conditions or equipment failure, which have the potential to impact on the safety of participants. As changes in conditions cannot be reliably predicted, assessment strategies should include the opportunity to demonstrate competency in the specified environment using scenarios that incorporate the relevant contingency, such as changes in weather conditions or equipment malfunction. In the community recreation sector assessment of competency should confirm the candidate's ability to maintain the safety of clients or participants across a range of environments which often involve the application of approaches that focus on community inclusion. Within community recreation there are specific requirements that assessment should confirm, such as ensuring that those who are competent in water rescues have been assessed performing rescues in the water. In the sport sector assessment of competency should confirm the candidate's ability to make assessments on the physical and psychological condition and responses of participants and make group and individual adjustments to programs and instructional techniques. In coaching qualifications, for example this confirmation requires that candidates know and are able to apply motivational techniques to respond appropriately to a range of player behaviours and while it cannot always be guaranteed that this range of behaviours will be present during all assessments, opportunities for the candidate to demonstrate competency should be provided through the use of scenarios.

Assessment of imported units of competence

SIS10 Sport, Fitness and Recreation Training Package includes a number of units of competency imported from other endorsed Training Packages. These units must be assessed according to the relevant requirements of the parent training package.

For guidance on assessment of imported units of competency, check the Assessment Guidelines of the originating Training Package by referring to a hard copy, or accessing the National Training Information Service (NTIS) at www.ntis.gov.a*u*.

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Further sources of information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

Service Industries Skills Council
(Service Skills Australia)

Level 10, 171 Clarence Street
SYDNEY NSW 2001
GPO Box 4194
SYDNEY NSW 2001
Telephone: 02 8243 1200
Fax: 02 8243 1299
Web: www.serviceskills.com.au
Email: info@serviceskills.com.au

TVET Australia Ltd

Level 21, 390 St Kilda Road
MELBOURNE VIC 3004
PO Box 12211
MELBOURNE VIC 8006
Telephone: 03 9832 8100
Fax: 03 9832 8199
Web: www.atpl.net.au
Email: sales@atpl.net.au

Innovation and Business Skills Australia

Level 2, Building B, 192 Burwood Road
HAWTHORN VIC 3122
Telephone: 03 9815 7000
Facsimile: 03 9815 7001
Email: virtual@ibsa.org.au

General Resources

Refer to http://antapubs.dest.gov.au/publications/search.asp to locate the following ANTA publications.

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AQF Implementation Handbook, third Edition. Australian Qualifications Framework Advisory Board, 2002, aqf.edu.au

Australian Quality Training Framework - for information and resources go to <www.training.com.au >

AQTF Essential Conditions and Standards for Continuing Registration and AQTF Essential Conditions and Standards for Initial Registration.

Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications. They include three standards, a requirement for registered training organisations to gather information on their performance against three quality indicators, and nine conditions of registration

TAE10 Training and Education Training Package. This is available from the Innovation and Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS).

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses – www.ntis.gov.au

Style Guide for Training Package Support Materials, Australian National Training Authority, Melbourne, 2003. Can be downloaded from the ANTA page at www.dest.gov.au

Assessment resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials developed by ANTA with funding from the Department of Education, Training and Youth Affairs. It is made up of 10 separate titles, as described at the ANTA publications page of www.dest.gov.a*u*. Go to www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm

Printed and/or CD ROM versions of the Guides can be purchased from Australian Training Products (ATP). The resource includes the following guides:

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training
- Candidate‘s Kit: Guide to Assessment in New Apprenticeships
- Assessment Approaches for Small Workplaces

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- Assessment Using Partnership Arrangements
- Strategies for ensuring Consistency in Assessment
- Networking for Assessors
- Quality Assurance Guide for Assessment

An additional guide "Delivery and Assessment Strategies" has been developed to complement these resources.

Assessment tool design and conducting assessment

VETASSESS & Western Australian Department of Training and Employment 2000, Designing Tests – Guidelines for designing knowledge based tests for Training Packages.

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General information on equity

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Training and assessment for people with a disability

ANTA 2004, *Working with Diversity: Quality Training for People with a Disability*, available from the ANTA publications section of www.dest.gov.au or as an online resource at

www.westone.wa.gov.au/workingwithdiversity

The Australian Disability Clearing House on Education and Training (www.adcet.edu.a*u*) website includes resources and articles about the training and assessment of people with a disability.

Training and assessment for Aboriginal and Torres Strait Islander people

National Aboriginal and Torres Strait Education website: www.natsiew.nexus.edu.au

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ANTA 2004, *Working with diversity: Quality Training for Indigenous Australians*, available from the ANTA publications section of www.dest.gov.au or as an online resource at www.westone.wa.gov.au/workingwithdiversity

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Competency Standards

What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency, Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of units of competency by RTOs

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Registered training organisations (RTOs) may contextualise units of competency to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

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Components of units of competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided.

There may also be a brief second paragraph that describes its relationship with other units of competency and any licensing requirements.

Employability skills statement

A standard employability skills statement appears in each unit of competency. This statement directs trainers and assessors to consider the information contained in the Employability Skills Summary in which the unit of competency is packaged.

Prerequisite units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Application of the unit

This subsection fleshes out the unit of competency‘s scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency field (optional)

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The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required skills and knowledge

The essential skills and knowledge are either identified separately or combined. *Knowledge* identifies what a person needs to know to perform the work in an informed and effective manner. *Skills* describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range statement

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

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Evidence guide

The evidence guide is critical in assessment as it provides information to the RTO and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context.

The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- relationships with the assessment of any other units of competency
- suitable methodologies for conducting assessment including the potential for workplace simulation
- resource implications, for example access to particular equipment, infrastructure or situations
- how consistency in performance can be assessed over time, various contexts and with a range of evidence
- the required underpinning knowledge and skills.

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Employability skills in units of competency

The detail and application of employability skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of employability skills which are incorporated into the relevant units of competency and qualifications.

Employability skills are not a discrete requirement contained in units of competency (as was the case with key competencies). Employability skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine employability skills requirements.

How employability skills relate to the key competencies

The eight nationally agreed employability skills now replace the seven key competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of employability skills may find the following comparison useful.

Employability skills	**Mayer key competencies**
Communication	Communicating ideas and information
Teamwork	Working with others and in teams
Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising

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	information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of employability skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

Explicitly embedding employability skills in units of competency

This Training Package seeks to ensure that industry-endorsed employability skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability skills must be both explicit and embedded within units of competency. This means that employability skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to employability skills.

This Training Package also seeks to ensure that employability skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

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The following table contains examples of embedded employability skills for each component of a unit of competency. Please note that in the examples below the bracketed skills are provided only for clarification and will not be present in units of competency within this Training Package.

Unit component	**Example of embedded employability skill**
Unit title	Give formal presentations and take part in meetings. (communication)
Unit descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. (initiative and enterprise)
Element	Proactively resolve issues (problem solving)
Performance criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. (planning and organising)
Range statement	Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (technology)
Required skills and knowledge	Modify activities depending on differing workplace contexts, risk situations and environments. (learning) Work collaboratively with others during a fire emergency. (teamwork) Instructions, procedures and other information relevant the maintenance of vessel and port security. (communication)
Evidence guide	Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to: • assess response options to identified crime-prevention needs and determine the optimal action to be implemented • in consultation with relevant others, design an initiative to address

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	identified issues. (initiative and enterprise).

Suggested AQF Packaging of Units of Competency

Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
Cross Sector Units							
SISXCAI101A	Provide equipment for activities	√	√	√			
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions	√	√				
SISXCAI303A	Plan and conduct sport and recreation sessions			√	√		
SISXCAI304A	Plan and conduct sport and recreation programs			√	√	√	
SISXCAI305A	Conduct individualised long-term training programs				√	√	
SISXCAI306A	Facilitate groups			√	√	√	
SISXCAI507A	Implement high-performance training programs					√	
SISXCCS201A	Provide customer service		√	√			
SISXCCS402A	Coordinate client service activities				√	√	
SISXCCS403A	Determine needs of client populations				√	√	
SISXCCS404A	Address client needs				√		
SISXEMR201A	Respond to emergency situations		√	√	√		
SISXEMR402A	Coordinate emergency				√	√	

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
	responses						
SISXFAC201A	Maintain sport and recreation equipment for activities		√	√			
SISXFAC202A	Maintain sport and recreation facilities		√				
SISXFAC303A	Implement facility maintenance programs			√			
SISXFAC404A	Coordinate facility and equipment acquisition and maintenance				√	√	
SISXFAC405A	Plan and provide sport and recreation services				√	√	
SISXFAC506A	Manage stock supply and purchase					√	
SISXIND101A	Work effectively in sport and recreation environments	√	√	√			
SISXIND202A	Process entry transactions		√	√			
SISXIND403A	Analyse participation patterns			√	√		
SISXIND404A	Promote compliance with laws and legal principles				√	√	
SISXIND405A	Conduct projects				√		
SISXIND406A	Manage projects				√	√	
SISXIND507A	Manage education initiatives					√	
SISXOHS101A	Follow occupational health and safety policies	√	√	√	√		

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
SISXOHS402A	Implement and monitor occupational health and safety policies				√	√	
SISXOHS503A	Establish and maintain occupational health and safety systems					√	
SISXRES301A	Provide public education on the use of resources			√			
SISXRES402A	Support implementation of environmental management practices			√	√	√	
SISXRES403A	Use resources efficiently				√	√	
SISXRES504A	Conserve and re-establish natural systems					√	
SISXRES505A	Achieve sustainable land management					√	
SISXRES506A	Undertake open space planning					√	
SISXRES507A	Design and maintain the built environment					√	
SISXRSK301A	Undertake risk analysis of activities			√	√		
SISXRSK502A	Manage organisational risks					√	
Community Recreation Units							
SISCAQU201A	Monitor pool water quality		√	√	√		
SISCAQU202A	Perform basic water rescues		√	√	√	√	

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
SISCAQU303A	Operate aquatic facility plant and equipment			√	√		
SISCAQU304A	Maintain pool water quality			√	√		
SISCAQU305A	Implement aquatic facility plant and equipment maintenance program			√	√		
SISCAQU306A	Supervise clients at an aquatic facility or environment			√			
SISCAQU307A	Perform advanced water rescues			√	√		
SISCAQU308A	Instruct water familiarisation, buoyancy and mobility skills			√	√		
SISCAQU309A	Instruct clients in water safety and survival skills			√	√		
SISCAQU310A	Instruct swimming strokes			√	√		
SISCAQU311A	Foster the development of infants and toddlers in an aquatic environment			√	√		
SISCAQU312A	Assist participants with a disability during aquatic activities			√	√		
SISCAQU313A	Develop an aquatics career plan			√			
SISCAQU414A	Develop pool water maintenance procedures				√		

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
SISCAQU415A	Develop aquatic facility maintenance procedures				√		
SISCAQU416A	Coordinate lifeguard service at an aquatic facility				√		
SISCAQU417A	Operate self-contained breathing apparatus in an aquatic facility				√		
SISCCRD301A	Facilitate community development through recreational activities		√	√	√		
SISCCRD302A	Recruit and manage volunteers			√	√	√	
SISCCRD303A	Facilitate inclusion for people with a disability			√	√		
SISCCRD304A	Work with key stakeholders			√	√	√	
SISCCRO301A	Assist with recreation games not requiring equipment			√			
SISCCRO302A	Apply legal and ethical instructional skills			√	√		
SISCCRO303A	Plan and conduct recreation programs for older persons			√			
SISCCRO304A	Plan and conduct disability recreation programs			√	√		
SISCCRO305A	Develop a budget for a recreation initiative			√			
SISCCRO306A	Organise participant travel			√			

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
SISCDAN301A	Teach recreational dance			√			
SISCSDF301A	Instruct the basic skills of unarmed self-defence			√			
SISCSDF302A	Instruct the intermediate skills of unarmed self-defence			√			
Fitness Units							
SISFFIT301A	Provide fitness orientation and health screening			√	√		
SISFFIT302A	Provide quality service in the fitness industry			√	√		
SISFFIT303A	Develop and apply an awareness of specific populations to exercise delivery			√	√		
SISFFIT304A	Instruct and monitor fitness programs			√	√		
SISFFIT305A	Apply anatomy and physiology principles in a fitness context			√	√		
SISFFIT306A	Provide healthy eating information to clients in accordance with recommended guidelines			√	√		
SISFFIT307A	Undertake client health assessment			√	√		
SISFFIT308A	Plan and deliver gym programs			√	√		
SISFFIT309A	Plan and deliver group exercise sessions			√			

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
SISFFIT310A	Plan and deliver water based fitness activities			√			
SISFFIT311A	Deliver approved community fitness programs			√	√		
SISFFIT312A	Plan and deliver an endurance training program			√	√		
SISFFIT313A	Plan and deliver exercise to apparently healthy children and adolescents			√	√	√	
SISFFIT314A	Plan and deliver exercise to older clients with managed conditions			√	√	√	
SISFFIT415A	Work collaboratively with medical and allied health professionals				√	√	
SISFFIT416A	Apply motivational psychology to provide guidance on exercise behaviour and change to meet health and fitness goals					√	
SISFFIT417A	Undertake long term exercise programming				√	√	
SISFFIT418A	Undertake appraisals of functional movement				√	√	
SISFFIT419A	Apply exercise science principles to planning exercise				√	√	
SISFFIT420A	Plan and deliver exercise programs to support desired body				√	√	

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
	composition outcomes						
SISFFIT421A	Plan and deliver personal training				√	√	
SISFFIT422A	Implement inclusive aquatic activities for specific population groups				√		
SISFFIT523A	Deliver prescribed exercise to clients with cardiorespiratory conditions					√	
SISFFIT524A	Deliver prescribed exercise to clients with metabolic conditions					√	
SISFFIT525A	Advise on injury prevention and management					√	
SISFFIT526A	Deliver prescribed exercise to clients with musculoskeletal conditions					√	
SISFFIT527A	Undertake health promotion activities to decrease risk factors and prevent chronic disease					√	
SISFFIT528A	Apply research findings to exercise management strategies					√	
SISFFIT529A	Deliver prescribed exercise to clients with a disability or neurological impairment					√	
SISFFIT530A	Deliver prescribed exercise to children and					√	

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
	young adolescents with specific chronic conditions						
SISFFIT531A	Deliver prescribed exercise to older clients with chronic conditions					√	
Sport Units							
SISSAFL201A	Perform the intermediate skills of Australian Football		√				
SISSAFL202A	Perform the intermediate tactics of Australian Football		√				
SISSAFL203A	Participate in conditioning for Australian Football		√				
SISSAFL304A	Perform the advanced skills of Australian Football			√			
SISSAFL305A	Perform the advanced tactics of Australian Football			√			
SISSAFL406A	Teach the intermediate skills of Australian Football				√	√	
SISSAFL407A	Teach the intermediate tactics of Australian Football				√	√	
SISSATH201A	Teach the fundamental skills of athletics		√				
SISSBSB201A	Teach fundamental basketball skills		√				
SISSBSB202A	Teach fundamental basketball tactics and		√				

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
	game strategy						
SISSBSB303A	Teach intermediate level basketball skills			√			
SISSBSB304A	Teach intermediate level basketball tactics and game strategy			√			
SISSCGP201A	Apply legal and ethical coaching practices		√	√	√		
SISSCGP202A	Reflect on professional coaching role and practice		√				
SISSCGP303A	Coach junior players to develop fundamental perceptual motor skills			√			
SISSCGP304A	Coach junior sports players			√			
SISSCGP305A	Plan coaching programs for junior sports players			√			
SISSCGP306A	Customise coaching for special needs groups			√	√	√	
SISSCGP307A	Implement selection policies			√	√	√	
SISSCGP308A	Provide drugs in sport information				√	√	
SISSCGP309A	Develop nutritional strategies			√	√	√	
SISSCGP310A	Support athletes to adopt principles of sports psychology			√	√	√	
SISSCGP411A	Work with officials				√		
SISSCGP412A	Implement recovery programs				√	√	

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
SISSCGP413A	Implement a talent identification program				√		
SISSCGP414A	Implement water based training programs				√		
SISSCGP515A	Establish selection policies					√	
SISSCKT201A	Perform the intermediate skills of cricket		√				
SISSCKT202A	Perform the intermediate tactics and strategies of cricket		√				
SISSCKT303A	Participate in conditioning for cricket			√			
SISSCKT304A	Perform the advanced skills of cricket			√			
SISSCKT305A	Perform the advanced tactics and strategies of cricket			√			
SISSCKT306A	Teach the intermediate skills of cricket			√	√		
SISSCKT307A	Teach the intermediate tactics and strategies of cricket			√	√		
SISSCKT408A	Teach the advanced skills of cricket				√		
SISSCKT409A	Teach the advanced tactics and strategies of cricket				√		
SISSCNO201A	Perform the intermediate skills and tactics of canoeing		√	√			

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
SISSCNO302A	Teach the intermediate skills and tactics of flat water canoeing			√	√		
SISSCNO303A	Teach the intermediate skills and tactics of white water canoeing			√	√		
SISSCNO304A	Teach the intermediate skills and tactics of canoe polo			√	√		
SISSCNO305A	Perform the advanced skills and tactics of canoeing			√			
SISSCNO406A	Teach the advanced skills and tactics of flat water canoeing				√		
SISSCNO407A	Teach the advanced skills and tactics of slalom canoeing				√	√	
SISSCOP201A	Prepare a pre or post event meal		√				
SISSCOP202A	Develop a personal management plan		√	√	√		
SISSCOP203A	Develop a travel and accommodation plan		√				
SISSCOP204A	Develop personal media skills		√	√	√		
SISSCOP205A	Develop a personal financial plan		√	√			
SISSCOP306A	Prepare a sponsorship proposal			√	√		
SISSCOP307A	Manage personal finances			√			

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
SISSCOP308A	Model the responsibilities of an elite athlete			√			
SISSCOP309A	Design an athlete's diet			√			
SISSEQS301A	Demonstrate basic dressage, show jumping and cross-country riding			√	√	√	
SISSEQS302A	Demonstrate basic dressage and show horse skills			√	√		
SISSEQS303A	Teach the fundamental skills of riding			√	√		
SISSEQS404A	Teach the intermediate skills of riding on the flat				√		
SISSEQS405A	Teach the intermediate skills of riding over fences				√	√	
SISSGLF201A	Perform the A Grade skills of golf		√				
SISSGLF202A	Apply the A Grade tactics and strategies of golf		√				
SISSGLF203A	Interpret and apply the rules of golf at the A Grade level		√				
SISSGLF304A	Perform the advanced skills of golf			√			
SISSGLF305A	Apply the advanced tactics and strategies of golf			√			
SISSGLF306A	Interpret and apply the rules of golf at the			√			

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
	advanced level						
SISSGLF307A	Participate in conditioning for golf			√			
SISSGLF508A	Teach the advanced skills of professional golf					√	
SISSGLF509A	Teach the advanced tactics and strategies of professional golf					√	
SISSGLF510A	Fit and alter golf equipment					√	
SISSGLF511A	Develop and manage junior development programs in golf					√	
SISSGLF512A	Manage the structure and facilitation of golf competitions and tournaments					√	
SISSGLF513A	Manage on course golf retail operations					√	
SISSGYN201A	Teach fundamental gymnastic skills		√				
SISSGYN302A	Teach fundamental gymnastics skills for infants			√			
SISSMAR201A	Teach the intermediate skills of martial arts		√	√			
SISSMAR402A	Teach the advanced skills of martial arts				√		
SISSMAR503A	Teach the high performance skills of martial arts					√	
SISSNTB201A	Use intermediate level		√	√			

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
	netball skills						
SISSNTB202A	Use intermediate level tactics and game strategy in netball play		√	√			
SISSNTB203A	Participate in conditioning for netball		√				
SISSNTB204A	Teach foundation netball skills		√				
SISSNTB305A	Use advanced level tactics and game strategy in netball play			√			
SISSNTB306A	Use advanced level netball skills			√			
SISSNTB407A	Teach intermediate level netball skills				√		
SISSNTB408A	Teach intermediate level netball tactics and game strategy				√		
SISSOGP301A	Conduct games or competitions			√	√		
SISSOGP402A	Conduct a fitness and recovery program for officials				√		
SISSRGL201A	Use intermediate level Rugby League game skills		√	√			
SISSRGL202A	Use intermediate level tactics and game strategy in Rugby League play		√	√			
SISSRGL203A	Participate in conditioning for Rugby League		√				

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
SISSRGL204A	Teach the skills of Rugby League for modified games		√				
SISSRGL305A	Use advanced level Rugby League game skills			√			
SISSRGL306A	Teach intermediate level Rugby League game skills			√			
SISSRGL307A	Teach intermediate level Rugby League tactics and game strategy			√			
SISSRGL308A	Use advanced level tactics and game strategy in Rugby League play			√			
SISSRGL409A	Teach advanced level Rugby League game skills				√		
SISSRGL410A	Teach advanced level Rugby League tactics and game strategy				√		
SISSRGL511A	Teach high performance Rugby League game skills					√	
SISSRGL512A	Teach high performance Rugby League tactics and game strategy					√	
SISSRGU201A	Perform foundation level Rugby Union skills		√				
SISSRGU202A	Perform foundation level Rugby Union		√	√			

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
	tactics and strategies						
SISSRGU203A	Participate in conditioning for Rugby Union		√				
SISSRGU204A	Officiate junior level Rugby Union		√				
SISSRGU205A	Officiate local or district level Rugby Union		√				
SISSRGU306A	Perform advanced level Rugby Union skills			√			
SISSRGU307A	Perform advanced level Rugby Union tactics and strategies			√			
SISSRGU308A	Teach Rugby Union tactics and strategies at a foundation level			√			
SISSRGU309A	Teach Rugby Union skills at a foundation level			√			
SISSRGU410A	Officiate advanced level Rugby Union				√		
SISSSAI301A	Teach the basic tactics and strategies of sailing			√			
SISSSAI402A	Teach the advanced tactics and strategies of sailing				√		
SISSSOC301A	Perform advanced level soccer skills			√			
SISSSOC302A	Perform advanced level soccer tactics and strategies			√			
SISSSPA301A	Coordinate regional			√	√		

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
	touring athletes						
SISSSPA402A	Coordinate international touring athletes				√		
SISSSPA403A	Administer a team or group				√		
SISSSPA404A	Implement accreditation and registration systems				√		
SISSSPA505A	Coordinate team or group management					√	
SISSSPA506A	Coordinate team or group administration					√	
SISSSPA507A	Develop volunteer management policies				√	√	
SISSSPT201A	Implement sports injury prevention		√	√			
SISSSPT302A	Provide initial management of sports injuries			√	√		
SISSSPT303A	Conduct basic warm-up and cool-down programs			√	√		
SISSSPT304A	Tape ankle, thumb and fingers			√	√		
SISSSPT305A	Support sports injury management			√	√		
SISSSPT306A	Deal with medical conditions in a sport setting			√	√		
SISSSPT307A	Conduct advanced taping			√			

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
SISSSQU201A	Teach the fundamental skills of squash		√				
SISSSQU202A	Teach the basic tactics and strategies of squash		√				
SISSSQU303A	Teach the intermediate skills of squash			√			
SISSSQU304A	Teach the intermediate tactics and strategies of squash			√			
SISSSTC301A	Instruct strength and conditioning techniques			√	√	√	
SISSSTC402A	Develop strength and conditioning programs				√	√	
SISSSUR201A	Teach the basic skills of surf life saving		√				
SISSSUR202A	Officiate beginner level surf life saving competitions		√				
SISSSUR303A	Teach the intermediate skills of surf life saving			√			
SISSSUR304A	Officiate intermediate level surf life saving competitions			√			
SISSSUR405A	Teach the advanced skills of surf life saving				√		
SISSSUR406A	Officiate advanced level surf life saving competitions				√		
SISSSWM301A	Teach the competitive strokes of swimming			√			
SISSSWM302A	Plan a program for a competitive swimmer			√	√		

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
SISSSWM303A	Teach the advanced skills of competitive swimming			√	√	√	
SISSTNS201A	Assist in conducting tennis activities for beginner players		√				
SISSTNS202A	Interpret and apply the rules of tennis		√	√			
SISSTNS303A	Coach stroke production and tactics for junior tennis players			√			
SISSTOU201A	Perform the intermediate skills of Touch		√				
SISSTOU202A	Perform the intermediate tactics and strategies of Touch		√				
SISSTOU303A	Teach the intermediate skills of Touch			√			
SISSTOU304A	Teach the intermediate tactics and strategies of Touch			√			
SISSTPB201A	Teach fundamental tenpin bowling skills		√				
SISSVOL301A	Teach the intermediate skills of volleyball			√			
SISSVOL302A	Teach the intermediate tactics and strategies of volleyball			√			
SISSVOL403A	Teach the advanced skills of volleyball				√		
SISSVOL404A	Teach the advanced tactics and strategies of				√		

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
	volleyball						
Outdoor Recreation Units							
SISOABA201A	Demonstrate abseiling skills on artificial surfaces		√				
SISOABA302A	Apply single pitch abseiling skills on artificial surfaces			√	√		
SISOABA303A	Establish ropes for abseiling on artificial surfaces			√	√		
SISOABA304A	Guide abseiling on single pitch artificial surfaces			√			
SISOABA405A	Establish ropes for multi pitch abseiling on artificial surfaces				√		
SISOABA406A	Instruct abseiling on single pitch artificial surfaces				√		
SISOABA407A	Instruct abseiling on multi pitch artificial surfaces				√		
SISOABL301A	Assist in the facilitation of adventure-based learning activities			√			
SISOABL402A	Facilitate adventure-based learning activities				√		
SISOABL503A	Design and facilitate adventure-based learning programs					√	
SISOABN201A	Demonstrate abseiling skills on natural		√				

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
	surfaces						
SISOABN202A	Safeguard an abseiler using a single rope belay system		√	√	√	√	
SISOABN303A	Apply single pitch abseiling skills on natural surfaces			√	√		
SISOABN304A	Establish ropes for single pitch abseiling on natural surfaces			√	√		
SISOABN305A	Guide abseiling on single pitch natural surfaces			√			
SISOABN406A	Apply multi pitch abseiling skills on natural surfaces				√	√	
SISOABN407A	Establish ropes for multi pitch abseiling on natural surfaces				√	√	
SISOABN408A	Instruct abseiling on single pitch natural surfaces				√		
SISOABN409A	Guide abseiling on multi pitch natural surfaces				√		
SISOABN510A	Instruct abseiling on multi pitch natural surfaces					√	
SISOARC301A	Conduct an archery session			√			
SISOBWG201A	Demonstrate bushwalking skills in a controlled environment		√	√			
SISOBWG302A	Apply intermediate			√	√		

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
	bushwalking skills						
SISOBWG303A	Guide bushwalks in a controlled environment			√			
SISOBWG404A	Apply river crossing skills				√	√	
SISOBWG405A	Guide intermediate bushwalks				√	√	
SISOBWG406A	Apply bushwalking skills in uncontrolled landscapes				√		
SISOBWG507A	Apply advanced bushwalking skills in alpine areas					√	
SISOBWG508A	Apply advanced bushwalking skills in arid areas					√	
SISOBWG509A	Apply advanced bushwalking skills in tropical areas					√	
SISOBWG510A	Guide bushwalks in an uncontrolled environment					√	
SISOCAY201A	Demonstrate horizontal canyoning skills		√	√	√	√	
SISOCAY302A	Apply vertical canyoning skills			√	√	√	
SISOCAY303A	Establish belays in canyons			√			
SISOCAY304A	Guide single pitch canyoning trips			√			
SISOCAY405A	Apply advanced vertical canyoning skills				√	√	

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
SISOCAY406A	Establish complex belays in canyons				√	√	
SISOCAY407A	Guide multi pitch canyoning trips				√		
SISOCAY508A	Instruct canyoning skills					√	
SISOCLA201A	Demonstrate top rope climbing skills on artificial surfaces		√				
SISOCLA302A	Apply top rope climbing skills on artificial surfaces			√			
SISOCLA303A	Establish belays for climbing on artificial surfaces			√	√		
SISOCLA304A	Guide top rope climbing activities on artificial surfaces			√	√		
SISOCLA305A	Apply route setting skills			√			
SISOCLA406A	Apply lead climbing skills on artificial surfaces				√		
SISOCLA407A	Apply multi pitch lead climbing skills on artificial surfaces				√		
SISOCLA408A	Establish belays for multi pitch climbing on artificial surfaces				√		
SISOCLA409A	Instruct lead climbing on single pitch artificial surfaces				√		
SISOCLA510A	Instruct lead climbing on multi pitch artificial					√	

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
	surfaces						
SISOCLN201A	Demonstrate top rope climbing skills on natural surfaces		√				
SISOCLN302A	Apply climbing skills on natural surfaces			√	√		
SISOCLN303A	Establish belays for climbing on natural surfaces			√	√	√	
SISOCLN304A	Guide top rope climbing activities on natural surfaces			√	√		
SISOCLN405A	Apply single pitch lead climbing skills on natural surfaces				√	√	
SISOCLN406A	Apply multi pitch lead climbing skills on natural surfaces				√	√	
SISOCLN407A	Establish belays for multi pitch climbing on natural surfaces				√	√	
SISOCLN408A	Guide lead climbing activities on single pitch natural surfaces				√	√	
SISOCLN409A	Instruct top rope climbs on natural surfaces				√		
SISOCLN410A	Guide lead climbing activities on multi pitch natural surfaces				√	√	
SISOCLN411A	Instruct lead climbing on single pitch natural surfaces				√	√	
SISOCLN512A	Instruct lead climbing on multi pitch natural					√	

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
	surfaces						
SISOCNE201A	Demonstrate simple canoeing skills		√				
SISOCNE303A	Apply canoeing skills			√	√		
SISOCNE202A	Perform deep water rescues		√	√	√	√	
SISOCNE304A	Apply inland canoeing skills on Grade 2 water			√	√	√	
SISOCNE305A	Guide canoeing trips on flat and undemanding water			√	√		
SISOCNE306A	Instruct canoeing skills on flat and undemanding water			√	√		
SISOCNE307A	Guide canoeing trips on Grade 2 water			√	√		
SISOCNE408A	Apply inland canoeing skills on Grade 3 water				√	√	
SISOCNE409A	Instruct canoeing skills on Grade 2 water				√	√	
SISOCNE410A	Guide canoeing trips on Grade 3 water				√	√	
SISOCNE511A	Instruct canoeing skills on Grade 3 water					√	
SISOCRP301A	Conduct a low ropes session			√	√		
SISOCRP302A	Conduct a high ropes session			√	√		
SISOCRP403A	Supervise a low ropes session				√		
SISOCRP404A	Supervise a high ropes				√		

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
	session						
SISOCRP505A	Manage a low ropes course					√	
SISOCRP506A	Manage a high ropes course					√	
SISOCVE201A	Demonstrate caving skills		√	√	√		
SISOCVE302A	Apply single pitch abseiling skills in caves			√	√		
SISOCVE303A	Rig a ladder pitch			√	√		
SISOCVE304A	Apply laddering skills			√	√		
SISOCVE305A	Apply caving specific single rope techniques			√	√		
SISOCVE306A	Rig ropes and establish belays in caves			√	√		
SISOCVE307A	Guide vertical single pitch caving trips			√			
SISOCVE308A	Guide horizontal caving trips			√			
SISOCVE409A	Rig ladders in complex situations				√	√	
SISOCVE410A	Rig a complex pitch using caving specific techniques				√	√	
SISOCVE411A	Apply vertical caving skills				√	√	
SISOCVE412A	Rig multi pitches in complex vertical cave systems				√	√	
SISOCVE413A	Navigate in untrogged caves				√	√	

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
SISOCVE414A	Guide vertical multi pitch caving trips				√		
SISOCVE415A	Perform cave rescues				√		
SISOCVE416A	Apply cavern diving skills				√	√	
SISOCVE417A	Instruct vertical single pitch caving skills				√		
SISOCVE518A	Apply cave diving skills					√	
SISOCVE519A	Apply sinkhole diving skills					√	
SISOCVE520A	Apply sump diving skills					√	
SISOCVE521A	Apply advanced cave diving skills					√	
SISOCVE522A	Instruct vertical multi pitch caving skills					√	
SISOCYT201A	Select, set up and maintain a bike		√	√	√		
SISOCYT202A	Demonstrate basic cycling skills		√	√	√		
SISOCYT303A	Apply on-road cycling skills			√	√		
SISOCYT304A	Guide on-road cycle tours			√	√		
SISOCYT405A	Apply overnight cycle touring skills				√		
SISOCYT406A	Guide overnight and extended cycle tours				√		
SISOCYT407A	Instruct cycle touring				√		

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
	skills						
SISODRV201A	Drive AWD/4WD vehicles on unsealed roads		√				
SISODRV302A	Drive and recover a 4WD vehicle			√	√		
SISODRV303A	Guide 4WD tours			√	√		
SISODRV404A	Drive a 4WD vehicle in difficult terrain				√	√	
SISODRV405A	Coordinate recovery of 4WD vehicles				√	√	
SISODRV506A	Instruct four wheel driving skills					√	
SISOEQO201A	Handle horses		√				
SISOEQO202A	Demonstrate basic horse riding skills		√	√	√		
SISOEQO303A	Conduct horse riding sessions in an arena			√	√		
SISOEQO304A	Apply first aid for horses		√	√	√		
SISOEQO305A	Ride horses in tracked areas			√	√		
SISOEQO306A	Guide day horse trail rides in tracked areas			√			
SISOEQO407A	Select horses for a program				√		
SISOEQO408A	Determine nutritional requirements for horses				√	√	
SISOEQO409A	Train and condition horses				√	√	

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
SISOEQO410A	Guide overnight horse trail rides in tracked areas				√		
SISOEQO411A	Ride horses in remote areas				√		
SISOEQO412A	Manage horse illness and injuries in remote areas				√		
SISOEQO413A	Guide trail rides in remote areas				√		
SISOEQO414A	Instruct horse riding and handling skills				√		
SISOEQO515A	Manage stable maintenance					√	
SISOEQO516A	Manage the education of horses					√	
SISOFSH201A	Catch and handle fish		√	√	√		
SISOFSH202A	Select, catch and use bait		√	√	√		
SISOFSH203A	Select, rig and use terminal tackle		√	√	√		
SISOFSH204A	Select, use and maintain fishing tackle outfits		√	√	√		
SISOFSH205A	Construct and work simple fishing lures		√	√			
SISOFSH206A	Locate and attract fish		√	√	√		
SISOFSH307A	Guide fishing trips			√			
SISOFSH308A	Instruct fishing skills			√	√		
SISOFSH309A	Apply fly fishing skills			√			

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
SISOFSH310A	Tie simple fishing flies			√			
SISOFSH311A	Demonstrate freshwater fishing skills			√			
SISOFSH312A	Demonstrate estuary fishing skills			√			
SISOFSH313A	Catch crabs, prawns and squid			√			
SISOFSH314A	Construct and repair fishing rods			√			
SISOFSH315A	Demonstrate beach fishing skills			√			
SISOFSH416A	Demonstrate marine inshore fishing skills				√		
SISOFSH417A	Demonstrate marine offshore fishing skills				√		
SISOINT201A	Conduct interpretation within an outdoor activity		√	√	√		
SISOINT302A	Develop specialist resources for interpretive activities			√	√		
SISOKYK201A	Demonstrate simple kayaking skills		√				
SISOKYK302A	Apply kayaking skills			√	√		
SISOKYK303A	Apply inland kayaking skills on Grade 2 water			√	√	√	
SISOKYK304A	Guide kayaking trips on flat and undemanding water			√			
SISOKYK305A	Guide kayaking trips on Grade 2 water			√	√		

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
SISOKYK406A	Demonstrate inland kayaking skills on Grade 3 water				√	√	
SISOKYK407A	Instruct kayaking skills on flat and undemanding water				√		
SISOKYK408A	Instruct kayaking skills on Grade 2 water				√	√	
SISOKYK409A	Guide kayaking trips on Grade 3 water				√	√	
SISOKYK510A	Instruct kayaking skills on Grade 3 water					√	
SISOKYS201A	Demonstrate simple sea kayaking skills		√				
SISOKYS302A	Demonstrate sea kayaking skills			√	√	√	
SISOKYS303A	Guide sea kayaking trips in easy to moderate conditions			√	√		
SISOKYS304A	Demonstrate sea kayaking skills in moderate to difficult conditions			√	√	√	
SISOKYS405A	Plan and navigate a sea kayaking inshore passage				√	√	
SISOKYS406A	Instruct sea kayaking in easy to moderate conditions				√	√	
SISOKYS407A	Guide sea kayaking trips in moderate to difficult conditions				√	√	
SISOKYS408A	Instruct sea kayaking in moderate to difficult				√	√	

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
	conditions						
SISOMBK201A	Demonstrate basic off-road cycling skills		√				
SISOMBK302A	Apply advanced off-road cycling skills			√	√	√	
SISOMBK303A	Guide off-road cycle tours			√	√		
SISOMBK404A	Instruct off-road cycling skills				√	√	
SISONAV201A	Demonstrate navigation skills in a controlled environment		√	√	√	√	
SISONAV302A	Apply navigation skills in an intermediate environment			√	√		
SISONAV403A	Navigate in uncontrolled environments				√	√	
SISOODR201A	Assist in conducting outdoor recreation sessions		√				
SISOODR302A	Plan outdoor recreation activities			√	√	√	
SISOODR303A	Guide outdoor recreation sessions			√			
SISOODR404A	Manage risk in an outdoor activity				√	√	
SISOODR405A	Develop and coordinate programs incorporating outdoor activities				√	√	
SISOODR506A	Evaluate policy for an outdoor organisation					√	

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
SISOOPS201A	Minimise environmental impact		√	√			
SISOOPS202A	Use and maintain a temporary or overnight site		√	√	√	√	
SISOOPS303A	Interpret weather for marine environments			√			
SISOOPS304A	Plan for minimal environmental impact			√			
SISOOPS305A	Provide first aid in a remote location			√	√	√	
SISOOPS306A	Interpret weather conditions in the field			√	√	√	
SISOOPS407A	Apply search and rescue skills				√	√	
SISOOPS508A	Manage natural resources					√	
SISOOPS509A	Interpret weather for mountain environments					√	
SISOPWC201A	Select and maintain a personal water craft		√				
SISOPWC202A	Demonstrate simple personal water craft skills in controlled conditions		√	√	√		
SISOPWC303A	Ride personal water craft in moderate to difficult conditions			√	√	√	
SISOPWC304A	Guide tours using personal water craft			√			
SISOPWC405A	Instruct basic personal water craft riding skills				√		

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
SISOPWC506A	Instruct advanced personal water craft riding skills					√	
SISORAF301A	Guide a raft on moving water			√			
SISORAF402A	Guide a raft on Grade 3 rapids				√		
SISORAF403A	Guide a raft on Grade 4 rapids				√	√	
SISORAF404A	Coordinate and manage white water rafting trips				√	√	
SISORAF505A	Instruct rafting skills					√	
SISOSCB301A	SCUBA dive in open water to a maximum depth of 18 metres			√	√	√	
SISOSCB302A	Complete night dives			√	√	√	
SISOSCB303A	Complete deep dives to between 18 and 40 metres			√			
SISOSCB304A	Navigate prescribed routes underwater			√			
SISOSCB305A	Complete underwater search and recovery dives			√			
SISOSCB306A	Perform diver rescues			√	√		
SISOSCB307A	Inspect and fill SCUBA cylinders			√			
SISOSCB308A	Guide a SCUBA dive			√	√		
SISOSCB309A	Complete dives off boats			√			

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
SISOSCB310A	Complete an underwater video			√			
SISOSCB311A	Take still photographs underwater			√			
SISOSCB312A	Complete dry suit dives			√			
SISOSCB313A	Complete computer aided dives			√			
SISOSCB314A	Complete wreck dives			√			
SISOSCB315A	Complete drift dives on SCUBA			√			
SISOSCB316A	Dive at altitude greater than 300 metres			√			
SISOSCB317A	Complete a dive using Enriched Air Nitrox			√			
SISOSCB318A	Dive in open water using surface supplied air			√			
SISOSCB419A	Instruct SCUBA diving skills				√		
SISOSCB420A	Instruct specialised SCUBA diving skills				√		
SISOSCB521A	Demonstrate technical diving					√	
SISOSKB201A	Demonstrate snowboarding skills on beginner terrain		√				
SISOSKB302A	Snowboard on intermediate terrain			√	√		
SISOSKB303A	Guide day snowboarding activities			√	√		

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
SISOSKB404A	Snowboard on advanced terrain				√	√	
SISOSKB405A	Snowboard freestyle on advanced terrain				√		
SISOSKB406A	Snowboard alpine-style on advanced terrain				√		
SISOSKB407A	Instruct snowboarding				√	√	
SISOSKB408A	Guide overnight snowboarding activities				√	√	
SISOSKB509A	Snowboard off-piste					√	
SISOSKI201A	Demonstrate alpine skiing skills downhill on beginner terrain		√				
SISOSKI402A	Alpine ski downhill on intermediate terrain				√		
SISOSKI403A	Alpine ski downhill on advanced terrain				√		
SISOSKI404A	Alpine ski downhill off-piste				√		
SISOSKI405A	Alpine free ski on all terrain				√		
SISOSKI406A	Telemark ski downhill on intermediate terrain				√		
SISOSKI407A	Telemark ski downhill on advanced terrain				√		
SISOSKI408A	Instruct alpine skiing skills				√		
SISOSKT201A	Demonstrate basic cross country skiing skills		√				
SISOSKT202A	Demonstrate ski touring skills in a patrolled		√				

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
	environment to a basic standard						
SISOSKT303A	Day ski tour away from a patrolled area			√			
SISOSKT304A	Guide day ski tours			√			
SISOSKT305A	Apply snowcraft skills for day touring			√			
SISOSKT406A	Demonstrate advanced cross country skiing skills				√	√	
SISOSKT407A	Overnight ski tour in difficult terrain using advanced ski touring skills				√	√	
SISOSKT408A	Apply snowcraft skills for overnight touring				√	√	
SISOSKT409A	Apply intermediate cross country skiing skills				√	√	
SISOSKT410A	Guide overnight ski tours				√	√	
SISOSKT411A	Instruct cross country skiing				√	√	
SISOSNK201A	Demonstrate snorkelling activities		√	√	√		
SISOSNK302A	Guide snorkelling			√			
SISOSNK403A	Instruct snorkelling skills				√		
SISOSRF201A	Demonstrate surf survival and self rescue skills		√				
SISOSRF202A	Demonstrate basic		√	√	√		

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
	surfing manoeuvres in controlled conditions						
SISOSRF303A	Perform intermediate level surfing manoeuvres			√	√		
SISOSRF304A	Perform simple rescues in moderate surf conditions			√	√		
SISOSRF305A	Guide surfing sessions			√	√		
SISOSRF406A	Perform advanced level surfing manoeuvres				√		
SISOSRF407A	Perform rescues in moderate to difficult surf conditions				√		
SISOSRF408A	Guide surfing trips				√		
SISOSRF409A	Instruct basic to intermediate surfing skills				√		
SISOSRF410A	Instruct advanced surfing skills				√		
SISOTBR201A	Select, set up and maintain an off-highway motorcycle		√	√	√	√	
SISOTBR202A	Demonstrate basic off-highway motorcycling skills		√				
SISOTBR303A	Apply advanced off-highway motorcycling skills			√	√	√	
SISOTBR304A	Guide off-highway motorcycle tours			√	√		
SISOTBR405A	Guide extended off-highway motorcycle				√		

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
	tours						
SISOTBR406A	Instruct basic off-highway motorcycling skills				√		
SISOTBR507A	Instruct advanced off-highway motorcycling skills					√	
SISOVTR301A	Perform vertical rescues			√	√	√	
SISOVTR402A	Perform complex vertical rescues				√	√	
SISOVTR403A	Instruct vertical rescue				√		
SISOWWR201A	Demonstrate self rescue skills in white water		√	√	√	√	
SISOWWR302A	Demonstrate white water rescues and recoveries			√	√	√	
SISOWWR403A	Perform complex white water rescues and recoveries				√		
SISOWWR404A	Instruct white water rescue				√		
SISOYSA201A	Demonstrate basic sailboarding skills in controlled conditions		√				
SISOYSA302A	Apply enhanced windsurfing skills in moderate conditions			√			
SISOYSA303A	Use a sailboard in stronger winds			√			
SISOYSA404A	Use long boards in difficult conditions				√		
SISOYSA405A	Use short boards in				√		

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Unit code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip
	difficult conditions						
SISOYSA406A	Instruct windsurfing				√		
SISOYSB201A	Demonstrate basic skills to sail a small boat in controlled conditions		√	√			
SISOYSB302A	Sail a small boat in light to moderate conditions			√			
SISOYSB403A	Sail a small boat in moderate and variable conditions				√		
SISOYSB404A	Instruct small boat yachting				√		

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SIS10110 Certificate I in Sport and Recreation

Modification History

Not Applicable

Description

This qualification provides the skills and knowledge for an individual wishing to enter the sport and recreation industry in a generalist capacity. Likely functions for someone with this will qualification can include working in grounds and maintenance, a retail outlet, café or office located in fitness centres, outdoor sporting grounds or complexes or aquatic centres. All job roles are performed under instruction and supervision.

Job roles

The following are indicative job roles for this qualification:

- general assistant
- administration assistant
- grounds assistant
- retail assistant

Pathways Information

This qualification is suitable for an Australian apprenticeship pathway and for VET in Schools delivery.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY
The following table contains a summary of the employability skills required by the sport and recreation industry for this qualification. The employability skills facets described here are broad

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
industry requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communicating with clients to clarify requests or queries; passing on routine messages to staff and answering the phone; understanding verbal and written information on sport and recreation products and services; interpreting and carrying out verbal instructions from other employees.
Teamwork	Receiving instructions and understanding own role in assisting in the provision of sport and recreation programs; supporting other team members to provide quality sport and recreation experiences for clients; understanding accountability to supervisors; working with people who vary in their age, gender, race, religion or political persuasion.
Problem-solving	Identifying hazards and risks in the work environment; responding to emergency situations within scope of responsibility; recognising and reporting basic routine problems within work activities; adhering to organisation policies and procedures to guide solutions to problems.
Initiative and enterprise	Adjusting work procedures to differences in equipment and facilities; following established procedures on discovery of an actual or potential emergency, security or safety hazard; reflecting on own performance for improvement.
Planning and organising	Collecting and recording information to assist colleagues to provide sport and recreation programs; setting work priorities and scheduling own daily work activities to meet deadlines; following organisation policies and procedures to complete tasks in an efficient manner.
Self-management	Complying with the legal and ethical responsibilities that apply to own role in the sport and recreation industry; applying basic safety practices and procedures; acting on feedback from colleagues and clients to improve own work performance.
Learning	Knowing the sources of information within the sport and recreation industry; keeping well informed of updates and changes to organisational policies, procedures and regulations and sharing information with colleagues.
Technology	Following the operating instructions of computer systems and software that assist in selling, planning and delivering sport and recreation programs; safely using and maintaining sport and

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	recreation equipment according to manufacturer's specifications and organisation policies and procedures.

Packaging Rules

8 units must be completed:

- 3 core units
- 5 elective units, which may be selected from the elective units in this qualification or within SIS10, and must be first packaged at AQF level 1 or 2; up to 1 of these elective units may be selected from any current accredited course or other Training Package, and must be first packaged at AQF level 1.

In all cases selection of electives must relate to the core function or role of the candidate's current or intended work environment, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**3**)	
HLTFA301B	Apply first aid
SISXOHS101A	Follow occupational health and safety policies
SISXIND101A	Work effectively in sport and recreation environments
Electives (**5**)	
BSBADM101A	Use business equipment and resources
BSBCMM101A	Apply basic communication skills
BSBIND201A	Work effectively in a business environment
BSBLED101A	Plan skills development
BSBSUS201A	Participate in environmentally sustainable work practices
BSBWOR202A	Organise and complete daily work activities
ICAU1129B	Operate a word processing application
ICAU1130B	Operate a spreadsheet application
ICAU1131B	Operate a database application

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ICAU1132B	Operate a presentation package
ICAU1128B	Operate a personal computer
ICAU1133B	Send and retrieve information using web browsers and email
RTC1301A	Operate basic machinery and equipment
RTC1701A	Follow basic chemical safety rules
RTF1003A	Support turf work
SIRXICT001A	Operate retail technology
SISXCAI101A	Provide equipment for activities
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions
SITHFAB004A	Provide food and beverage service
SITHFAB005A	Provide table service of alcoholic beverages
SITHFAB009A	Provide responsible service of alcohol
SITHFAB010B	Prepare and serve non-alcoholic beverages
SITXCOM001A	Work with colleagues and customers
SITXCOM002A	Work in a socially diverse environment
SITXOHS002A	Follow workplace hygiene procedures

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SIS20110 Certificate II in Community Activities

Modification History

Not Applicable

Description

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions with a focus on customer contact such as assisting with the conduct of recreation activities, and facility maintenance and operations. Work may be undertaken as part of a team and would be performed under supervision. Work would be undertaken in locations such as community recreation centres or facilities, indoor recreation facilities and leisure and aquatic centres.

Job Roles

The following are indicative job roles for this qualification:

- activity assistant
- customer service assistant

Pathways Information

This qualification is suitable for an Australian apprenticeship pathway and for VET in Schools delivery.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY
The following table contains a summary of the employability skills required by the sport and recreation industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on packaging options.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communicating with clients and colleagues to determine and interpret their specific requirements; understanding verbal and written information on community recreation products and services; completing maintenance documentation; preparing accurate records of client details; interpreting and carrying out verbal instructions from other employees.
Teamwork	Working as a skilled team member, receiving instructions and understanding own role in assisting in preparing and conducting community recreation activities; supporting other team members to provide quality sport and recreation experiences for clients; recognising and adapting appropriately to cultural and language differences.
Problem-solving	Identifying hazards and risks that may arise during community recreation activities; responding to emergency situations within scope of responsibility; clarifying the extent of, and resolving problems through negotiating with clients in a sensitive and culturally appropriate manner; taking responsibility for seeking assistance from colleagues to resolve issues; dealing with delays and equipment breakdowns; adhering to organisation policies and procedures to guide solutions to problems.
Initiative and enterprise	Adjusting work procedures to differences in equipment, activities and facilities; taking correct action and following established procedures on discovery of an actual or potential emergency, security or safety hazard; reflecting on own performance for improvement.
Planning and organising	Collecting and recording information to assist with the efficient planning and delivery of community recreation activities; setting work priorities and scheduling own daily work activities to meet deadlines; following organisation policies and procedures to complete facility maintenance tasks in an efficient manner.
Self-management	Understanding and complying with the legal and ethical responsibilities that apply to own role in the community recreation industry; applying basic safety practices and procedures; seeking and acting on feedback from colleagues and clients to improve own work performance.
Learning	Knowing the networks and sources of information within the community; keeping well informed of updates and changes to organisational policies, procedures and regulations; accessing

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	professional development opportunities to strengthen own skill base and sharing information with colleagues.
Technology	Understanding the operating capability of computer systems and software that assist in selling, planning and delivering community recreation products and services; safely using and maintaining sport and recreation equipment according to manufacturer's specifications and organisation policies and procedures.

Packaging Rules

13 units must be completed:

- 8 core units
- 5 elective units which may be selected from the electives listed in this qualification or from units first packaged at AQF level 1, 2, or 3 from SIS10; up to 2 of these units may from any current accredited course or other Training Package, and must be first packaged at AQF level 2.

In all cases selection of electives must relate to the core function or role of the candidate's current or intended work environment, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**8**)	
BSBSUS201A	Participate in environmentally sustainable work practices
BSBWOR202A	Organise and complete daily work activities
HLTFA301B	Apply first aid
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions
SISXCCS201A	Provide customer service
SISXEMR201A	Respond to emergency situations
SISXIND101A	Work effectively in sport and recreation environments
SISXOHS101A	Follow occupational health and safety policies
Electives (**5**)	
Aquatics	

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SISCAQU201A	Monitor pool water quality
SISCAQU202A	Perform basic water rescues
Cross Sector	
SISXCAI101A	Provide equipment for activities
SISXFAC201A	Maintain sport and recreation equipment for activities
SISXFAC202A	Maintain sport and recreation facilities
SISXIND202A	Process entry transactions
Imported	
ICAU2006B	Operate computing packages
SIRXCLM001A	Organise and maintain work areas
SIRXMER001A	Merchandise products
SIRXSLS001A	Sell products and services
SIRXSLS002A	Advise on products and services
SITTVAF001A	Provide venue information and assistance

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SIS20210 Certificate II in Outdoor Recreation

Modification History

The following pre requisite units have been inserted into Groups:

- Group J – Fishing – Tackle SISOFSH201A Catch and handle fish
- Group O – Mountain biking SISOCYT202A Demonstrate basic cycling skills

Description

This qualification provides the skills and knowledge for an individual to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities.

Work may be undertaken as part of a team and would be performed under supervision. Work would be undertaken in field locations such as camps or in indoor recreation centres or facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

Job roles

The following are indicative job roles for this qualification:

- outdoor activity assistant
- outdoor participant

Pathways Information

This qualification is suitable for an Australian apprenticeship pathway.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the outdoor recreation industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communicating with clients to determine and interpret their specific requirements; understanding verbal and written information on the conduct of outdoor recreation activities; interpreting and carrying out verbal instructions from supervisors; providing clear verbal instructions to clients when assisting with the conduct of outdoor activities.
Teamwork	Working as a skilled team member, receiving instructions and understanding own role in assisting with the conduct of outdoor recreation activities; supporting other team members to provide quality outdoor recreation experiences for clients.
Problem-solving	Identifying hazards and risks that may arise during outdoor recreation activities; responding to emergency situations within scope of responsibility; taking responsibility for seeking assistance from colleagues to resolve issues; dealing with delays and equipment breakdowns; adhering to organisation policies and procedures to guide solutions to problems.
Initiative and enterprise	Adjusting work procedures to differences in equipment, environment and facilities; taking correct action and following established procedures on discovery of an actual or potential emergency or safety hazard.
Planning and organising	Collecting and recording information to allow for the efficient conduct of outdoor recreation activities; setting work priorities and scheduling own daily work activities to meet deadlines; following organisation policies and procedures to complete facility or equipment maintenance tasks in an efficient manner.
Self-management	Understanding and complying with the legal and ethical responsibilities that apply to own role in the outdoor recreation industry; applying safety practices and procedures; minimising environmental impact; seeking and acting on feedback from colleagues and clients to improve own work performance.
Learning	Knowing the organisations and sources of information within the outdoor recreation industry; keeping well informed of updates and changes to outdoor activity policies, procedures and regulations; accessing professional development opportunities to strengthen

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	own skill base and sharing information with colleagues.
Technology	Understanding the operating capability of equipment that assists in the conduct of outdoor recreation activities; safely using and maintaining outdoor recreation equipment according to manufacturer's specifications and organisation policies and procedures.

Packaging Rules

15 units must be completed:

- 5 core units
- 10 elective units, consisting of:
  - all the units in any one of Groups A to T
  - the remaining to make up the required 10 elective units from General electives, or any of the groups above; up to 3 of these may be selected elsewhere in SIS10 or any current accredited course or other Training Package, and must be first packaged at AQF level 2 or 3.

In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**5**)	
HLTFA301B	Apply first aid
SISOODR201A	Assist in conducting outdoor recreation sessions
SISOOPS201A	Minimise environmental impact
SISXIND101A	Work effectively in sport and recreation environments
SISXOHS101A	Follow occupational health and safety policies
Electives (**10**)	
Group A - Abseiling - Artificial Surfaces	
SISOABA201A	Demonstrate abseiling skills on artificial surfaces
SISOABN202A	Safeguard an abseiler using a single rope belay system
Group B - Abseiling - Natural Surfaces	

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SISOABN201A	Demonstrate abseiling skills on natural surfaces
SISOABN202A	Safeguard an abseiler using a single rope belay system
Group C - Bushwalking	
SISOBWG201A	Demonstrate bushwalking skills in a controlled environment
SISONAV201A	Demonstrate navigation skills in a controlled environment
Group D - Canoeing - Flat Water	
SISOCNE201A	Demonstrate simple canoeing skills
SISOCNE202A	Perform deep water rescues
Group E - Caving	
SISOCVE201A	Demonstrate caving skills
SISONAV201A	Demonstrate navigation skills in a controlled environment
Group F - Climbing - Top Rope - Artificial Surfaces	
SISOCLA201A	Demonstrate top rope climbing skills on artificial surfaces
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions
Group G - Climbing - Top Rope - Natural Surfaces	
SISOCLN201A	Demonstrate top rope climbing skills on natural surfaces
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions
Group H - Cycling	
SISOCYT201A	Select, set up and maintain a bike
SISOCYT202A	Demonstrate basic cycling skills
Group I - Fishing	
SISOFSH201A	Catch and handle fish
SISOFSH206A	Locate and attract fish
Group J - Fishing - Tackle and Bait	
SISOFSH201A	Catch and handle fish

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SISOFSH202A	Select, catch and use bait
SISOFSH203A	Select, rig and use terminal tackle
SISOFSH204A	Select, use and maintain fishing tackle outfits
SISOFSH205A	Construct and work simple fishing lures
Group K - Horse Care	
RTE2104A	Carry out regular horse observation
RTE2121A	Provide daily care for horses
SISOEQO201A	Handle horses
RTE2136A	Load and unload livestock
Group L - Horse Riding	
RTE2130A	Ride and care for horses and equipment
SISOEQO202A	Demonstrate basic horse riding skills
Group M - Kayaking	
SISOKYK201A	Demonstrate simple kayaking skills
SISOCNE202A	Perform deep water rescues
Group N - Kayaking Sea	
SISOKYS201A	Demonstrate simple sea kayaking skills
SISOCNE202A	Perform deep water rescues
Group O - Mountain Biking	
SISOCYT202A	Demonstrate basic cycling skills
SISOMBK201A	Demonstrate basic off-road cycling skills
SISONAV201A	Demonstrate navigation skills in a controlled environment
Group P - Personal Water Craft - Controlled Conditions	
SISOPWC201A	Select and maintain a personal water craft
SISOPWC202A	Demonstrate simple personal water craft skills in controlled conditions

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Group Q - Skiing - Touring	
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOSKT202A	Demonstrate ski touring skills in a patrolled environment to a basic standard
Group R - Snorkelling	
SISOSNK201A	Demonstrate snorkelling activities
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions
Group S - Surfing	
SISOSRF201A	Demonstrate surf survival and self rescue skills
SISOSRF202A	Demonstrate basic surfing manoeuvres in controlled conditions
Group T - Trail Bike Riding	
SISOTBR201A	Select, set up and maintain an off-highway motorcycle
SISOTBR202A	Demonstrate basic off-highway motorcycling skills
General Electives	
SISOCAY201A	Demonstrate horizontal canyoning skills
SISODRV201A	Drive AWD/4WD vehicles on unsealed roads
SISOINT201A	Conduct interpretation within an outdoor activity
SISOOPS202A	Use and maintain a temporary or overnight site
SISOSKB201A	Demonstrate snowboarding skills on beginner terrain
SISOSKI201A	Demonstrate alpine skiing skills downhill on beginner terrain
SISOSKT201A	Demonstrate basic cross country skiing skills
SISXEMR201A	Respond to emergency situations
SISOWWR201A	Demonstrate self rescue skills in white water
SISOYSA201A	Demonstrate basic sailboarding skills in controlled conditions
SISOYSB201A	Demonstrate basic skills to sail a small boat in controlled conditions

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SISXFAC201A	Maintain sport and recreation equipment for activities
SISXFAC202A	Maintain sport and recreation facilities
Imported Units	
CHCDIS301A	Work effectively with people with a disability
ICAU2006B	Operate computing packages
RTE2104A	Carry out regular horse observation
RTE2121A	Provide daily care for horses
RTE2130A	Ride and care for horses and equipment
RTE2136A	Load and unload livestock
SITTGDE002A	Provide arrival and departure assistance
SITTGDE006A	Prepare and present tour commentaries or activities
SITTGDE007A	Develop and maintain the general and regional knowledge required by guides
SITTGDE008A	Research and share general information on Australian Indigenous cultures
SITXOHS002A	Follow workplace hygiene procedures
TLIB307C	Carry out vehicle servicing and maintenance
TLIB407C	Carry out vehicle inspection
TLIB807C	Carry out inspection of trailers

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SIS20310 Certificate II in Sport and Recreation

Modification History

The following additions have been made to General Electives:

- SITHFAB005A Provide table service of alcoholic beverages

Description

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in a generalist capacity. Likely functions for someone with this qualification can include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistance, administrative assistance or bar and café service in locations such as fitness centre, outdoor sporting grounds or complexes or aquatic centres. All job roles are performed under supervision.

Job roles

The following are indicative job roles for this qualification:

- recreation assistant
- administration assistant
- grounds assistant
- retail assistant

Pathways Information

This qualification is suitable for an Australian apprenticeship pathway and for VET in Schools delivery.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the sport and recreation industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communicating with clients and colleagues to determine and interpret their specific requirements; understanding verbal and written information on sport and recreation products and services; completing maintenance documentation; preparing accurate records of client details; recording telephone messages, interpreting and carrying out verbal instructions from other employees.
Teamwork	Working as a skilled team member, receiving instructions and understanding own role in assisting in the provision of sport and recreation programs; supporting other team members to provide quality sport and recreation experiences for clients; recognising and adapting appropriately to cultural and language differences.
Problem-solving	Identifying hazards and risks in the work environment; responding to emergency situations within scope of responsibility; clarifying the extent of, and resolving problems through negotiating with clients in a sensitive and culturally appropriate manner; dealing with equipment breakdowns; recognising and reporting basic routine problems within work activities; adhering to organisation policies and procedures to guide solutions to problems.
Initiative and enterprise	Adjusting work procedures to differences in equipment and facilities; taking correct action and following established procedures on discovery of an actual or potential emergency, security or safety hazard; reflecting on own performance for improvement.
Planning and organising	Collecting and recording information to assist colleagues to provide sport and recreation programs; setting work priorities and scheduling own daily work activities to meet deadlines; following organisation policies and procedures to complete facility, equipment or ground maintenance tasks in an efficient manner.
Self-management	Understanding and complying with the legal and ethical responsibilities that apply to own role in the sport and recreation industry; applying basic safety practices and procedures; acknowledging the boundaries of own role; seeking and acting on feedback from colleagues and clients to improve own work performance.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Learning	Knowing the networks and sources of information within the sport and recreation industry; keeping well informed of updates and changes to organisational policies, procedures and regulations; updating skills and knowledge to accommodate changes in equipment and operating procedures; accessing professional development opportunities to strengthen own skill base and sharing information with colleagues.
Technology	Understanding the operating capability of computer systems and software that assist in selling, planning and delivering sport and recreation programs; safely using and maintaining sport and recreation equipment according to manufacturer's specifications and organisation policies and procedures.

Packaging Rules

11 units must be completed:

- 5 core units
- 6 elective units, which may be selected from the elective units listed or from SIS10, and must be first packaged at AQF level 2 or 3; up to 2 of these elective units may be selected from any current accredited course or other Training Package, and must be first packaged at AQF level 2.

In all cases selection of electives must relate to the core function or role of the candidate's current or intended work environment, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**5**)	
BSBWOR202A	Organise and complete daily work activities
HLTFA301B	Apply first aid
SISXEMR201A	Respond to emergency situations
SISXIND101A	Work effectively in sport and recreation environments
SISXOHS101A	Follow occupational health and safety policies
Electives (**6**)	
BSBIND201A	Work effectively in a business environment

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BSBINM201A	Process and maintain workplace information
BSBINM202A	Handle mail
BSBWOR204A	Use business technology
CUEFOH04C	Usher patrons
CUEFOH10B	Monitor entry to a venue
FNSICGEN305B	Maintain daily financial/business records
ICAU2006B	Operate computing packages
ICAU1129B	Operate a word processing application
ICAU1130B	Operate a spreadsheet application
ICAU1131B	Operate a database application
ICAU1132B	Operate a presentation package
ICPMM263C	Access and use the Internet
RTC2012A	Plant trees and shrubs
RTC2401A	Treat weeds
RTC2404A	Treat plant pests, diseases and disorders
RTC2706A	Apply chemicals under supervision
RTE2308A	Operate ride-on vehicles
RTF2015A	Prepare turf surfaces for play
RTF2019A	Renovate grassed areas
RTF2020A	Assist with turf construction
RTF2023A	Support turf establishment
SIRXCCS001A	Apply point-of-sale handling procedures
SIRXCLM001A	Organise and maintain work areas
SIRXFIN001A	Balance point-of-sale terminal
SIRXINV001A	Perform stock control procedures

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SIRXMER001A	Merchandise products
SIRXRSK001A	Minimise theft
SIRXSLS001A	Sell products and services
SIRXSLS002A	Advise on products and services
SISOODR201A	Assist in conducting outdoor recreation sessions
SISOOPS201A	Minimise environmental impact
SISXCAI101A	Provide equipment for activities
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions
SISXFAC201A	Maintain sport and recreation equipment for activities
SISXFAC202A	Maintain sport and recreation facilities
SISXIND202A	Process entry transactions
SITHFAB001A	Clean and tidy bar areas
SITHFAB003A	Serve food and beverage to customers
SITHFAB005A	Provide table service of alcoholic beverages
SITHFAB009A	Provide responsible service of alcohol
SITHGAM001A	Attend gaming machines
SITXMPR001A	Coordinate production of brochures and marketing materials
SITXOHS002A	Follow workplace hygiene procedures

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SIS20410 Certificate II in Sport Career Oriented Participation

Modification History

The following additions have been made to General Electives:

- SISSRGU202A Perform foundation level Rugby Union tactics and strategies

Description

This qualification provides the skills and knowledge for an individual to pursue a career as an athlete at a regional and state or territory level.

Those undertaking this qualification should hold a scholarship with an Institute of Sport, be a member of a state, territory or national team, squad or development program, a national or state or territory talent development program or a member of a second tier national competition.

Job roles

The following are indicative job roles for this qualification:

- professional athlete

Pathways Information

This qualification is suitable for an Australian apprenticeship pathway and for VET in Schools delivery.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY
The following table contains a summary of the employability skills required by the sport industry for this qualification. The employability skills facets described here are broad industry

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communicating with coaches to determine and interpret own specific training requirements; understanding verbal and written information on professional sport; presentation skills to interact effectively with media personnel; clearly articulating own requirements to coaches, other players and support personnel.
Teamwork	Understanding one's relationship and accountability to other team members, coaches and support personnel, receiving instructions and assisting in planning and implementing training plans; contributing to positive team dynamics and working autonomously in the interest of shared team goals and objectives.
Problem-solving	Identifying hazards and risks that may arise during sporting activities; responding to setbacks; taking responsibility for seeking assistance from colleagues to resolve issues; dealing with travel delays and equipment breakdowns and determining appropriate solutions to technique or skill problems.
Initiative and enterprise	Adjusting performance to differences in competitors, equipment and venues; adapting to new competition strategies, taking correct action and following established procedures when issues arise; reflecting on own performance to identify areas for improvement.
Planning and organising	Collecting and recording information to develop personal management, financial, travel and accommodation plans; recognising team priorities and scheduling own training and career development activities to meet deadlines and achieve goals and targets; following policies and procedures to meet scholarship or talent development program responsibilities in an efficient manner.
Self-management	Understanding and complying with the legal and ethical responsibilities that apply to own role as a professional athlete; applying basic safety practices and procedures; seeking and acting on feedback from team members, coaches and support personnel to improve own performance and identifying and seeking out appropriate development opportunities.
Learning	Knowing the structure of sport institutes and sources of information within the sport industry; actively using feedback from coaches and support personnel to improve performance; keeping well informed of updates and changes to sport policies, procedures and regulations; sourcing information on new techniques to improve

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	performance.
Technology	Understanding the operating capability of equipment and software that assists in performance enhancement; using information technology to assist in planning travel and accommodation; safely using and maintaining sport equipment according to manufacturer's specifications and organisation policies and procedures.

Packaging Rules

11 units must be completed:

- 7 core units
- 4 elective units, consisting of:
  - all the units in any one of Groups A to H
  - the remaining to make up the required 4 elective units from General electives or from units first packaged at AQF level 2 or 3 from SIS10; up to 2 of these units may be chosen elsewhere in SIS10 or any current accredited course or other Training Package, and must be first packaged at AQF level 2.

In all cases, selection of electives must relate to the core function or role of the candidate's current or intended work environment, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**7**)	
BSBWOR202A	Organise and complete daily work activities
SISXIND101A	Work effectively in sport and recreation environments
SISXOHS101A	Follow occupational health and safety policies
SISSCOP201A	Prepare a pre or post event meal
SISSCOP202A	Develop a personal management plan
SISSCOP204A	Develop personal media skills
SISSCOP205A	Develop a personal financial plan
Electives (**4**)	
Group A - AFL	
SISSAFL201A	Perform the intermediate skills of Australian Football

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SISSAFL202A	Perform the intermediate tactics of Australian Football
SISSAFL203A	Participate in conditioning for Australian Football
Group B - Cricket	
SISSCKT201A	Perform the intermediate skills of cricket
SISSCKT202A	Perform the intermediate strategies and tactics of cricket
Group C - Equestrian	
SISOEQO201A	Handle horses
SISOEQO202A	Demonstrate basic horse riding skills
SISOEQO304A	Apply first aid for horses
Group D - Golf	
SISSGLF201A	Perform the A Grade skills of golf
SISSGLF202A	Apply the A Grade tactics and strategies of golf
SISSGLF203A	Interpret and apply the rules of gold at the Grade A level
Group E - Netball	
SISSNTB201A	Use intermediate level netball skills
SISSNTB202A	Use intermediate level tactics and game strategy in netball play
SISSNTB203A	Participate in conditioning for netball
Group F - Rugby League	
SISSRGL201A	Use intermediate level Rugby League game skills
SISSRGL202A	Use intermediate level tactics and game strategy in Rugby League play
SISSRGL203A	Participate in conditioning for Rugby League
Group G - Rugby Union	
SISSRGU201A	Perform foundation level Rugby Union skills
SISSRGU203A	Participate in conditioning for Rugby League

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Group H - Touch	
SISSTOU201A	Perform the intermediate skills of Touch
SISSTOU202A	Perform the intermediate tactics and strategies of Touch
General electives	
SISSCOP203A	Develop a travel and accommodation plan
SISSCNO201A	Perform the intermediate skills and tactics of canoeing
SISSRGU202A	Perform foundation level Rugby Union tactics and strategies
SISSSPT201A	Implement sports injury prevention
SISXFAC202A	Maintain sport and recreation facilities
Imported	
HLTFA301B	Apply first aid
HLTFA402B	Apply advanced first aid
ICAU2006B	Operate computing packages
ICAU1129B	Operate a word processing application
ICAU1130B	Operate a spreadsheet application
ICAU1131B	Operate a database application
ICAU1132B	Operate a presentation package
ICAU3126B	Use advanced features of computer applications
ICPMM263C	Access and use the Internet

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SIS20510 Certificate II in Sport Coaching

Modification History

Not Applicable

Description

This qualification provides the skills and knowledge for an individual to be competent in assisting senior coaches in the planning and implementation of instruction for a range of sports. Work may be undertaken as part of a team and would be performed under supervision. Learners wishing to undertake this qualification should be current or past participants in the respective sport specialisation chosen as part of this a qualification.

Job roles

The following is an indicative job role for this qualification:

- assistant coach
- junior coach

Pathways Information

This qualification is suitable for an Australian apprenticeship pathway and for VET in Schools delivery.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the sport industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Communication	Communicating with senior coaches to determine and interpret their specific requirements; understanding verbal and written information on sport skills; interpreting and carrying out verbal instructions from senior coaches; providing clear verbal instructions to players when teaching basic sports skills.
Teamwork	Working as a skilled team member, receiving instructions and understanding own role in assisting in planning and implementing coaching activities; supporting other team members to provide quality sport experiences for players.
Problem-solving	Identifying hazards and risks that may arise during coaching activities; responding to emergency situations within scope of responsibility; taking responsibility for seeking assistance from colleagues to resolve issues; recognising and adapting appropriately to age and skill differences; dealing with delays and equipment breakdowns; determining appropriate solutions to problems.
Initiative and enterprise	Adjusting coaching techniques to differences in players, equipment and facilities; taking correct action and following established procedures on discovery of an actual or potential emergency or safety hazard; reflecting on own performance for improvement.
Planning and organising	Collecting and recording information to assist senior coaches with the efficient planning and delivery of coaching activities; recognising team priorities and scheduling own work activities to meet deadlines; following organisation policies and procedures to complete coaching tasks in an efficient manner.
Self-management	Understanding and complying with the legal and ethical responsibilities that apply to own role as a sports coach; applying basic safety practices and procedures; seeking and acting on feedback from colleagues and clients to improve own coaching performance.
Learning	Knowing the structure of organisations and sources of information within the sport industry; keeping well informed of updates and changes to sport policies, procedures and regulations; accessing professional development opportunities to strengthen own skill base and sharing information with colleagues.
Technology	Understanding the operating capability of equipment and software that assists in sport coaching; safely using and maintaining sport equipment according to manufacturer's specifications and organisation policies and procedures.

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Packaging Rules

13 units must be completed:

- 6 core units
- 7 elective units, consisting of:
  - all the units in one of Groups A to K
  - the remaining to make up the required 7 elective units from General electives; up to 2 of these remaining units may be selected elsewhere SIS10 or any current accredited course or other Training Package, and must be first packaged at AQF level 2 or 3.

In all cases, selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**6**)	
BSBWOR202A	Organise and complete daily work activities
HLTFA301B	Apply first aid
SISSCGP201A	Apply legal and ethical coaching practices
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions
SISXIND101A	Work effectively in sport and recreation environments
SISXOHS101A	Follow occupational and health and safety policies
Electives (**7**)	
Group A - Athletics	
SISSATH201A	Teach the fundamental skills of athletics
Group B - Basketball	
SISSBSB201A	Teach fundamental basketball skills
SISSBSB202A	Teach fundamental basketball tactics and game strategy
Group C - Equestrian	
SISOEQO201A	Handle horses
SISOEQO202A	Demonstrate basic horse riding skills

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Group D - Gymnastics Coach	
SISSGYN201A	Teach fundamental gymnastic skills
Group E - Martial Arts	
SISSMAR201A	Teach the intermediate skills of martial arts
Group F - Netball	
SISSNTB204A	Teach foundation netball skills
Group G - Rugby League	
SISSRGL204A	Teach the skills of Rugby League for modified games
Group H - Squash	
SISSSQU201A	Teach the fundamental skills of squash
SISSSQU202A	Teach the basic tactics and strategies of squash
Group I - Surf Life Saving	
SISSSUR201A	Teach the basic skills of surf life saving
SISSSUR202A	Officiate beginner level surf life saving competition
Group J - Tennis	
SISSTNS201A	Assist in conducting tennis activities for beginner players
SISSTNS202A	Interpret and apply the rules of tennis
Group K - Tenpin Bowling	
SISSTPB201A	Teach fundamental tenpin bowling skills
General electives	
Athletics	
SISSATH201A	Teach the fundamental skills of athletics
Basketball	
SISSBSB201A	Teach fundamental basketball skills

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SISSBSB202A	Teach fundamental basketball tactics and game strategy
Coaching General Principles	
SISSCGP202A	Reflect on professional coaching role and practice
SISSCGP303A	Coach junior players to develop fundamental perceptual motor skills
Gymnastics	
SISSGYN201A	Teach fundamental gymnastic skills
Martial Arts	
SISSMAR201A	Teach the intermediate skills of martial arts
Netball	
SISSNTB204A	Teach foundation netball skills
Rugby League	
SISSRGL204A	Teach the skills of Rugby League for modified games
Rugby Union	
SISSRGU204A	Officiate junior level Rugby Union
SISSRGU205A	Officiate local or district level Rugby Union
Sports Trainer	
SISSSPT201A	Implement sports injury prevention
Squash	
SISSSQU201A	Teach the fundamental skills of squash
SISSSQU202A	Teach the basic tactics and strategies of squash
Surf Life Saving	
SISSSUR201A	Teach the basic skills of surf life saving
Tennis	
SISSTNS201A	Assist in conducting tennis activities for beginner players

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Ten Pin Bowling	
SISSTPB201A	Teach fundamental tenpin bowling skills
Cross Sector - Facility Management	
SISXFAC202A	Maintain sport and recreation facilities
Imported	
ICAU1129B	Operate a word processing application
ICAU1130B	Operate a spreadsheet application
ICAU1131B	Operate a database application
ICAU1132B	Operate a presentation package
ICAU2006B	Operate computing packages
ICPMM263C	Access and use the Internet

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SIS30110 Certificate III in Aquatics

Modification History

- SISCCRO301A Assist with recreation games not requiring equipment, deleted from Group C and replaced with SISCCR0302A Apply legal and ethical instructional skills
- PUAOPE010B Operate a semi automatic defibrillator in an emergency added to General Electives

Description

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of situations and activities in an aquatic setting. Qualification outcomes will depend on the specialisation chosen and include swimming teaching, pool lifeguard and pool operations. Work would be undertaken in locations such as aquatic facilities or environments and indoor recreation facilities under some supervision.

Job Roles

The following are indicative job roles for this qualification:

- aquatic operator
- pool lifeguard
- swimming teacher

Pathways Information

This qualification is suitable for an Australian apprenticeship pathway.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY
The following table contains a summary of the employability skills required by the aquatic

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communicating with senior staff to determine and interpret their specific requirements; understanding verbal and written information on aquatics; providing clear verbal instructions to swimmers; effectively using body language and demonstration to reinforce technique instruction; providing clear information to educate the public on the use of resources.
Teamwork	Working as a skilled team member; contributing to positive team dynamics and dealing appropriately with conflict; collaborating with other aquatic facility personnel and users to provide quality aquatic experiences for clients; recognising factors that may affect team harmony and assisting appropriately to avoid or overcome the identified interpersonal issues.
Problem-solving	Identifying and taking action to mitigate hazards and risks that may arise in aquatic facilities; responding to emergency situations and determining appropriate rescue techniques; taking responsibility for seeking assistance from colleagues to resolve issues; dealing with equipment breakdowns and identifying pool water quality issues; determining appropriate solutions to technique or skill problems when instructing.
Initiative and enterprise	Adjusting work procedures to differences in equipment and changes in work environment; taking correct action and following established procedures on discovery of an actual or potential emergency, security or safety hazard; identifying improvements to the aquatic facility or services; reflecting and evaluating own performance.
Planning and organising	Time management to schedule tasks to meet deadlines; allocating resources and equipment to enable the desired activities to be undertaken according to schedule; determining appropriate activities for swimming teaching sessions, performing water quality tests in a timely manner; following organisation policies and procedures to complete plant and equipment maintenance tasks in an efficient manner.
Self-management	Understanding and complying with the legal and ethical responsibilities that apply to own role in the aquatics industry; applying risk management strategies; applying safety and emergency practices, precautions and procedures; acknowledging, discussing and acting upon feedback provided by colleagues, clients

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	and supervisors.
Learning	Knowing the structure of aquatic networks and sources of information within the aquatic industry; keeping well informed of updates and changes to aquatic policies, procedures and regulations; analysing new swimming instruction strategies and techniques for applicability to own situation; accessing professional development opportunities to enhance performance.
Technology	Understanding and utilising the operating capability of aquatic plant and equipment and related software; recognising and reporting faulty tools and equipment; selecting, using and maintaining aquatic equipment according to manufacturer's specifications and organisation policies and procedures.

Packaging Rules

16 units must be completed:

- 9 core units
- 7 elective units, consisting of:
  - all the units in any one of Groups A to C
  - the remaining to make up the required 7 elective units from General Electives; up to 2 of these remaining units may be selected elsewhere in SIS10 or any current accredited course or other Training Package, and must be first packaged at AQF level 2, 3, or 4.

In all cases, elective units must relate to the core function or role of the candidate's current or intended work environment, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**9**)	
BSBWOR301A	Organise personal work priorities and development
HLTFA301B	Apply first aid
SISXCCS201A	Provide customer service
SISXRSK301A	Undertake risk analysis of activities
SISXRES301A	Provide public education on the use of resources
SISXEMR201A	Respond to emergency situations

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SISCAQU306A	Supervise clients at an aquatic facility or environment
SISCAQU202A	Perform basic water rescues
SISXIND101A	Work effectively in sport and recreation environments
Electives (7)	
Group A - Aquatic Technical Operations	
SISCAQU201A	Monitor pool water quality
SISCAQU303A	Operate aquatic facility plant and equipment
SISCAQU305A	Implement aquatic facility plant and equipment maintenance program
Group B - Pool Lifeguard	
SISCAQU307A	Perform advanced water rescues
PUAEME001B	Provide emergency care
PUAEME003C	Administer oxygen in an emergency situation
Group C - Swimming Teacher	
SISCAQU308A	Instruct water familiarisation, buoyancy and mobility skills
SISCAQU309A	Instruct clients in water safety and survival skills
SISCAQU310A	Instruct swimming strokes
SISCCR0302A	Apply legal and ethical instructional skills
General electives	
Aquatics	
SISCAQU201A	Monitor pool water quality
SISCAQU202A	Perform basic water rescues
SISCAQU303A	Operate aquatic facility plant and equipment
SISCAQU304A	Maintain pool water quality
SISCAQU305A	Implement aquatic facility plant and equipment maintenance program

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SISCAQU306A	Supervise clients at an aquatic facility or environment
SISCAQU308A	Instruct water familiarisation, buoyancy and mobility skills
SISCAQU309A	Instruct clients in water safety and survival skills
SISCAQU310A	Instruct swimming strokes
SISCAQU311A	Foster the development of infants and toddlers in an aquatic environment
SISCAQU312A	Assist participants with a disability during aquatic activities
SISCAQU313A	Develop an aquatics career plan
Imported	
PUAOPE010B	Operate a semi automatic defibrillator in an emergency

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SIS30210 Certificate III in Community Activity Programs

Modification History

Not Applicable

Description

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of situations and activities. Qualification outcomes will depend on the specialisation chosen and include conducting both general and specific community based recreation programs such as recreational dance, self defence and programs for children and clients with a disability. Work would be undertaken in locations such as community recreation centres and indoor or outdoor recreation facilities with a focus on community development.

Job roles

The following are indicative job roles for this qualification:

- community dance instructor
- program instructor
- recreation officer
- self-defence instructor

Pathways Information

This qualification is suitable for an Australian apprenticeship pathway.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY
The following table contains a summary of the employability skills required by the sport and recreation industry for this qualification. The employability skills facets described here are broad

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
industry requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communicating with clients and colleagues to determine and interpret their specific requirements; understanding verbal and written information on community activity programs; preparing community based recreation session plans; interpreting and carrying out verbal instructions from supervisors; empathising and negotiating acceptable solutions to client requests and complaints to ensure a positive recreation experience; providing clear verbal instructions to clients when conducting recreation programs.
Teamwork	Working as a skilled team member, receiving instructions and understanding own role in preparing and conducting community activity programs; supporting other team members to provide quality recreation experiences for clients; recognising and adapting sessions appropriately to cultural and language differences.
Problem-solving	Identifying hazards and risks that may arise during community activity programs; mitigating problems by making variations to the activity or program that are within scope of responsibility; clarifying the extent of, and resolving problems through negotiating with clients in a sensitive and culturally appropriate manner; taking responsibility for seeking assistance from colleagues to resolve issues and to manage contingencies; determining appropriate content for community activity programs.
Initiative and enterprise	Showing initiative and independence in delivering community activity program sessions that meet or exceed client expectations; adjusting programs to accommodate differences in clients, equipment and facilities; taking correct action and following established procedures on discovery of an actual or potential emergency, security or safety hazard; reflecting on own performance for improvement.
Planning and organising	Collecting, analysing and recording information to allow for the efficient planning and delivery of community activity programs; setting work priorities and scheduling programs to avoid conflicts and avoid duplication of resources; following organisation policies and procedures to plan and deliver community activity programs in an efficient manner.
Self-management	Understanding and complying with the legal and ethical responsibilities that apply to own role in the community recreation industry; understanding the boundaries of own role and correctly determining when referral to, or assistance from, colleagues or

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	other professionals is required; time management to complete tasks in accordance with agreed deadlines; seeking and acting on feedback from supervisors, colleagues and clients to improve own work performance.
Learning	Knowing the structure of networks and sources of information within the community; keeping well informed of updates and changes to organisational policies, procedures and regulations; seeking information on new and innovative community activity programs; accessing professional development opportunities to strengthen own skill base and contributing to a learning environment through openly sharing knowledge and experiences.
Technology	Understanding and utilising the operating capability of computer systems and software that assist in planning and delivering community activity programs and services; safely using and maintaining recreation equipment according to manufacturer's specifications and organisation policies and procedures.

Packaging Rules

18 units must be completed:

- 11 core units
- 7 elective units, consisting of:
  - all the units in any one of Groups A to D
  - the remaining to make up the required 7 elective units from General Electives; up to 3 of these remaining units may be selected elsewhere in SIS10 or any current accredited course or other Training Package, and must be first packaged at AQF level 2, 3 or 4.

In all cases, selection of electives must be selected from units not previously completed and relate to the core function or role of the candidate's current or intended work environment, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**11**)	
BSBWOR301A	Organise personal work priorities and development
HLTFA301B	Apply first aid
SISXCCS201A	Provide customer service
SISXRSK301A	Undertake risk analysis of activities

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SISXRES301A	Provide public education on the use of resources
SISXEMR201A	Respond to emergency situations
SISXIND101A	Work effectively in sport and recreation environments
SISXCAI303A	Plan and conduct sport and recreation sessions
SISXCAI306A	Facilitate groups
SISCCRO302A	Apply legal and ethical instructional skills
SISCCRD301A	Facilitate community development through recreational activities
Electives (**7**)	
Group A - Cross-sector	
SISFFIT311A	Deliver approved community fitness programs
SISXCAI101A	Provide equipment for activities
SISXCAI303A	Plan and conduct sport and recreation sessions
Group B - Disability	
CHCDIS301A	Work effectively with people with a disability
SISCCRD303A	Facilitate inclusion for people with a disability
SISCCRO304A	Plan and conduct disability recreation programs
Group C - Older Persons	
CHCAC318A	Work effectively with older people
SISCCRO303A	Plan and conduct recreation programs for older persons
Group D - Self-defence	
SISCSDF301A	Instruct the basic skills of unarmed self-defence
SISCSDF302A	Instruct the intermediate skills of unarmed self-defence
SISXCAI101A	Provide equipment for activities
General Electives	

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Community Recreation Development	
SISCCRD301A	Facilitate community development through recreational activities
SISCCRD302A	Recruit and manage volunteers
SISCCRD303A	Facilitate inclusion for people with a disability
SISCCRD304A	Work with key stakeholders
Community Recreation Operations	
SISCCRO303A	Plan and conduct recreation programs for older persons
SISCCRO304A	Plan and conduct disability recreation programs
SISCCRO305A	Develop a budget for a recreation initiative
SISCCRO306A	Organise participant travel
Dance	
SISCDAN301A	Teach recreational dance
Fitness	
SISFFIT311A	Deliver approved community fitness programs
Imported	
BSBITU201A	Produce simple word processed documents
CHCAC318A	Work effectively with older people
CHCDIS301A	Work effectively with people with a disability
CHCYTH301D	Work effectively with young people
ICAU2006B	Operate computing packages
SIRXSLS001A	Sell products and services

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SIS30310 Certificate III in Fitness

Modification History

SISCAQU202A Perform basic water rescues, added to the Aqua General Electives

Description

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of exercise instruction situations and activities. Qualification outcomes will depend on the elective grouping chosen and may include providing exercise instruction for group, aqua or gym programs.

Work may be undertaken in locations such as gyms, fitness facilities, pools, community facilities and in outdoor environments.

Job roles

- exercise instructor - gym
- exercise instructor - group exercise
- exercise instructor - aqua

Pathways Information

Not Applicable

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY
The following table contains a summary of the employability skills required by the fitness industry for this qualification. The employability skills facets described here are broad industry

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communicating with clients and colleagues to determine and interpret their specific requirements; understanding verbal and written information on fitness products and services; preparing accurate records of client details; providing clear verbal pre-screening instructions; empathising and negotiating acceptable solutions to client requests and complaints to ensure a positive fitness experience.
Teamwork	Working as a skilled team member, giving and receiving instructions and understanding own role in delivering fitness sessions and servicing client needs; supporting other team members to provide quality fitness experiences for clients.
Problem-solving	Identifying hazards and risks that may arise during fitness activities; mitigate problems by making variations to the activity that are within scope of responsibility; clarifying the extent of, and resolving problems through negotiating with clients in a sensitive and culturally appropriate manner; taking responsibility for seeking assistance from colleagues to resolve issues; adhering to organisation policies and procedures to guide solutions to problems.
Initiative and enterprise	Showing initiative and independence in delivering fitness sessions that meet or exceed client expectations; identifying and discussing a range of product or service enhancements to improve client satisfaction or business profitability.
Planning and organising	Collecting, analysing and recording client, product or service information to allow for the efficient planning and delivery of fitness sessions; setting work priorities and scheduling own daily work activities to meet deadlines; following organisation policies and procedures to guide planning and delivery of fitness sessions.
Self-management	Understanding and complying with the legal and ethical responsibilities that apply to own role in the fitness industry; understanding the boundaries of own role and correctly determining when referral to colleagues or medical or allied health professionals is required; reviewing and reflecting on own work performance; seeking and acting on feedback from colleagues and clients to improve service delivery.
Learning	Knowing the structure of networks within and sources of new information on the fitness industry; accessing professional development opportunities to regularly update fitness product and

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	service knowledge and skills; sharing information with colleagues.
Technology	Understanding the operating capability of computer systems and software that assist in selling, planning and delivering exercise products and services; safely using and maintaining fitness equipment according to manufacturer's specifications and organisation policies and procedures.

Packaging Rules

15 units must be completed:

- 10 core units
- 5 elective units, consisting of :
  - all the units in any one of Groups A to C
  - the remaining units to make up the required 5 elective units from General Electives; up to 2 of these remaining units may be selected elsewhere in SIS10 or any current accredited course or other Training Package, and must be first packaged at AQF level 3 or 4.

In all cases, selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**10**)	
SISFFIT301A	Provide fitness orientation and health screening
SISFFIT302A	Provide quality service in the fitness industry
SISFFIT303A	Develop and apply an awareness of specific populations to exercise delivery
SISFFIT305A	Apply anatomy and physiology principles in a fitness context
SISFFIT306A	Provide healthy eating information to clients in accordance with recommended guidelines
SISXFAC201A	Maintain sport and recreation equipment for activities
SISXIND101A	Work effectively in sport and recreation environments
SISXOHS101A	Follow occupational health and safety policies
SISXRSK301A	Undertake risk analysis of activities

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HLTFA301B	Apply first aid
Electives (5)	
Group A - Aqua Instructor	
SISFFIT304A	Instruct and monitor fitness programs
SISFFIT310A	Plan and deliver water based fitness activities
Group B - Group Exercise Instructor	
SISFFIT304A	Instruct and monitor fitness programs
SISFFIT309A	Plan and deliver group exercise sessions
Group C - Gym Instructor	
SISFFIT304A	Instruct and monitor fitness programs
SISFFIT307A	Undertake client health assessment
SISFFIT308A	Plan and deliver gym programs
General electives	
Aqua	
SISCAQU202A	Perform basic water rescues
SISCAQU308A	Instruct water familiarisation, buoyancy and mobility skills
Cross Sector	
SISXCAI306A	Facilitate groups
SISXIND202A	Process entry transactions
Fitness	
SISFFIT307A	Undertake client health assessment
SISFFIT308A	Plan and deliver gym programs
SISFFIT309A	Plan and deliver group exercise sessions
SISFFIT310A	Plan and deliver water based fitness activities

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SISFFIT311A	Deliver approved community fitness programs
SISFFIT312A	Plan and deliver an endurance training program
SISFFIT313A	Plan and deliver exercise to apparently healthy children and adolescents
SISFFIT314A	Plan and deliver exercise to older clients with managed conditions
Imported	
CHCIC301D	Interact effectively with children
BSBSUS201A	Participate in environmentally sustainable work practices

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SIS30410 Certificate III in Outdoor Recreation

Modification History

The following pre requisite units have been inserted into Groups:

- Group G – Caving – Guide
  - SISOCVE201A Demonstrate caving skills
- Group L – Cycle touring – Guide – On Road
  - SISOCYT202A Demonstrate basic cycling skills
  - Imported unit corrected to TLIH207D Plan and navigate routes
- Group N – Fishing Equipment
  - SISOFSH201A Catch and handle fish
  - SISOFSH204A Select, use and maintain fishing tackle outfits
- Group U – Horse Riding – Guide Day Rides
  - SISOEQO202A Demonstrate basic horse riding skills
- Group X – Mountain biking – Guide
  - SISOCYT202A Demonstrate basic cycling skills
  - SISOMBK201A Demonstrate basic off-road cycling skills
- Group AH – Surfing – Guide – Basic
  - SISOSRF202A Demonstrate basic surfing manoeuvres in controlled conditions
- Group AI – Trail bike riding – Advanced
  - SISOTBR201A Select, set up and maintain an off-highway motorcycle

The following additions have been made to the General Electives:

- SISOKYS302A Demonstrate sea kayaking skills
- SISOKYS304A Demonstrate sea kayaking skills in moderate to difficult conditions
- SITTGDE002A Provide arrival and departure assistance
- SITXOHS002A Follow workplace hygiene procedures

Description

This qualification provides the skills and knowledge for an individual to be competent in guiding outdoor recreation activities in a controlled environment. It requires technical knowledge of the outdoor recreation activity to be transferred to allow individuals to safely participate in the outdoor activity. It does not provide the skills and knowledge to impart the required level of technical knowledge and expertise to allow participants to independently undertake outdoor recreation activities.

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A guide operating in a controlled environment has the skills, knowledge and experience to work autonomously within a closely defined range of skilled operations involving known routines, methods and procedures, where a small amount of discretion and judgement is required in the selection of equipment, services or contingency measures. This person may work independently only within clearly defined contexts where there are clearly defined Standard Operating Procedures (SOPs) and relevant documented guidelines, key safety features and risk management procedures for the specific activity location, they are familiar with those SOPs, and where assistance is available should a non-routine situation arise.

Work can be undertaken either autonomously or as part of a team under supervision. This supervision can be on or off site and would provide support to deal appropriately with unplanned or unexpected events. Work would be undertaken in field locations with clearly defined site specific situations such as camps, recreation centres or facilities or fields on various public lands. Work may be undertaken in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

Job roles

The following is indicative job role for this qualification:

- outdoor guide (controlled environment)

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

Entry to this qualification by persons without prior outdoor recreation industry experience or formal qualifications is not recommended.

Examples of sufficient relevant skills and knowledge for entry into the qualification may include:

- Previous qualification at the AQF level below
- Previous experience in the outdoor recreation industry and interest in outdoor pursuits
- Entry into this qualification and progression between qualification levels will be based on the professional judgement of the RTO, in consultation with the individual.

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Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the outdoor recreation industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communicating with clients and colleagues to determine and interpret their specific requirements; understanding verbal and written information on guiding outdoor recreation activities; providing clear verbal instructions to clients when guiding; effectively using body language and demonstration to reinforce technique instruction; empathising and negotiating acceptable solutions to client requests and complaints to ensure a positive recreation experience.
Teamwork	Working as a skilled team member, facilitating a group to meet client expectations and dealing appropriately with conflict; receiving instructions and understanding own role in guiding outdoor recreation activities; supporting other staff to provide quality outdoor recreation experiences for clients.
Problem-solving	Identifying hazards and risks that may arise during outdoor recreation activities; mitigating problems by making variations to the activity that are within scope of responsibility; interpreting weather in the field; clarifying the extent of, and resolving problems through negotiating with clients in a sensitive and culturally appropriate manner; taking responsibility for seeking assistance from colleagues to resolve issues and to manage contingencies;.
Initiative and enterprise	Adjusting work procedures to differences in equipment and facilities and changes in work environment (e.g. tides, weather and water conditions); taking correct action and following established procedures on discovery of an actual or potential emergency or safety hazard; accommodating client differences when guiding outdoor recreation activities.
Planning and organising	Collecting, analysing and recording information to allow for the efficient planning of outdoor recreation activities; setting work priorities and scheduling programs to avoid conflicts and avoid duplication of resources; following organisation policies and procedures to plan and deliver outdoor recreation activity programs in an efficient manner and minimise environmental impact.
Self-management	Understanding the boundaries of own role and correctly determining when assistance from colleagues is required; time

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	management to complete tasks in accordance with agreed deadlines; seeking and acting on feedback from supervisors, colleagues and clients to improve own work performance.
Learning	Knowing the structure of networks and sources of information within the outdoor recreation industry; keeping well informed of updates and changes to organisational policies, procedures and regulations; seeking information on new and innovative outdoor recreation activity programs; accessing professional development opportunities to strengthen own skill base and contributing to a learning environment through openly sharing knowledge and experiences.
Technology	Understanding the operating capability of computer systems, software and equipment that assists in the planning and delivery of outdoor recreation activities; safely using and maintaining outdoor recreation equipment according to manufacturer's specifications and organisation policies and procedures.

Packaging Rules

24 units must be completed:

- 12 core units
- 12 elective units, consisting of:
  - all the units in any two of Groups A to AJ, or
  - all the units in any one of Groups A to AJ, and all the units in any one of Groups AK to AT
  - the remaining to make up the required 12 elective units from General electives, or any of the above groups; up to 4 of these remaining units may be selected elsewhere in SIS10, or any current accredited course or other Training Package, and must be first packaged at AQF level 2, 3 or 4.

In all cases, selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**12**)	
BSBWOR301A	Organise personal work priorities and development
HLTFA301B	Apply first aid
SISOODR302A	Plan outdoor recreation activities

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SISOODR303A	Guide outdoor recreation sessions
SISOOPS201A	Minimise environmental impact
SISOOPS306A	Interpret weather conditions in the field
SISXCAI306A	Facilitate groups
SISXCCS201A	Provide customer service
SISXEMR201A	Respond to emergency situations
SISXOHS101A	Follow occupational health and safety policies
SISXRSK301A	Undertake risk analysis of activities
TAEDEL301A	Provide work skill instruction
Electives (12)	
Group A - Abseiling - Guide - Single Pitch - Artificial Surfaces	
SISOABA302A	Apply single pitch abseiling skills on artificial surfaces
SISOABA303A	Establish ropes for abseiling on artificial surfaces
SISOABA304A	Guide abseiling on single pitch artificial surfaces
SISOABN202A	Safeguard an abseiler using a single rope belay system
SISOVTR301A	Perform vertical rescues
Group B - Abseiling - Guide - Single Pitch - Natural Surfaces	
SISOABN202A	Safeguard an abseiler using a single rope belay system
SISOABN303A	Apply single pitch abseiling skills on natural surfaces
SISOABN304A	Establish ropes for single pitch abseiling on natural surfaces
SISOABN305A	Guide abseiling on single pitch natural surfaces
SISOVTR301A	Perform vertical rescues
Group C - Bushwalking - Guide - Controlled Environment	
SISOBWG201A	Demonstrate bushwalking skills in a controlled environment
SISOBWG303A	Guide bushwalks in a controlled environment

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SISONAV201A	Demonstrate navigation skills in a controlled environment
Group D - Canoeing - Guide - Flat Water	
SISOCNE303A	Apply canoeing skills
SISOCNE202A	Perform deep water rescues
SISOCNE305A	Guide canoeing trips on flat and undemanding water
SISONAV201A	Demonstrate navigation skills in a controlled environment
Group E - Canoeing - Guide - White Water Grade 2	
SISOCNE304A	Apply inland canoeing skills on Grade 2 water
SISOCNE307A	Guide canoeing trips on Grade 2 water
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOWWR201A	Demonstrate self rescue skills in white water
SISOWWR302A	Demonstrate white water rescues and recoveries
Group F - Canyoning - Guide - Single Pitch	
SISCAQU202A	Perform basic water rescues
SISOCAY302A	Apply vertical canyoning skills
SISOCAY303A	Establish belays in canyons
SISOCAY304A	Guide single pitch canyoning trips
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOVTR301A	Perform vertical rescues
Group G - Caving - Guide	
SISOCVE201A	Demonstrate caving skills
SISOCVE302A	Apply single pitch abseiling skills in caves
SISOCVE303A	Rig a ladder pitch
SISOCVE304A	Apply laddering skills
SISOCVE305A	Apply caving specific single rope techniques

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SISOCVE306A	Rig ropes and establish belays in caves
SISOCVE307A	Guide vertical single pitch caving trips
SISOCVE308A	Guide horizontal caving trips
SISOVTR301A	Perform vertical rescues
Group H - Challenge Ropes Course - Conduct High Ropes	
SISOABL301A	Assist in the facilitation of adventure-based learning activities
SISOCRP302A	Conduct a high ropes session
Group I - Challenge Ropes Course - Conduct Low Ropes	
SISOABL301A	Assist in the facilitation of adventure-based learning activities
SISOCRP301A	Conduct a low ropes session
Group J - Climbing - Guide - Artificial Surfaces - Top Rope	
SISOCLA302A	Apply top rope climbing skills on artificial surfaces
SISOCLA303A	Establish belays for climbing on artificial surfaces
SISOCLA304A	Guide top rope climbing activities on artificial surfaces
SISOVTR301A	Perform vertical rescues
Group K - Climbing - Guide - Natural Surfaces - Top Rope	
SISOCLN302A	Apply climbing skills on natural surfaces
SISOCLN303A	Establish belays for climbing on natural surfaces
SISOCLN304A	Guide top rope climbing activities on natural surfaces
SISOVTR301A	Perform vertical rescues
Group L - Cycle Touring - Guide - On-road	
SISOCYT201A	Select, set up and maintain a bike
SISOCYT202A	Demonstrate basic cycling skills
SISOCYT303A	Apply on-road cycling skills

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SISOCYT304A	Guide on-road cycle tours
TLIH207D	Plan and navigate routes
Group M - Fishing - Guide	
SISOFSH201A	Catch and handle fish
SISOFSH202A	Select, catch and use bait
SISOFSH203A	Select, rig and use terminal tackle
SISOFSH204A	Select, use and maintain fishing tackle outfits
SISOFSH205A	Construct and work simple fishing lures
SISOFSH206A	Locate and attract fish
SISOFSH307A	Guide fishing trips
SISOFSH308A	Instruct fishing skills
Group N - Fishing Equipment	
SISOFSH201A	Catch and handle fish
SISOFSH204A	Select, use and maintain fishing tackle outfits
SISOFSH205A	Construct and work simple fishing lures
SISOFSH310A	Tie simple fishing flies
SISOFSH314A	Construct and repair fishing rods
Group O - Fishing Guide - Beach	
SISOFSH201A	Catch and handle fish
SISOFSH313A	Catch crabs, prawns and squid
SISOFSH315A	Demonstrate beach fishing skills
SISOOPS203A	Interpret weather for marine environments
Group P - Fishing Guide - Estuary	
SISOFSH201A	Catch and handle fish
SISOFSH312A	Demonstrate estuary fishing skills

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SISOOPS303A	Interpret weather for marine environments
Group Q - Fishing Guide - Fly	
SISOFSH201A	Catch and handle fish
SISOFSH309A	Apply fly fishing skills
SISOFSH310A	Tie simple fishing flies
Group R - Fishing Guide - Freshwater	
SISOFSH201A	Catch and handle fish
SISOFSH311A	Demonstrate freshwater fishing skills
Group S - Four Wheel Driving - Guide	
SISODRV302A	Drive and recover a 4WD vehicle
SISODRV303A	Guide 4WD tours
TLIB307C	Carry out vehicle servicing and maintenance
TLIB407C	Carry out vehicle inspection
TLIH207D	Plan and navigate routes
Group T - Horse Riding - Arena	
RTE3131A	Transport livestock
RTE3402A	Implement animal health control programs
RTE3712A	Administer medication to animals
SISOEQO303A	Conduct horse riding sessions in an arena
SISOEQO304A	Apply first aid for horses
SISSEQS303A	Teach the fundamental skills of riding
Group U - Horse Riding - Guide Day Rides	
RTE3131A	Transport livestock
RTE3402A	Implement animal health control programs
RTE3712A	Administer medication to animals

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SISOEQO202A	Demonstrate basic horse riding skills
SISOEQO304A	Apply first aid for horses
SISOEQO305A	Ride horses in tracked areas
SISOEQO306A	Guide day horse trail rides in tracked areas
Group V - Kayaking - Guide - Flat Water	
SISOCNE202A	Perform deep water rescues
SISOKYK302A	Apply kayaking skills
SISOKYK304A	Guide kayaking trips on flat and undemanding water
SISONAV201A	Demonstrate navigation skills in a controlled environment
Group W - Kayaking - Guide - White Water Grade 2	
SISOKYK303A	Apply inland kayaking skills on Grade 2 water
SISOKYK305A	Guide kayaking trips on Grade 2 water
SISOWWR201A	Demonstrate self rescue skills in white water
SISOWWR302A	Demonstrate white water rescues and recoveries
Group X - Mountain Biking - Guide	
SISOCYT202A	Demonstrate basic cycling skills
SISOMBK201A	Demonstrate basic off-road cycling skills
SISOMBK302A	Apply advanced off-road cycling skills
SISOMBK303A	Guide off-road cycle tours
SISONAV302A	Apply navigation skills in an intermediate environment
Group Y -Personal Water Craft - Guide	
SISOPWC303A	Ride personal water craft in moderate to difficult conditions
SISOPWC304A	Guide tours using personal water craft
Group Z - Rafting Guide - Moving Water	
SISONAV201A	Demonstrate navigation skills in a controlled environment

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SISORAF301A	Guide a raft on moving water
SISOWWR201A	Demonstrate self rescue skills in white water
Group AA - SCUBA - Advanced	
SISOSCB301A	SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB302A	Complete night dives
SISOSCB303A	Complete deep dives to between 18 and 40 metres
SISOSCB304A	Navigate prescribed routes underwater
Group AB - SCUBA - Dive Guide	
SISOSCB301A	SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB306A	Perform diver rescues
SISOSCB308A	Guide a SCUBA dive
SISOSNK201A	Demonstrate snorkelling activities
SISOSNK302A	Guide snorkelling
SISCAQU202A	Perform basic water rescues
Group AC - SCUBA - Master Diver	
SISOSCB301A	SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB302A	Complete night dives
SISOSCB303A	Complete deep dives to between 18 and 40 metres
SISOSCB304A	Navigate prescribed routes underwater
SISOSCB305A	Complete underwater search and recovery dives
SISOSCB306A	Perform diver rescues
Group AD - SCUBA - Open Water	
SISOSCB301A	SCUBA dive in open water to a maximum depth of 18 metres

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SISOSCB306A	Perform diver rescues
SISOSCB313A	Complete computer aided dives
Group AE - Skiing - Ski Touring - Guide - Day	
SISONAV302A	Apply navigation skills in an intermediate environment
SISOSKT303A	Day ski tour away from a patrolled area
SISOSKT304A	Guide day ski tours
SISOSKT305A	Apply snow craft skills for day touring
Group AF - Snorkelling - Guide	
SISCAQU202A	Perform basic water rescues
SISOSNK201A	Demonstrate snorkelling activities
SISOSNK302A	Guide snorkelling
Group AG - Snowboarding - Guide - Day	
SISONAV302A	Apply navigation skills in an intermediate environment
SISOSKB302A	Snowboard on intermediate terrain
SISOSKB303A	Guide day snowboarding activities
SISOSKT305A	Apply snow craft skills for day touring
Group AH - Surfing - Guide - Basic	
SISOSRF202A	Demonstrate basic surfing manoeuvres in controlled conditions
SISOSRF303A	Perform intermediate level surfing manoeuvres
SISOSRF304A	Perform simple rescues in moderate surf conditions
SISOSRF305A	Guide surfing sessions
Group AI - Trail Bike Riding - Advanced	
SISONAV302A	Apply navigation skills in an intermediate environment
SISOTBR201A	Select, set up and maintain an off-highway motorcycle

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SISOTBR303A	Apply advanced off-highway motorcycling skills
SISOTBR304A	Guide off-highway motorcycle tours
Group AJ - Yachting - Windsurfing	
SISOYSA302A	Apply enhanced windsurfing skills in moderate conditions
SISOYSA303A	Use a sailboard in stronger winds
Group AK - Boating	
MEM50008B	Carry out trip preparation and planning
MEM50009B	Safely operate a mechanically powered recreational boat
MEM50010B	Respond to boating emergencies and incidents
SFISHIP209B	Operate marine communications equipment
SISOOPS303A	Interpret weather for marine environments
Group AL - Community Development	
SISCCRD301A	Facilitate community development through recreational activities
SISCCRD302A	Recruit and manage volunteers
Group AM - Disability	
CHCDIS301A	Work effectively with people with a disability
CHCDIS400C	Provide care and support
SISCCRO303A	Plan and conduct recreation programs for older persons
Group AN - Interpretation - Cultural	
SITTGDE003A	Coordinate and operate a tour
SITTGDE006A	Prepare and present tour commentaries or activities
SITTGDE008A	Research and share general information on Australian Indigenous cultures
SITTGDE009A	Interpret aspects of local Australian Indigenous culture
Group AO - Interpretation - Cultural and Heritage Environments	

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SISOINT302A	Develop specialist resources for interpretive activities
SITTGDE003A	Coordinate and operate a tour
SITTGDE006A	Prepare and present tour commentaries or activities
SITTGDE012A	Prepare specialised interpretive content on cultural and heritage environments
Group AP - Interpretation - Flora, Fauna and Landscape	
SISOINT302A	Develop specialist resources for interpretive activities
SITTGDE003A	Coordinate and operate a tour
SITTGDE006A	Prepare and present tour commentaries or activities
SITTGDE010A	Prepare specialised interpretive content on flora, fauna and landscape
Group AQ - Interpretation - Marine Environments	
SISOINT302A	Develop specialist resources for interpretive activities
SITTGDE003A	Coordinate and operate a tour
SITTGDE006A	Prepare and present tour commentaries or activities
SITTGDE011A	Prepare specialised interpretive content on marine environments
Group AR - Natural Resource Planning	
RTC3218A	Undertake a site assessment
RTD3505A	Maintain natural areas
Group AS - Tour Guiding	
SITTGDE001A	Work as a guide
SITTGDE004A	Lead tour groups
SITTGDE006A	Prepare and present tour commentaries or activities
SITTGDE007A	Develop and maintain the general and regional knowledge required by guides
Group AT - Youth - Orientation	

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CHCYTH301D	Work effectively with young people
CHCYTH402A	Work effectively with young people in the youth work context
General electives	
SISOARC301A	Conduct an archery session
SISOBWG302A	Apply intermediate bushwalking skills
SISOCAY201A	Demonstrate horizontal canyoning skills
SISOCLA305A	Apply route setting skills
SISOCNE306A	Instruct canoeing skills on flat and undemanding water
SISOCYT202A	Demonstrate basic cycling skills
SISOINT201A	Conduct interpretation within an outdoor activity
SISOINT302A	Develop specialist resources for interpretive activities
SISOKYS302A	Demonstrate sea kayaking skills
SISOKYS303A	Guide sea kayaking trips in easy to moderate conditions
SISOKYS304A	Demonstrate sea kayaking skills in moderate to difficult conditions
SISOOPS202A	Use and maintain a temporary or overnight site
SISOOPS304A	Plan for minimal environmental impact
SISOOPS305A	Provide first aid in a remote location
SISOPWC202A	Demonstrate simple personal water craft skills in controlled conditions
SISOSCB307A	Inspect and fill SCUBA cylinders
SISOSCB309A	Complete dives off boats
SISOSCB310A	Complete an underwater video
SISOSCB311A	Take still photographs underwater
SISOSCB312A	Complete dry suit dives

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SISOSCB314A	Complete wreck dives
SISOSCB315A	Complete drift dives on SCUBA
SISOSCB316A	Dive at altitude greater than 300 metres
SISOSCB317A	Complete a dive using Enriched Air Nitrox
SISOSCB318A	Dive in open water using surface supplied air
SISOSRF202A	Demonstrate basic surfing manoeuvres in controlled conditions
SISOTBR201A	Select, set up and maintain an off-highway motorcycle
SISOYSB302A	Sail a small boat in light to moderate conditions
Imported	
SITTGDE002A	Provide arrival and departure assistance
SITXOHS002A	Follow workplace hygiene procedures

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SIS30510 Certificate III in Sport and Recreation

Modification History

Not Applicable

Description

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping and or administrative assistance. This qualification also provides for multi skilled roles which combine a range of activities required to support the operation of facilities such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres. All job roles are performed under supervision with some degree of autonomy.

Job roles

The following are indicative job roles for this qualification:

- recreation assistant
- administration assistant
- grounds assistant
- retail assistant

Pathways Information

This qualification is suitable for an Australian apprenticeship pathway.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY
The following table contains a summary of the employability skills required by the sport and recreation industry for this qualification. The employability skills facets described here are broad

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
industry requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communicating with clients and colleagues to determine and interpret their specific requirements; understanding verbal and written information on sport and recreation products and services; preparing accurate records of client details; completing maintenance records; empathising and negotiating acceptable solutions to client requests and complaints.
Teamwork	Working as a skilled team member; understanding own role in supporting the operation of sport and recreation facilities and servicing client needs; acknowledging accountability to other team members and working collaboratively with other sport and recreation personnel.
Problem-solving	Identifying hazards and risks related to sport and recreation activities and facilities; clarifying the extent of, and resolving problems through negotiating with clients in a sensitive and culturally appropriate manner; taking responsibility for seeking assistance from colleagues to resolve issues; addressing equipment breakdowns that may occur in the course of use and adhering to organisation policies and procedures to guide solutions to problems.
Initiative and enterprise	Adjusting work procedures to differences in equipment and facilities and changes in work environment; implementing correct action and following established procedures on discovery of an actual or potential emergency, security or safety hazard; identifying and discussing a range of ideas to improve own and colleagues work practices.
Planning and organising	Collecting, analysing and recording information to provide efficient support for sport and recreation programs and facilities; setting work priorities and scheduling own daily work activities to meet deadlines; following organisation policies and procedures to guide own work; Interpreting program schedules and timetables to determine priority and sequence of own tasks.
Self-management	Understanding and complying with the legal and ethical responsibilities that apply to own role in the sport and recreation industry; seeking and reflecting on feedback on own performance; acting on feedback from colleagues and supervisors on areas for improvement.
Learning	Knowing the sources of new information on the sport and recreation industry; accessing professional development

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	opportunities to regularly update own knowledge and skills; sharing information with colleagues; updating knowledge and skills to accommodate changes in equipment and operating procedures.
Technology	Understanding the operating capability of computer systems and software that assist in selling, planning and delivering sport and recreation products and services; safely using and maintaining sport and recreation equipment according to manufacturer's specifications and organisation policies and procedures.

Packaging Rules

14 units must be completed:

- 7 core units
- 7 elective units, which may be selected from the electives in this qualification or from units first packaged at AQF levels 2, 3 and 4 within SIS10; up to 2 of these elective units may be selected from any current accredited course or other Training Package, and must be units which are first packaged at AQF level 3.

In all cases selection of electives must relate to the core function or role of the candidate's current or intended work environment, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**7**)	
BSBWOR301A	Organise personal work priorities and development
HLTFA301B	Apply first aid
ICAU2006B	Operate computing packages
SISXCCS201A	Provide customer service
SISXEMR201A	Respond to emergency situations
SISXOHS101A	Follow occupational health and safety policies
SISXRSK301A	Undertake risk analysis of activities
Electives (**7**)	
BSBADM307B	Organise schedules
BSBADM311A	Maintain business resources

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BSBFIA301A	Maintain financial records
BSBFIA302A	Process payroll
BSBFIA303A	Process accounts payable and receivable
BSBFIA304A	Maintain a general ledger
BSBINM301A	Organise workplace information
CHCDIS301A	Work effectively with people with a disability
CHCDIS302A	Maintain an environment to empower people with disabilities
HLTFA402B	Apply advanced first aid
RTC2306A	Operate vehicles
RTC2307A	Operate machinery and equipment
RTC2309A	Operate tractors
RTC3310A	Operate specialised machinery and equipment
RTC3311A	Perform specialised machinery maintenance
RTC3401A	Control weeds
RTC3404A	Control plant pests, diseases and disorders
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTF3001A	Construct turf playing surfaces
RTF3023A	Monitor turf health
RTF3027A	Renovate sports turf
SIRRRPK012A	Recommend business and leisure products and services
SIRXINV002A	Maintain and order stock
SIRXMER002A	Coordinate merchandise presentation
SIRXSLS003A	Coordinate sales performance
SISCCRD304A	Work with key stakeholders

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SISCCRO306A	Organise participant travel
SISSSPT303A	Conduct basic warm-up and cool-down programs
SISXCAI303A	Plan and conduct sport and recreation sessions
SISXCAI304A	Plan and conduct sport and recreation programs
SISXCAI306A	Facilitate groups
SISXFAC201A	Maintain sport and recreation equipment for activities
SISXFAC303A	Implement facility maintenance programs
SISXRES301A	Provide public education on the use of resources
SISXRES402A	Support implementation of environmental management practices
SITHFAB005A	Provide table service of alcoholic beverages
SITHFAB006A	Operate cellar systems
SITHGAM004A	Analyse and report on gaming machine data
SITHGAM006A	Provide responsible gambling services
SITXHRM003A	Roster staff
SITXOHS002A	Follow workplace hygiene procedures

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SIS30610 Certificate III in Sport Career Oriented Participation

Modification History

The following pre requisite units have been inserted into Groups:

- Group A – Australian football
  - SISSAFL201A Perform the intermediate skills of Australian football
  - SISSAFL202A Perform the intermediate tactics of Australian football

Description

This qualification provides the skills and knowledge for an individual likely to undertake a career as an athlete at a regional, state or territory level which may enable match-payments, prize money, grants or endorsements to form the primary source of their income.

Those undertaking this qualification should hold a scholarship holder with an Institute of Sport, a member of a state or territory or national team, squad or development program, a national or state or territory talent development program or a member of a second tier national competition. Likely functions for someone with this qualification include training for events, assessing competitors and conditions at venues and consulting with coaches to determine appropriate strategies, competing and undertaking promotional duties.

Job Roles

The following is an indicative job role for this qualification:

- professional athlete

Pathways Information

This qualification is suitable for an Australian apprenticeship pathway.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

Not Applicable

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Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the sport industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Consulting with coaches to determine and interpret own specific training strategies; analysing verbal and written information on professional sport; presentation skills to interact effectively with media personnel and undertake promotional duties; clearly articulating own requirements to coaches, other players and support personnel.
Teamwork	Understanding one's relationship and accountability to sport organisation and institute staff, collaborating with other team members, coaches and support personnel to assist in planning and implementing training plans; contributing to positive team dynamics and working autonomously in the interest of shared team goals and objectives.
Problem-solving	Identifying and taking action to mitigate hazards and risks that may arise during sporting training and competition; responding to setbacks; assessing competitors capabilities, strengths and weaknesses; consulting with coaches to determine appropriate competition strategies and solutions to technique or skill problems.
Initiative and enterprise	Showing initiative and independence in adjusting to new situations and adapting to new competition strategies, reflecting on own performance and identifying and discussing a range of modifications to improve own or team achievement and identifying new promotional opportunities.
Planning and organising	Collecting, analysing and recording information to prepare sponsorship proposals and design an athlete's diet; assessing conditions at competition venues; recognising team priorities and scheduling own training and promotional activities to meet deadlines and achieve goals and targets; following policies and procedures to meet scholarship or talent development program responsibilities in an efficient manner.
Self-management	Understanding and complying with the legal and ethical responsibilities that apply to own role as a professional athlete; applying safety practices and procedures; seeking and assessing feedback from team members, coaches and support personnel to improve own performance and identifying and seeking out

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	appropriate development and promotional opportunities.
Learning	Knowing the structure of sport institutes and sources of information within the sport industry; actively using feedback from coaches and support personnel to improve performance; keeping well informed of updates and changes to athlete's diets; sourcing information on new techniques to improve performance.
Technology	Understanding the operating capability of equipment and software that assists in performance enhancement; using information technology to assist in planning an athlete's diet; safely using and maintaining sport equipment according to manufacturer's specifications and organisation policies and procedures.

Packaging Rules

15 units must be completed:

- 10 core units
- 5 elective units, consisting of:
  - all the units in any one of Groups A to G
  - the remaining to make up the required 5 elective units from General electives; up to 2 of these remaining units may be selected elsewhere in SIS10 or any current accredited course or other Training Package, and must be first packaged at AQF level 3 or 4.

In all cases, selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**10**)	
BSBWOR301A	Organise personal work priorities and development
HLTFA301B	Apply first aid
SISSCOP202A	Develop a personal management plan
SISSCOP204A	Develop personal media skills
SISSCOP205A	Develop a personal financial plan
SISSCOP306A	Prepare a sponsorship proposal
SISSCOP308A	Model the responsibilities of an elite athlete
SISSCOP309A	Design an athlete's diet

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Core (**10**)	
SISXOHS101A	Follow occupational health and safety policies
SISXRSK301A	Undertake risk analysis of activities
Electives (**5**)	
Group A - Australian Football	
SISSAFL201A	Perform the intermediate skills of Australian Football
SISSAFL202A	Perform the intermediate tactics of Australian Football
SISSAFL304A	Perform the advanced skills of Australian Football
SISSAFL305A	Perform the advanced tactics of Australian Football
Group B - Cricket	
SISSCKT303A	Participate in conditioning for cricket
SISSCKT304A	Perform the advanced skills of cricket
SISSCKT305A	Perform the advanced tactics and strategies of cricket
Group C - Equestrian	
SISOEQO202A	Demonstrate basic horse riding skills
RGRPSH401A	Relate anatomical and physiological features to the care and treatment of horses
Group D - Golf	
SISSGLF304A	Perform the advanced skills of golf
SISSGLF305A	Apply the advanced tactics and strategies of golf
SISSGLF306A	Interpret and apply the rules of golf at the advanced level
SISSGLF307A	Participate in conditioning for golf
Group E - Netball	
SISSNTB201A	Use intermediate level netball skills
SISSNTB202A	Use intermediate level tactics and game strategy in netball play

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Core (10)	
SISSNTB305A	Use advanced level tactics and game strategy in netball play
SISSNTB306A	Use advanced level netball skills
Group F - Rugby League	
SISSRGL201A	Use intermediate level Rugby League game skills
SISSRGL202A	Use intermediate level tactics and game strategy in Rugby League play
SISSRGL305A	Use advanced level Rugby League game skills
SISSRGL308A	Use advanced level tactics and game strategy in Rugby League play
Group G - Soccer	
SISSSOC301A	Perform advanced level soccer skills
SISSSOC302A	Perform advanced level soccer tactics and strategies
General electives	
SISSAFL305A	Perform the advanced tactics of Australian Football
SISSCKT303A	Participate in conditioning for cricket
SISSCKT304A	Perform the advanced skills of cricket
SISSCKT305A	Perform the advanced tactics and strategies of cricket
SISSCNO201A	Perform the intermediate skills and tactics of canoeing
SISSCNO305A	Perform the advanced skills and tactics of canoeing
SISSCOP307A	Manage personal finances
SISSGLF304A	Perform the advanced skills of golf
SISSGLF305A	Apply the advanced tactics and strategies of golf
SISSGLF306A	Interpret and apply the rules of golf at the advanced level
SISSGLF307A	Participate in conditioning for golf
SISSNTB306A	Use advanced level netball skills
SISSRGL305A	Use advanced level Rugby League game skills

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Core (**10**)	
SISSRGL308A	Use advanced level tactics and game strategy in Rugby League play
SISSRGU306A	Perform advanced level Rugby Union skills
SISSRGU307A	Perform advanced level Rugby Union tactics and strategies
SISSSOC301A	Perform advanced level soccer skills
SISSSOC302A	Perform advanced level soccer tactics and strategies
SISXEMR201A	Respond to emergency situations
SISXIND403A	Analyse participation patterns
Imported	
BSBSMB301A	Investigate micro business opportunities
ICAU1129B	Operate a word processing application
ICAU1130B	Operate a spreadsheet application
ICAU1131B	Operate a database application
ICAU1132B	Operate a presentation package
ICAU2006B	Operate computing packages
ICAU3126B	Use advanced features of computer applications
ICPMM263C	Access and use the Internet

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SIS30710 Certificate III in Sport Coaching

Modification History

The following additions have been made to General Electives:

- SISSRGL306A Teach intermediate level Rugby League game skills
- SISXOHS101A Follow Occupational Health and Safety policies
- SISSCGP303A Coach junior players to develop fundamental perceptual motor skills

Description

This qualification provides the skills and knowledge for an individual likely to undertake a career as a coach at a regional or State/Territory level. Likely functions for someone with this qualification include observing the performance of athletes to determine the required level of instruction, and planning, conducting and evaluating individualised and team based training programs. Those with this qualification would also supervise practice sessions and provide in competition assistance to athletes.

Job Roles

The following is an indicative job role for this qualification:

- coach

Pathways Information

This qualification is suitable for an Australian apprenticeship pathway.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY
The following table contains a summary of the employability skills required by the sport industry for this qualification. The employability skills facets described here are broad industry

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communicating with athletes to determine and interpret their specific requirements; understanding verbal and written information on sport skills; providing clear verbal instructions to players when coaching; effectively using body language and demonstration to reinforce technique instruction; motivating players to enhance performance and provide competition support to athletes.
Teamwork	Working as a skilled team member; contributing to positive team dynamics and dealing appropriately with conflict; collaborating with other coaches and sport personnel to achieve agreed goals; recognising factors that may affect team harmony and assisting appropriately to avoid or overcome the identified interpersonal issues.
Problem-solving	Identifying and taking action to mitigate hazards and risks that may arise during coaching activities; responding to emergency situations within scope of responsibility; taking responsibility for seeking assistance from colleagues to resolve issues; recognising and adapting appropriately to age and skill differences; dealing with equipment breakdowns and facility availability and to manage contingencies; determining appropriate solutions to technique or skill problems.
Initiative and enterprise	Showing initiative and independence in delivering coaching sessions that meet or exceed player expectations; adjusting coaching techniques to differences in players, equipment and facilities; taking correct action and following established procedures on discovery of an actual or potential emergency or safety hazard; reflecting on own performance for improvement.
Planning and organising	Collecting and recording information to undertake the efficient planning and delivery of coaching activities; time management to schedule tasks to meet deadlines; allocating resources and equipment to enable the desired activities to be undertaken to meet competition or performance targets; following organisation policies and procedures to complete coaching tasks in an efficient manner.
Self-management	Understanding and complying with the legal and ethical responsibilities that apply to own role as a sports coach; applying risk management strategies; acknowledging, discussing and acting upon feedback provided by senior coaches, players and sport personnel to improve own coaching performance.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Learning	Knowing the structure of coaching networks and sources of information within the sport industry; keeping well informed of updates and changes to sport policies, procedures and regulations; analysing new coaching strategies and tactics for applicability to own situation; accessing professional development opportunities to enhance coaching performance.
Technology	Understanding and utilising the operating capability of equipment and software that assists in sport coaching; selecting, using and maintaining sport equipment according to manufacturer's specifications and organisation policies and procedures.

Packaging Rules

15 units must be completed:

- 7 core units
- 8 elective units, consisting of:
  - all the units in one of Groups A to N
  - the remaining to make up the required 8 elective units from General electives or SIS10, and must be first packaged at AQF level 2, 3 or 4; up to 2 of these may be selected from any current accredited course or other Training Package, and must be first packaged at AQF level 3.

In all cases, selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**7**)	
ICAU2006B	Operate computing packages
HLTFA301B	Apply first aid
SISSCGP201A	Apply legal and ethical coaching practices
SISSCGP306A	Customise coaching for special needs groups
SISXRSK301A	Undertake risk analysis of activities
SISXCAI303A	Plan and conduct sport and recreation sessions
SISXCAI304A	Plan and conduct sport and recreation

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Core (**7**)	
	programs
Electives (**8**)	
Group A - Basketball	
SISSBSB303A	Teach intermediate level basketball skills
SISSBSB304A	Teach intermediate level basketball tactics and game strategy
Group B - Cricket	
SISSCKT306A	Teach the intermediate skills of cricket
SISSCKT307A	Teach the intermediate tactics and strategies of cricket
Group C - Rugby League	
SISSRGL307A	Teach intermediate level Rugby League tactics and game strategy
SISSRGL308A	Use advanced level tactics and game strategy in Rugby League play
Group D - Rugby Union	
SISSRGU202A	Perform foundation level Rugby Union tactics and strategies
SISSRGU308A	Teach Rugby Union tactics and strategies at a foundation level
SISSRGU309A	Teach Rugby Union skills at a foundation level
Group E - Squash	
SISSSQU303A	Teach the intermediate skills of squash
SISSSQU304A	Teach the intermediate tactics and strategies of squash
Group F - Tennis	
SISSTNS202A	Interpret and apply the rules of tennis

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Core (7)	
SISSTNS303A	Coach stroke production and tactics for junior tennis players
Group G - Touch Football	
SISSTOU303A	Teach the intermediate skills of Touch
SISSTOU304A	Teach the intermediate tactics and strategies Touch
Group H - Volleyball	
SISSVOL301A	Teach the intermediate skills of volleyball
SISSVOL302A	Teach the intermediate tactics and strategies of volleyball
Group I - Equestrian	
RTE2104A	Carry out regular horse observation
RTE2121A	Provide daily care for horses
RGRPSH401A	Relate anatomical and physiological features to the care and treatment of horses
SISOEQO304A	Apply first aid for horses
SISSEQS303A	Teach the fundamental skills of riding
Group J - Gymnastics - Kindergym Leader	
SISSGYN302A	Teach fundamental gymnastics skills for infants
Group K - Martial Arts	
SISSMAR201A	Teach the intermediate skills for martial arts
Group L - Canoeing	
SISSCNO304A	Teach the intermediate skills and tactics of canoe polo
SISSCNO302A	Teach the intermediate skills and tactics of flatwater canoeing

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Core (7)	
SISSCNO303A	Teach the intermediate skills and tactics of whitewater canoeing
Group M - Surf Life Saving	
SISSSUR303A	Teach the intermediate skills of surf life saving
SISSUR304A	Officiate intermediate level surf life saving competitions
Group N - Swimming	
SISSSWM301A	Teach the competitive strokes of swimming
SISSSWM302A	Plan a program for a competitive swimmer
SISSSWM303A	Teach the advanced skills of competitive swimming
General electives	
SISSCGP306A	Customise coaching for special needs groups
SISOEQO304A	Apply first aid for horses
SISOYSB201A	Demonstrate basic skills to sail a small boat in controlled conditions
SISOYSB302A	Sail a small boat in light to moderate conditions
SISSBSB304A	Teach intermediate level basketball tactics and game strategy
SISSCGP303A	Coach junior players to develop fundamental perceptual motor skills
SISSCGP304A	Coach junior sports players
SISSCGP305A	Plan coaching programs for junior sports players
SISSCGP307A	Implement selection policies

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Core (**7**)	
SISSCKT306A	Teach the intermediate skills of cricket
SISSCKT307A	Teach the intermediate tactics and strategies of cricket
SISSCNO302A	Teach the intermediate skills and tactics of flatwater canoeing
SISSCNO303A	Teach the intermediate skills and tactics of whitewater canoeing
SISSCNO304A	Teach the intermediate skills and tactics of canoe polo
SISSCOP202A	Develop a personal management plan
SISSEQS301A	Demonstrate basic dressage , show jumping and cross-country riding
SISSEQS302A	Demonstrate basic dressage and show horse skills
SISSEQS303A	Teach the fundamental skills of riding
SISSGYN302A	Teach fundamental gymnastics skills for infants
SISSMAR201A	Teach the intermediate skills of martial arts
SISSOGP301A	Conduct games or competitions
SISSRGL306A	Teach intermediate level Rugby League game skills
SISSRGL307A	Teach intermediate level Rugby League tactics and game strategy
SISSRGL308A	Use advanced level tactics and game strategy in Rugby League play
SISSRGU308A	Teach Rugby Union tactics and strategies at a foundation level
SISSRGU309A	Teach Rugby Union skills at a foundation level
SISSSAI301A	Teach the basic tactics and strategies of

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Core (**7**)	
	sailing
SISSSPA301A	Coordinate regional touring athletes
SISSSPT302A	Provide initial management of sports injuries
SISSSQU303A	Teach the intermediate skills of squash
SISSSQU304A	Teach the intermediate tactics and strategies of squash
SISSSWM301A	Teach the competitive strokes of swimming
SISSTOU303A	Teach the intermediate skills of Touch
SISSTOU304A	Teach the intermediate tactics and strategies of Touch
SISSVOL301A	Teach the intermediate skills of volleyball
SISSVOL302A	Teach the intermediate tactics and strategies of volleyball
SISXEMR201A	Respond to emergency situations
SISXOHS101A	Follow Occupational Health and Safety policies
Imported	
ICAU1130B	Operate a spreadsheet application
ICAU1131B	Operate a database application
ICAU1132B	Operate a presentation package
ICPMM263C	Access and use the Internet
RTE2104A	Carry out regular horse observation
RTE2121A	Provide daily care for horses
RGRPSH401A	Relate anatomical and physiological features to the care and treatment of horses

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SIS30810 Certificate III in Sports Trainer

Modification History

The following additions have been made to General Electives:

- SISSSPT306A Deal with medical conditions in a sport setting

Description

This qualification provides the skills and knowledge for an individual likely to undertake a career as a sports trainer at a regional or state or territory level. Likely functions for someone with this qualification include performing pre and post event taping as part of providing injury prevention and treatment for athletes, developing warm up and cool down programs and assisting with the management of sports injuries under the guidance of a health professional. Those with this qualification would also liaise with coaching and other related support staff.

Job roles

The following is an indicative job role for this qualification:

- sports trainer

Pathways Information

Not Applicable

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the sport industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Communication	Communicating with athletes to determine and interpret their specific taping requirements; understanding verbal and written information on injury prevention; providing clear verbal instructions to players on injury prevention and treatment; terminology to interpret information and instructions from sports medicine personnel.
Teamwork	Working as a skilled team member; contributing to positive team dynamics and dealing appropriately with conflict; collaborating with athletes, coaches and sports medicine personnel to determine injury prevention strategies.
Problem-solving	Identifying and taking action to mitigate hazards and risks that may arise during sports training activities; responding to emergency situations within scope of responsibility; recognising individual differences and adapting injury prevention and treatment strategies accordingly; determining appropriate solutions to injury prevention and management problems.
Initiative and enterprise	Showing initiative and independence in assisting with management of sport injuries; adjusting taping techniques to meet players' needs; taking correct action and following established procedures on discovery of an actual or potential emergency or safety hazard; reflecting on own performance for improvement.
Planning and organising	Collecting and recording information to undertake the efficient planning and delivery of injury prevention, warm up and cool down programs; time management to schedule player taping to meet training or competition deadlines; allocating resources and equipment to enable the desired activities to be undertaken to meet competition timelines; following organisation policies and procedures to complete sports trainer tasks in an efficient manner.
Self-management	Understanding and complying with the legal and ethical responsibilities that apply to own role as a sports trainer; understanding the boundaries of own role and correctly determining when referral to colleagues or medical or allied health professionals is required; acknowledging, discussing and acting upon feedback provided by coaches, players and other sports medicine personnel to improve own performance.
Learning	Knowing the structure of sports medicine networks and sources of information within the sport industry; keeping well informed of updates and changes to sports medicine techniques, policies, procedures and regulations; analysing new injury prevention strategies for applicability to own situation; accessing professional

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	development opportunities to enhance sports trainer performance.
Technology	Understanding and utilising the operating capability of equipment and software that assists in injury prevention and treatment; selecting, using and maintaining protective sports equipment according to manufacturer's specifications and organisation policies and procedures.

Packaging Rules

14 units must be completed:

- 9 core units
- 5 elective units, which may be selected from the electives in this qualification or from units first packaged at AQF level 2, 3 or 4 within SIS10; up to 2 of these elective units may be selected from any current accredited course or other Training Package, and must be first packaged at AQF level 3.

In all cases selection of electives must relate to the core function or role of the candidate's current or intended work environment, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**9**)	
HLTFA301B	Apply first aid
SISXOHS101A	Follow occupational health and safety policies
SISXRSK301A	Undertake risk analysis of activities
SISSSPT201A	Implement sports injury prevention
SISSSPT303A	Conduct basic warm-up and cool-down programs
SISSSPT304A	Tape ankle, thumb and fingers
SISSSPT305A	Support sports injury management
SISSSPT302A	Provide initial management of sports injuries
SISSSPT307A	Conduct advanced taping
Electives (**5**)	
BSBADM307B	Organise schedules

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BSBWOR301A	Organise personal work priorities and development
HLTFA402B	Apply advanced first aid
ICAU1129B	Operate a word processing application
ICAU1130B	Operate a spreadsheet application
ICAU1131B	Operate a database application
ICAU1132B	Operate a presentation package
ICAU2006B	Operate computing packages
ICPMM263C	Access and use the Internet
SISSCGP306A	Customise coaching for special needs groups
SISSCGP307A	Implement selection policies
SISSCGP308A	Provide drugs in sport information
SISSCGP309A	Develop nutritional strategies
SISSCGP310A	Support athletes to adopt principles of sports psychology
SISSSPA301A	Coordinate regional touring athletes
SISSSPT306A	Deal with medical conditions in a sport setting
SISSSTC301A	Instruct strength and conditioning techniques
SISXEMR201A	Respond to emergency situations

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SIS40110 Certificate IV in Community Recreation

Modification History

SISCAQU202A Perform basic water rescues, added to aquatics electives

Description

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions within the community recreation sector including working independently at a broad range of venues/environments such as leisure centres and pools, with a variety of different client groups. Persons with this level of competency have the ability to plan, conduct and evaluate activities of others and to deal with unpredictable and non-routine situations and provide leadership and guidance to staff.

Job roles

The following are indicative job roles for this qualification:

- duty manager
- program coordinator
- recreation coordinator
- swim school coordinator

Pathways Information

This qualification is suitable for an Australian apprenticeship pathway.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY
The following table contains a summary of the employability skills required by the sport and recreation industry for this qualification. The employability skills facets described here are broad

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
industry requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communicating with stakeholders to determine their specific requirements; analysing written information on community recreation participation patterns; preparing accurate records or reports on activities undertaken; completing staff rosters; clarifying instructions to staff; negotiating acceptable solutions to client or staff requests and complaints.
Teamwork	Providing leadership to a team of workers; monitoring worker progress and providing assistance where necessary; recognising and adapting appropriately to cultural and language differences in the workplace and community; promoting compliance with legal obligations; acknowledging accountability to senior management and working collaboratively with other community recreation personnel and stakeholders.
Problem-solving	Identifying and mitigating hazards and risks related to sport and recreation activities and facilities; clarifying the extent of, and resolving problems through negotiating with clients in a sensitive and culturally appropriate manner; dealing with unpredictable and non-routine situations; planning, strategy and resource allocation to design activities to meet client needs; research into community needs.
Initiative and enterprise	Identifying and discussing a range of activity or program enhancements to improve client satisfaction and organisation or facility profitability; engaging colleagues in sharing work-place knowledge; actively engaging with community leaders to build relationships; reflecting on own work practices for improvement; monitoring activities and programs for emerging risks.
Planning and organising	Collecting, analysing and recording information to provide efficient planning for community recreation programs and activities; setting work priorities and scheduling staff daily work activities to meet deadlines; preparing program plans and coordinating recreation activities; implementing and monitoring occupational health and safety policies.
Self-management	Understanding the organisation, own role and operating within limits of authority; critically reviewing own strengths and weaknesses; actively seeking and reflecting on feedback on own performance; building industry and community networks to regularly update knowledge and skills.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Learning	Identifying and accessing sources of research on community recreation; contributing to a learning environment through openly sharing knowledge and experiences; accessing internal and external professional development opportunities; updating knowledge and skills to accommodate changes in community recreation programming.
Technology	Understanding and utilising the operating capability of computer systems and software for community recreation programming; using information technology to assist in communication and support management and planning functions.

Packaging Rules

19 units must be completed:

- 11 core units
- 8 elective units, which may be selected from the electives listed in this qualification or from SIS10 which are packaged at AQF level 3, 4 or 5; up to 3 of these units may be selected elsewhere in SIS10 or from any current accredited course or other Training Package, and must be first packaged at AQF level 4.

In all cases selection of electives must relate to the core function or role of the candidate's current or intended work environment, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**11**)	
BSBWOR404A	Develop work priorities
HLTFA301B	Apply first aid
ICAU2006B	Operate computing packages
SIRXMGT001A	Coordinate work teams
SISCCRD304A	Work with key stakeholders
SISXCCS404A	Address client needs
SISXEMR402A	Coordinate emergency responses
SISXIND404A	Promote compliance with laws and legal principles
SISXOHS402A	Implement and monitor occupational health and safety

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	policies
SISXRES402A	Support implementation of environmental management practices
SISXRSK301A	Undertake risk analysis of activities
Electives (8)	
Aquatics	
SISCAQU201A	Monitor pool water quality
SISCAQU202A	Perform basic water rescues
SISCAQU303A	Operate aquatic facility plant and equipment
SISCAQU304A	Maintain pool water quality
SISCAQU305A	Implement aquatic facility plant and equipment maintenance program
SISCAQU307A	Perform advanced water rescues
SISCAQU308A	Instruct water familiarisation, buoyancy and mobility skills
SISCAQU309A	Instruct clients in water safety and survival skills
SISCAQU310A	Instruct swimming strokes
SISCAQU311A	Foster the development of infants and toddlers in an aquatic environment
SISCAQU312A	Assist participants with a disability during aquatic activities
SISCAQU414A	Develop pool water maintenance procedures
SISCAQU415A	Develop aquatic facility maintenance procedures
SISCAQU416A	Coordinate lifeguard service at an aquatic facility
SISCAQU417A	Operate self-contained breathing apparatus in an aquatic facility
Community Recreation Development	
SISCCRD301A	Facilitate community development through recreational activities

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SISCCRD302A	Recruit and manage volunteers
SISCCRD303A	Facilitate inclusion for people with a disability
Community Recreation Operations	
SISCCRO302A	Apply legal and ethical instructional skills
SISCCRO304A	Plan and conduct disability recreation programs
Cross Sector	
SISXCAI304A	Plan and conduct sport and recreation programs
SISXCCS402A	Coordinate client service activities
SISXCCS403A	Determine needs of client populations
SISXFAC404A	Coordinate facility and equipment acquisition and maintenance
SISXIND403A	Analyse participation patterns
SISXIND405A	Conduct projects
SISXIND406A	Manage projects
Fitness	
SISFFIT311A	Deliver approved community fitness programs
Sports Administration	
SISSSPA507A	Develop volunteer management policies
Imported	
BSBHRM401A	Review human resources functions
BSBHRM402A	Recruit, select and induct staff

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SIS40210 Certificate IV in Fitness

Modification History

- Pre requisite unit SISCAQU202A Perform basic water rescues has been inserted into Group A – Aqua Trainer

Other changes made are as follows:

- The heading "Suggested electives for those wishing to operate a personal training small business" and associated list of units has been deleted
- SISSST301A corrected to SISSSTC301A
- SISSST402A corrected to SISSSTC402A

Description

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions within the Fitness industry, including working independently in a broad range of settings, such as within fitness centres, gyms, pools, community facilities and in open spaces.

Those with this level of competency will be expected to train individual clients, on a one-on-one basis, and may include older clients and children.

Persons with this level of competency will have the ability to plan, conduct and evaluate exercise training, provide leadership and guidance to clients and other staff and possibly deal with unpredictable situations.

Exercise Trainers will have the ability to monitor and manage business activities to operate efficiently and profitably.

Job roles

- exercise trainer - personal trainer
- exercise trainer - aqua trainer
- exercise trainer - program coordinator
- exercise trainer - children's trainer
- exercise trainer - older client trainer

Pathways Information

Not Applicable

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

Entry to this qualification is open to those who hold a current first aid qualification and current CPR certificate and who have achieved the following units of competency:

SISFFIT301A	Provide fitness orientation and health screening
SISFFIT302A	Provide quality service in the fitness industry
SISFFIT303A	Develop and apply an awareness of specific populations to exercise delivery
SISFFIT304A	Instruct and monitor fitness programs
SISFFIT305A	Apply anatomy and physiology principles in a fitness context
SISFFIT306A	Provide healthy eating information to clients in accordance with recommended guidelines
SISFFIT307A	Undertake client health assessment
SISFFIT308A	Plan and deliver gym programs
SISXOHS101A	Follow occupational health and safety policies
SISXRSK301A	Undertake risk analysis of activities

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the fitness industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Negotiating with clients to determine and interpret their specific requirements and preferences; explaining the benefits of, and selling personal training services proactively to ensure profitability; adjusting communication styles to meet client needs and motivate

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	clients to meet fitness goals; developing and maintaining documentation such as operational procedures, equipment instructions and marketing information.
Teamwork	Motivating and leading diverse groups of employees or clients; planning work to take into account other facility or environment users; providing support and coaching.
Problem-solving	Anticipating facility, equipment or staffing problems and developing a range of strategies to address typical problems; preparing business or operational plans which outline risk management strategies and actions; identifying issues related to client adherence to exercise programs and developing practical solutions; monitoring client progress and identifying modifications to fitness activities and services based on client feedback; identifying issues outside of scope and determining when to refer clients to medical and allied health professionals.
Initiative and enterprise	Using creativity and innovation in delivering exercise sessions that meet or exceed client expectations or improve business capacity; adapting products and services to respond to emerging fitness industry trends; implementing a continuous improvement approach across the personal training business.
Planning and organising	Collecting, analysing and recording client information to allow for the efficient planning and delivery of personal training sessions; developing business or operational plans to ensure effective delivery of services; preparation of exercise programs that include progression and are appropriate to the client's fitness goals; allocating equipment and determining staffing levels to deliver programmed sessions.
Self-management	Understanding and complying with the legal and ethical responsibilities that apply to personal trainers; understanding and respecting scope of practice; taking responsibility for scheduling own time to ensure the personal training business runs efficiently and profitably; seeking and acting on feedback and guidance from clients and colleagues.
Learning	Proactively maintaining and updating exercise product and service knowledge and skills; sharing information with colleagues; accessing current evidence based research; actively listening to clients to learn more about their needs and preferences and incorporating these in program design.
Technology	Identifying updated technologies that assist in the planning, delivery and selling of exercise products and services; safely using

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	and maintaining exercise equipment according to manufacturer's specifications and own policies and procedures.

Packaging Rules

15 units must be completed:

- 10 core units
- 5 elective units, consisting of:
  - all the units in any one of Groups A to C
  - the remaining to make up the required 5 elective units from General electives; up to 2 of these remaining units may be selected elsewhere in SIS10 or any current accredited course or other Training Package, and must be first packaged at AQF level 3 or 4.

In all cases, selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**10**)	
BSBSMB401A	Establish legal and risk management requirements of small business
BSBSMB403A	Market the small business
BSBSMB404A	Undertake small business planning
SISFFIT415A	Work collaboratively with medical and allied health professionals
SISFFIT416A	Apply motivational psychology to provide guidance on exercise behaviour and change to meet health and fitness goals
SISFFIT417A	Undertake long term exercise programming
SISFFIT418A	Undertake appraisals of functional movement
SISFFIT419A	Apply exercise science principles to planning exercise
SISFFIT420A	Plan and deliver exercise programs to support desired body composition outcomes
SISFFIT421A	Plan and deliver personal training

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Electives (**5**)	
Group A - Aqua Trainer	
SISCAQU202A	Perform basic water rescues
SISCAQU307A	Perform advanced water rescues
SISFFIT422A	Implement inclusive aquatic activities for specific population groups
Group B - Children's Trainer	
CHCIC301D	Interact effectively with children
SISFFIT313A	Plan and deliver exercise to apparently healthy children and adolescents
Group C - Older Clients Trainer	
SISFFIT314A	Plan and deliver exercise to older clients with managed conditions
General electives	
Aquatics	
SISCAQU312A	Assist participants with a disability during aquatic activities
Fitness	
SISFFIT311A	Deliver approved community fitness programs
SISFFIT312A	Plan and deliver an endurance training program
Sport	
SISSSTC301A	Instruct strength and conditioning techniques
SISSSTC402A	Develop strength and conditioning programs
Cross Sector	
SISXIND406A	Manage projects
Imported	
BSBFRA402B	Establish a franchise

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BSBFRA403B	Manage relationship with franchisor
BSBSMB306A	Plan a home-based business
BSBHRM402A	Recruit, select and induct staff
BSBSMB405A	Monitor and manage small business operations
BSBSMB406A	Manage small business finances
BSBSMB407A	Manage a small team
CUFIND401A	Provide services on a freelance basis
ICAU2006B	Operate computing packages
SITXENV002A	Implement and monitor environmentally sustainable work practices
SITXHRM003A	Roster staff

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SIS40310 Certificate IV in Outdoor Recreation

Modification History

Incorrect code in General Electives – the code SISOSCB418A Dive in open water using surface supplied air has been corrected to SISOSCB318A

The following pre requisite units have been inserted into Groups:

- Group B – Abseiling – Instruct – Artificial surface – Multi pitch
  - SISOABA406A Instruct abseiling on single pitch artificial surface
- Group K – Caving – Guide – Multi pitch
  - SISOCVE302A Apply single pitch abseiling skills in caves
  - SISOCVE305A Apply caving specific single rope techniques
- Group L – Caving – Instruct – Vertical single pitch
  - SISOCVE201A Demonstrate caving skills
- Group M – Caving – Specialist – Cavern Diving
  - SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres
- Group N – Challenge ropes course – Supervise High Ropes
  - SISOCRP302A Conduct a high ropes session
- Group O – Challenge ropes course – Supervise low ropes
  - SISOCRP301A Conduct a low ropes session
- Group U – Cycle touring
  - imported unit corrected to TLIH207D Plan and navigate routes
- Group AB – Horse Riding – Remote Areas
  - SISOEQO410A Guide overnight horse trail rides in tracked areas
- Group AH – Mountain biking – Guide
  - SISONAV201A Demonstrate navigation skills in a controlled environment deleted and replaced with SONAV302A Apply navigation skills in an intermediate environment
  - SISOCYT202A Demonstrate basic cycling skills and
  - SISOMBK201A Demonstrate basic off-road cycling skills
- Group AI – Mountain biking – Instruct
  - SISONAV201A Demonstrate navigation skills in a controlled environment deleted
  - SISOCYT202A Demonstrate basic cycling skills, SISOMBK201A Demonstrate basic off-road cycling skills, and SISONAV302A Apply navigation skills in an intermediate environment inserted
- Group AY – Surfing – Guide
  - SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres
- Group AZ – Surfing – Instruct – Basic to intermediate
  - SISOSRF202A Demonstrate basic surfing manoeuvres in controlled conditions

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- Group AAB – Trail Bike Riding
  - SISOTBR202A Demonstrate basic off-highway motorcycling skills
- Group AAC – Vertical rescue – Instruct
  - SISOVTR301A Perform vertical rescues

The following additions have been made to the General Electives:

- SISOCAY201A Demonstrate horizontal canyoning skills
- SISOVTR402A Perform complex vertical rescues

Description

Depending on the specialisations chosen, this qualification provides the skills and knowledge for an individual to be competent in:

Guiding outdoor recreation activities in an uncontrolled environment

It requires technical knowledge of the outdoor recreation activity to be transferred to allow individuals to safely participate in the outdoor activity. It does not provide the skills and knowledge to impart the required level of technical knowledge and expertise to allow participants to independently undertake outdoor recreation activities.

A guide operating in an uncontrolled environment has the skills, knowledge and experience that enable them to work independently within a variety of settings and contexts that may be complex and non-routine.

Instructing outdoor recreation skills

An instructor has the skills, knowledge and experience to facilitate skill transfer or development to clients in order that they may participate independently (or with minimal supervision) in outdoor activities. This requires the instructor to be able to:

- transfer required technical skills and knowledge to participants
- apply a variety of appropriate instructional strategies
- critique participants technique
- assess participants skill and knowledge acquisition during and at the end of a program or session
- In all cases those with this qualification would be managing expected and unexpected situations with considerable autonomy. Leadership, guidance and supervision are involved when organising activities of self and others, as well as contributing to technical solutions of a non-routine or contingency nature. Work would be performed in field locations with varied contexts requiring contingency planning and in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

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Job roles

The following are indicative job roles for this qualification:

- outdoor guide (uncontrolled environment)
- outdoor instructor

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

Entry to this qualification by persons without prior outdoor recreation industry experience or formal qualifications is not recommended.

Examples of sufficient relevant skills and knowledge for entry into the qualification may include:

- Previous qualification at the AQF level below
- Previous experience in the outdoor recreation industry and interest in outdoor pursuits

Entry into this qualification and progression between qualification levels will be based on the professional judgement of the RTO, in consultation with the individual.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the outdoor recreation industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communicating with clients and colleagues to determine and interpret their specific requirements; providing precise location and situation information in case of emergency situations, documenting outdoor recreation activity programs; effectively using body language and demonstration to reinforce technique instruction; delivering feedback on client technique; addressing client needs to ensure a positive recreation experience.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Teamwork	Providing leadership to outdoor activity assistants; monitoring group progress and providing encouragement where necessary; recognising and adapting appropriately to cultural and language differences; promoting compliance with legal obligations; acknowledging accountability to supervisors and working collaboratively with other outdoor recreation personnel and stakeholders.
Problem-solving	Managing hazards, risks and emergencies related to outdoor recreation activities and facilities; clarifying the extent of, and resolving problems through negotiating with clients in a sensitive and culturally appropriate manner; dealing with unpredictable and non-routine situations; planning, strategy and resource allocation to design activities to meet client needs; applying search and rescue skills; interpreting changing weather conditions in the field; determining appropriate instructional strategies for skill transfer to clients.
Initiative and enterprise	Identifying and discussing a range of activity or program enhancements to improve client satisfaction and organisation or facility sustainability; engaging colleagues in sharing work-place knowledge; reflecting on own instructional practices for improvement; supporting the implementation of environmental management practices; monitoring activities and programs for emerging risks.
Planning and organising	Collecting, analysing and recording information to efficiently plan outdoor recreation activities and programs; setting work priorities and scheduling programs and work activities to meet deadlines and use resources efficiently while minimising environmental impact, implementing and monitoring occupational health and safety policies and promoting compliance with legislation and regulations.
Self-management	Understanding and complying with the legal and ethical responsibilities that apply to own role and operating within limits of authority; critically reviewing own strengths and weaknesses; actively seeking and reflecting on feedback on own performance; building industry networks to regularly update knowledge and skills.
Learning	Identifying and accessing sources of research on outdoor recreation instruction and program design; contributing to a learning environment through openly sharing knowledge and experiences; accessing internal and external professional development opportunities; updating knowledge and skills to accommodate changes in the outdoor recreation industry.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Technology	Understanding and utilising the operating capability of computer systems and software for outdoor recreation program planning and delivery; identifying new equipment that improves safety and enhances delivery of outdoor recreation activities; using information technology to assist in communication and support management and planning functions.

Packaging Rules

31 units must be completed:

- 15 core units
- 16 elective units, consisting of:
  - all the units in any two of Groups A to AAF, or
  - all the units in any one of Groups A to AAF, and all the units in any one of Groups AAG to AAS
  - the remaining to make up the required 16 elective units from the General electives, or any of the above groups; up to 5 of these remaining units may be selected elsewhere in SIS10 or any current accredited course or other Training Package, and must be first packaged at AQF level 2, 3 or 4.

In all cases selection of electives must relate to the core function or role of the candidate's current or intended work environment, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**15**)	
BSBWOR404A	Develop work priorities
HLTFA301B	Apply first aid
SISOOPS306A	Interpret weather conditions in the field
SISOODR404A	Manage risk in an outdoor activity
SISOODR405A	Develop and coordinate programs incorporating outdoor activities
SISOODR302A	Plan outdoor recreation activities
SISXRES402A	Support implementation of environmental management practices
SISOOPS407A	Apply search and rescue skills
SISXEMR201A	Respond to emergency situations

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SISXCCS404A	Address client needs
SISXIND404A	Promote compliance with laws and legal principles
SISXIND405A	Conduct projects
SISXOHS402A	Implement and monitor occupational health and safety policies
SISXRES403A	Use resources efficiently
TAEDEL301A	Provide work skill instruction
Electives (**16**)	
Group A - Abseiling - Guide - Natural Surface - Multi Pitch	
SISOABN202A	Safeguard an abseiler using a single rope belay system
SISOABN406A	Apply multi pitch abseiling skills on natural surfaces
SISOABN407A	Establish ropes for multi pitch abseiling on natural surfaces
SISOABN409A	Guide abseiling on multi pitch natural surfaces
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOVTR402A	Perform complex vertical rescues
Group B - Abseiling - Instruct - Artificial Surface - Multi Pitch	
SISOABN202A	Safeguard an abseiler using a single rope belay system
SISOABA405A	Establish ropes for multi pitch abseiling on artificial surfaces
SISOABA406A	Instruct abseiling on single pitch artificial surface
SISOABA407A	Instruct abseiling on multi pitch artificial surfaces
SISOVTR402A	Perform complex vertical rescues
Group C - Abseiling - Instruct - Artificial Surface - Single Pitch	
SISOABN202A	Safeguard an abseiler using a single rope belay system
SISOABA302A	Apply single pitch abseiling skills on artificial surfaces
SISOABA303A	Establish ropes for abseiling on artificial surfaces
SISOABA406A	Instruct abseiling on single pitch artificial surfaces

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SISOVTR301A	Perform vertical rescues
Group D - Abseiling - Instruct - Natural Surface - Single Pitch	
SISOABN202A	Safeguard an abseiler using a single rope belay system
SISOABN303A	Apply single pitch abseiling skills on natural surfaces
SISOABN304A	Establish ropes for single pitch abseiling on natural surfaces
SISOABN408A	Instruct abseiling on single pitch natural surfaces
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOVTR301A	Perform vertical rescues
Group E - Bushwalking - Guide - Intermediate	
PUAOPE002B	Operate communications systems and equipment
SISOBWG302A	Apply intermediate bushwalking skills
SISOBWG404A	Apply river crossing skills
SISOBWG405A	Guide intermediate bushwalks
SISONAV302A	Apply navigation skills in an intermediate environment
SISOOPS202A	Use and maintain a temporary or overnight site
Group F - Canoeing - Guide - White Water Grade 2	
SISOCNE304A	Apply inland canoeing skills on Grade 2 water
SISOCNE307A	Guide canoeing trips on Grade 2 water
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOWWR201A	Demonstrate self rescue skills in white water
SISOWWR302A	Demonstrate white water rescues and recoveries
Group G - Canoeing - Guide - White Water Grade 3	
SISOCNE408A	Apply inland canoeing skills on Grade 3 water
SISOCNE410A	Guide canoeing trips on Grade 3 water
SISONAV302A	Apply navigation skills in an intermediate environment

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SISOWWR201A	Demonstrate self rescue skills in white water
SISOWWR403A	Perform complex white water rescues and recoveries
Group H - Canoeing - Instruct - Flat Water	
SISOCNE303A	Apply canoeing skills
SISOCNE202A	Perform deep water rescues
SISOCNE306A	Instruct canoeing skills on flat and undemanding water
SISONAV201A	Demonstrate navigation skills in a controlled environment
Group I - Canoeing - Instruct - White Water Grade 2	
SISOCNE304A	Apply inland canoeing skills on Grade 2 water
SISOCNE409A	Instruct canoeing skills on Grade 2 water
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOWWR201A	Demonstrate self rescue skills in white water
SISOWWR302A	Demonstrate white water rescues and recoveries
Group J - Canyoning - Guide - Multi Pitch	
SISCAQU202A	Perform basic water rescues
SISOCAY302A	Apply vertical canyoning skills
SISOCAY405A	Apply advanced vertical canyoning skills
SISOCAY406A	Establish complex belays in canyons
SISOCAY407A	Guide multi pitch canyoning trips
SISOVTR402A	Perform complex vertical rescues
Group K - Caving - Guide - Multi Pitch	
SISOCVE302A	Apply single pitch abseiling skills in caves
SISOCVE305A	Apply caving specific single rope techniques
SISOCVE409A	Rig ladders in complex situations
SISOCVE410A	Rig a complex pitch using caving specific techniques

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SISOCVE411A	Apply vertical caving skills
SISOCVE412A	Rig multi pitches in complex vertical cave systems
SISOCVE413A	Navigate in untrogged caves
SISOCVE414A	Guide vertical multi pitch caving trips
SISONAV302A	Apply navigation skills in an intermediate environment
SISOVTR402A	Perform complex vertical rescues
Group L - Caving - Instruct - Vertical Single Pitch	
SISOCVE201A	Demonstrate caving skills
SISOCVE302A	Apply single pitch abseiling skills in caves
SISOCVE303A	Rig a ladder pitch
SISOCVE304A	Apply laddering skills
SISOCVE305A	Apply caving specific single rope techniques
SISOCVE306A	Rig ropes and establish belays in caves
SISOCVE417A	Instruct vertical single pitch caving skills
SISONAV302A	Apply navigation skills in an intermediate environment
SISOVTR301A	Perform vertical rescues
Group M - Caving - Specialist - Cavern Diving	
SISOCVE416A	Apply cavern diving skills
SISOSCB301A	SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB302A	Complete night dives
Group N - Challenge Ropes Course - Supervise High Ropes	
SISOCRP302A	Conduct a high ropes session
SISOABL402A	Facilitate adventure-based learning activities
SISOCRP404A	Supervise a high ropes session
Group O - Challenge Ropes Course - Supervise Low Ropes	

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SISOABL402A	Facilitate adventure-based learning activities
SISOCRP301A	Conduct a low ropes session
SISOCRP403A	Supervise a low ropes session
Group P - Climbing - Guide - Natural Surface - Single Pitch - Lead	
SISOCLN303A	Establish belays for climbing on natural surfaces
SISOCLN405A	Apply single pitch lead climbing skills on natural surfaces
SISOCLN408A	Guide lead climbing activities on single pitch natural surfaces
SISOVTR301A	Perform vertical rescues
Group Q - Climbing - Guide - Natural surface - Top Rope	
SISOCLN302A	Apply climbing skills on natural surfaces
SISOCLN303A	Establish belays for climbing on natural surfaces
SISOCLN304A	Guide top rope climbing activities on natural surfaces
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOVTR301A	Perform vertical rescues
Group R - Climbing - Instruct - Artificial Surface - Single Pitch - Lead	
SISOCLA303A	Establish belays for climbing on artificial surfaces
SISOCLA406A	Apply lead climbing skills on artificial surfaces
SISOCLA409A	Instruct lead climbing on single pitch artificial surfaces
SISOVTR301A	Perform vertical rescues
Group S - Climbing - Instruct - Natural Surface - Single Pitch - Lead	
SISOCLN303A	Establish belays for climbing on natural surfaces
SISOCLN405A	Apply single pitch lead climbing skills on natural surfaces
SISOCLN411A	Instruct lead climbing on single pitch natural surfaces
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOVTR301A	Perform vertical rescues

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Group T - Climbing - Instruct - Natural Surface -Top Rope	
SISOCLN302A	Apply climbing skills on natural surfaces
SISOCLN303A	Establish belays for climbing on natural surfaces
SISOCLN409A	Instruct top rope climbs on natural surfaces
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOVTR301A	Perform vertical rescues
Group U - Cycle Touring	
SISOCYT201A	Select, set up and maintain a bike
SISOCYT202A	Demonstrate basic cycling skills
SISOCYT303A	Apply on-road cycling skills
SISOCYT304A	Guide on-road cycle tours
SISOCYT405A	Apply overnight cycle touring skills
SISOCYT406A	Guide overnight and extended cycle tours
SISOCYT407A	Instruct cycle touring skills
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOOPS202A	Use and maintain a temporary or overnight site
TLIH207D	Plan and navigate routes
Group V - Fishing Guide - Charter In-shore	
SISOFSH201A	Catch and handle fish
SISOFSH416A	Demonstrate marine inshore fishing skills
SISOFSH417A	Demonstrate marine offshore fishing skills
Group W - Fishing Guide - Charter Off-shore	
SISOFSH201A	Catch and handle fish
SISOFSH417A	Demonstrate marine offshore fishing skills
SISOOPS303A	Interpret weather for marine environments

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Group X - Fishing Instructor	
SISOFSH201A	Catch and handle fish
SISOFSH202A	Select, catch and use bait
SISOFSH203A	Select, rig and use terminal tackle
SISOFSH204A	Select, use and maintain fishing tackle outfits
SISOFSH206A	Locate and attract fish
SISOFSH308A	Instruct fishing skills
Group Y - Four Wheel Driving - Guide - Advanced	
SISODRV302A	Drive and recover a 4WD vehicle
SISODRV303A	Guide 4WD tours
SISODRV404A	Drive a 4WD vehicle in difficult terrain
SISODRV405A	Coordinate recovery of 4WD vehicles
SISONAV201A	Demonstrate navigation skills in a controlled environment
Group Z - Horse Handling	
RGRPSH401A	Relate anatomical and physiological features to the care and treatment of horses
RTE3102A	Educate, ride and care for horses and equipment
RTE3144A	Prevent and treat equine injury and disease
SISOEQO407A	Select horses for a program
SISOEQO408A	Determine nutritional requirements for horses
SISOEQO409A	Train and condition horses
Group AA - Horse Riding - Overnight Rides	
RTE3137A	Carry out basic hoof care procedures
SISOEQO410A	Guide overnight horse trail rides in tracked areas
SISONAV201A	Demonstrate navigation skills in a controlled environment

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Group AB - Horse Riding - Remote Areas	
RTE3102A	Educate, ride and care for horses and equipment
RTE3137A	Carry out basic hoof care procedures
RTE3144A	Prevent and treat equine injury and disease
SISOEQO202A	Demonstrate basic horse riding skills
SISOEQO304A	Apply first aid for horses
SISOEQO305A	Ride horses in tracked areas
SISOEQO408A	Determine nutritional requirements for horses
SISOEQO409A	Train and condition horses
SISOEQO410A	Guide overnight horse trail rides in tracked areas
SISOEQO411A	Ride horses in remote areas
SISOEQO412A	Manage horse illness and injuries in remote areas
SISOEQO413A	Guide trail rides in remote areas
SISONAV201A	Demonstrate navigation skills in a controlled environment
Group AC - Horse Riding - Instruct	
RTE3102A	Educate, ride and care for horses and equipment
SISOEQO407A	Select horses for a program
SISOEQO414A	Instruct horse riding and handling skills
Group AD - Kayaking - Guide - White Water Grade 2	
SISOKYK303A	Apply inland kayaking skills on Grade 2 water
SISOKYK305A	Guide kayaking trips on Grade 2 water
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOWWR201A	Demonstrate self rescue skills in white water
SISOWWR302A	Demonstrate white water rescues and recoveries
Group AE - Kayaking - Guide - White Water Grade 3	

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SISOKYK406A	Demonstrate inland kayaking skills on Grade 3 water
SISOKYK409A	Guide kayaking trips on Grade 3 water
SISOWWR201A	Demonstrate self rescue skills in white water
SISOWWR403A	Perform complex white water rescues and recoveries
Group AF - Kayaking - Instruct - Flat Water	
SISOCNE202A	Perform deep water rescues
SISOKYK302A	Apply kayaking skills
SISOKYK407A	Instruct kayaking skills on flat and undemanding water
SISONAV201A	Demonstrate navigation skills in a controlled environment
Group AG - Kayaking - Instruct - WhiteWater Grade 2	
SISOKYK303A	Apply inland kayaking skills on Grade 2 water
SISOKYK408A	Instruct kayaking skills on Grade 2 water
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOWWR201A	Demonstrate self rescue skills in white water
SISOWWR302A	Demonstrate white water rescues and recoveries
Group AH - Mountain Biking - Guide	
SISOCYT202A	Demonstrate basic cycling skills
SISOMBK201A	Demonstrate basic off-road cycling skills
SISOMBK302A	Apply advanced off-road cycling skills
SISOMBK303A	Guide off-road cycle tours
SONAV302A	Apply navigation skills in an intermediate environment
Group AI - Mountain Biking - Instruct	
SISOCYT202A	Demonstrate basic cycling skills
SISOMBK201A	Demonstrate basic off-road cycling skills
SISOMBK302A	Apply advanced off-road cycling skills

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SISOMBK404A	Instruct off-road cycling skills
SISONAV302A	Apply navigation skills in an intermediate environment
Group AJ - Personal Water Craft - Instruct - Basic Skills	
SISOPWC202A	Demonstrate simple personal water craft skills in controlled conditions
SISOPWC405A	Instruct basic personal water craft riding skills
Group AK - Rafting - Guide - Grade 3 Rapids	
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISORAF402A	Guide a raft on Grade 3 rapids
SISOWWR201A	Demonstrate self rescue skills in white water
SISOWWR302A	Demonstrate white water rescues and recoveries
Group AL -Rafting - Trip leader - Grade 3 Rapids	
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISORAF403A	Guide a raft on Grade 4 rapids
SISORAF404A	Coordinate and manage white water rafting trips
SISOWWR201A	Demonstrate self rescue skills in white water
SISOWWR403A	Perform complex white water rescues and recoveries
Group AM - SCUBA - Dive Supervisor	
SISOSCB301A	SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB306A	Perform diver rescues
SISOSCB308A	Guide a SCUBA dive
Group AN - SCUBA - Instruct - Specialities	
SISOSCB301A	SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB419A	Instruct SCUBA diving skills
SISOSCB420A	Instruct specialised SCUBA diving skills
Group AO - Sea Kayaking - Guide - Easy to Moderate Conditions	

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PUAOPE002B	Operate communications systems and equipment
SISOCNE202A	Perform deep water rescues
SISOKYS302A	Demonstrate sea kayaking skills
SISOKYS303A	Guide sea kayaking trips in easy to moderate conditions
SISOKYS304A	Demonstrate sea kayaking skills in moderate to difficult conditions
SISOKYS406A	Plan and navigate a sea kayaking inshore passage
SISOOPS303A	Interpret weather for marine environments
Group AP - Sea Kayaking - Instruct - Easy to Moderate Conditions	
PUAOPE002B	Operate communications systems and equipment
SISOCNE202A	Perform deep water rescues
SISOKYS302A	Demonstrate sea kayaking skills
SISOKYS304A	Demonstrate sea kayaking skills in moderate to difficult conditions
SISOKYS406A	Plan and navigate a sea kayaking inshore passage
SISOKYS407A	Instruct sea kayaking in easy to moderate conditions
SISOOPS303A	Interpret weather for marine environments
Group AQ - Skiing - Cross Country - Instruct - Intermediate	
SISOSKT409A	Apply intermediate cross country skiing skills
SISOSKT411A	Instruct cross country skiing
Group AR - Skiing - Downhill - Instruct	
SISOSKI402A	Alpine ski downhill on intermediate terrain
SISOSKI403A	Alpine ski downhill on advanced terrain
SISOSKI405A	Alpine free ski on all terrain
SISOSKI408A	Instruct alpine skiing skills
Group AS - Skiing - Downhill - Instruct - Telemarking	
SISOSKI406A	Telemark ski downhill on intermediate terrain

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SISOSKI408A	Instruct alpine skiing skills
Group AT - Skiing - Ski Touring - Guide - Overnight	
SISONAV403A	Navigate in uncontrolled environments
SISOOPS202A	Use and maintain a temporary or overnight site
SISOSKT407A	Overnight ski tour in difficult terrain using advanced ski touring skills
SISOSKT408A	Apply snow craft skills for overnight touring
SISOSKT409A	Apply intermediate cross country skiing skills
SISOSKT410A	Guide overnight ski tours
Group AU - Skiing - Ski Touring - Guide - Overnight - Intermediate	
SISONAV403A	Navigate in uncontrolled environments
SISOOPS202A	Use and maintain a temporary or overnight site
SISOSKT408A	Apply snow craft skills for overnight touring
SISOSKT410A	Guide overnight ski tours
Group AV - Snorkelling - Instruct	
SISCAQU202A	Perform basic water rescues
SISOSNK201A	Demonstrate snorkelling activities
SISOSNK403A	Instruct snorkelling skills
Group AW - Snowboarding - Guide - Overnight	
SISONAV403A	Navigate in uncontrolled environments
SISOSKB404A	Snowboard on advanced terrain
SISOSKB408A	Guide overnight snowboarding activities
SISOSKT408A	Apply snow craft skills for overnight touring
Group AX - Snowboarding - Instruct	
SISOSKB302A	Snowboard on intermediate terrain
SISOSKB407A	Instruct snowboarding

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Group AY - Surfing - Guide	
SISOSCB301A	SCUBA dive in open water to a maximum depth of 18 metres
SISOSRF303A	Perform intermediate level surfing manoeuvres
SISOSRF304A	Perform simple rescues in moderate surf conditions
SISOSRF305A	Guide surfing sessions
Group AZ - Surfing - Instruct - Basic to Intermediate	
SISOSRF202A	Demonstrate basic surfing manoeuvres in controlled conditions
SISOSRF303A	Perform intermediate level surfing manoeuvres
SISOSRF304A	Perform simple rescues in moderate surf conditions
SISOSRF409A	Instruct basic to intermediate surfing skills
Group AAA - Surfing - Instruct - Intermediate and Advanced	
SISOSRF202A	Demonstrate basic surfing manoeuvres in controlled conditions
SISOSRF303A	Perform intermediate level surfing manoeuvres
SISOSRF406A	Perform advanced level surfing manoeuvres
SISOSRF407A	Perform rescues in moderate to difficult surf conditions
SISOSRF410A	Instruct advanced surfing skills
Group AAB - Trail Bike Riding	
SISOTBR201A	Select, set up and maintain an off-highway motorcycle
SISOTBR202A	Demonstrate basic off-highway motorcycling skills
SISOTBR304A	Guide off-highway motorcycle tours
SISOTBR405A	Guide extended off-highway motorcycle tours
SISOTBR406A	Instruct basic off-highway motorcycling skills
Group AAC - Vertical Rescue - Instruct	
SISOVTR301A	Perform vertical rescues
SISOVTR402A	Perform complex vertical rescues

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SISOVTR403A	Instruct vertical rescue
Group AAD - White Water Rescue - Instruct	
SISOWWR403A	Perform complex white water rescues and recoveries
SISOWWR404A	Instruct white water rescue
Group AAE - Yachting - Instruct - Windsurfing	
SISOYSA404A	Use long boards in difficult conditions
SISOYSA405A	Use short boards in difficult conditions
SISOYSA406A	Instruct windsurfing
Group AAF - Yachting - Small Boats	
SISOYSB403A	Sail a small boat in moderate and variable conditions
SISOYSB404A	Instruct small boat yachting
Group AAG - Community Development	
RTD4802A	Develop approaches to include cultural and human diversity
SISCCRD304A	Work with key stakeholders
SISXCAI304A	Plan and conduct sport and recreation programs
Group AAH - Disability	
CHCDIS301A	Work effectively with people with a disability
CHCDIS507C	Design and adapt surroundings to group requirements
SISCCRD303A	Facilitate inclusion for people with a disability
SISCCRO304A	Plan and conduct disability recreation programs
Group AAI -Interpretation	
SISOINT201A	Conduct interpretation within an outdoor activity
SISOINT302A	Develop specialist resources for interpretive activities
Group AAJ - Interpretation - Cultural	
SITTGDE003A	Coordinate and operate a tour

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SITTGDE006A	Prepare and present tour commentaries or activities
SITTGDE008A	Research and share general information on Australian Indigenous cultures
SITTGDE009A	Interpret aspects of local Australian Indigenous culture
Group AAK - Interpretation - Cultural and Heritage Environments	
SISOINT302A	Develop specialist resources for interpretive activities
SITTGDE003A	Coordinate and operate a tour
SITTGDE006A	Prepare and present tour commentaries or activities
SITTGDE012A	Prepare specialised interpretive content on cultural and heritage environments
Group AAL - Interpretation - Flora, Fauna and Landscape	
SISOINT302A	Develop specialist resources for interpretive activities
SITTGDE003A	Coordinate and operate a tour
SITTGDE006A	Prepare and present tour commentaries or activities
SITTGDE010A	Prepare specialised interpretive content on flora, fauna and landscape
Group AAM - Interpretation - Marine Environments	
SISOINT302A	Develop specialist resources for interpretive activities
SITTGDE003A	Coordinate and operate a tour
SITTGDE006A	Prepare and present tour commentaries or activities
SITTGDE011A	Prepare specialised interpretive content on marine environments
Group AAN - Natural Resource Planning	
RTD3505A	Maintain natural areas
RTD4811A	Provide information on environmental issues and policies
SISXRES403A	Use resources efficiently
Group AAO - Tour Guiding	
SITTGDE001A	Work as a guide

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SITTGDE004A	Lead tour groups
SITTGDE006A	Prepare and present tour commentaries or activities
SITTGDE007A	Develop and maintain the general and regional knowledge required by guides
Group AAP - Tour Guiding - Extended Tours	
SITTGDE003A	Coordinate and operate a tour
SITTGDE005A	Manage extended touring programs
SITTTOP004A	Set up and operate a camp site
SITTTOP005A	Provide camp site catering
SITXOHS002A	Follow workplace hygiene procedures
TLIB307C	Carry out vehicle servicing and maintenance
Group AAQ - Tour Manager	
SITTGDE002A	Provide arrival and departure assistance
SITTGDE005A	Manage extended touring programs
SITTGDE012A	Prepare specialised interpretive content on cultural and heritage environments
Group AAR - Youth - Orientation	
CHCYTH301D	Work effectively with young people
CHCYTH402A	Work effectively with young people in the youth work context
Group AAS - Youth - Service Delivery	
CHCYTH402A	Work effectively with young people in the youth work context
CHCYTH505D	Support youth programs
CHCYTH506A	Provide services for young people appropriate to their needs and circumstances
General electives	
SISOBWG406A	Apply bushwalking skills in uncontrolled landscapes

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SISOCAY201A	Demonstrate horizontal canyoning skills
SISOCAY302A	Apply vertical canyoning skills
SISOCLA304A	Guide top rope climbing activities on artificial surfaces
SISOCLA408A	Establish belays for multi pitch climbing on artificial surfaces
SISOCLA407A	Apply multi pitch lead climbing skills on artificial surfaces
SISOCLN406A	Apply multi pitch lead climbing skills on natural surfaces
SISOCLN407A	Establish belays for multi pitch climbing on natural surfaces
SISOCLN410A	Guide lead climbing activities on multi pitch natural surfaces
SISOCNE305A	Guide canoeing trips on flat and undemanding water
SISOCRP301A	Conduct a low ropes session
SISOCRP302A	Conduct a high ropes session
SISOCVE415A	Perform cave rescues
SISOKYS408A	Guide sea kayaking trips in moderate to difficult conditions
SISOKYS409A	Instruct sea kayaking in moderate to difficult conditions
SISOOPS305A	Provide first aid in a remote location
SISOPWC303A	Ride personal watercraft in moderate to controlled conditions
SISOSCB318A	Dive in open water using surface supplied air
SISOSKB303A	Guide day snowboarding activities
SISOSKB405A	Snowboard freestyle on advanced terrain
SISOSKB406A	Snowboard alpine-style on advanced terrain
SISOSKI302A	Alpine ski downhill on intermediate terrain
SISOSKI403A	Alpine ski downhill on advanced terrain
SISOSKI404A	Alpine ski downhill off-piste
SISOSKI407A	Telemark ski downhill on advanced terrain
SISOSKT406A	Demonstrate advanced cross country skiing skills

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SISOSRF408A	Guide surfing trips
SISOTBR303A	Apply advanced off-highway motorcycling skills
SISOVTR402A	Perform complex vertical rescues
SISXEMR402A	Coordinate emergency response
Imported	
TAEASS401A	Plan assessment activities and processes
TAEASS402A	Assess competence
TAEASS403A	Participate in assessment validation

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SIS40410 Certificate IV in Sport and Recreation

Modification History

Not Applicable

Description

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in an administrative or organisational capacity in locations such as fitness centres, outdoor sporting grounds or complexes, aquatic centres or sporting organisations and associations. Persons with this level of competency would support the management of ancillary functions required to ensure the effective provisions of specific services and programs.

Job roles

The following are indicative job roles for this qualification:

- facility coordinator
- administration coordinator
- grounds coordinator

Pathways Information

This qualification is suitable for an Australian apprenticeship pathway.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY
The following table contains a summary of the employability skills required by the sport and recreation industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on packaging options.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communicating with colleagues to determine their specific requirements; analysing written information on sport and recreation participation patterns; preparing accurate records of project activities or reports on activities undertaken; completing staff rosters; clarifying instructions to staff; negotiating acceptable solutions to client or staff requests and complaints.
Teamwork	Providing leadership to a team of workers; monitoring worker progress and providing assistance where necessary; recognising and adapting appropriately to cultural and language differences in the workplace; promoting compliance with legal obligations; acknowledging accountability to senior management and working collaboratively with other sport and recreation personnel and stakeholders.
Problem-solving	Identifying and mitigating hazards and risks related to sport and recreation activities and facilities; clarifying the extent of, and resolving problems through negotiating with clients in a sensitive and culturally appropriate manner; planning, strategy and resource allocation contributing to the avoidance or resolution of contingency or emergency situations; research into client needs.
Initiative and enterprise	Identifying and discussing a range of facility or administration enhancements to improve client satisfaction and organisation or facility profitability; engaging colleagues in sharing work-place knowledge; reflecting on own work practices for improvement; actively monitoring activities for emerging risks.
Planning and organising	Collecting, analysing and recording information to provide efficient planning for sport and recreation organisations and facilities; setting work priorities and scheduling staff daily work activities to meet deadlines; preparing project plans; implementing and monitoring occupational health and safety policies.
Self-management	Understanding the organisation, own role and operating within limits of authority; critically reviewing own strengths and weaknesses; actively seeking and reflecting on feedback on own performance; building industry networks to regularly update knowledge and skills.
Learning	Identifying and accessing sources of research on the sport and recreation industry; contributing to a learning environment through openly sharing knowledge and experiences; accessing internal and external professional development opportunities; updating

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	knowledge and skills to accommodate changes in sport and recreation administration or facility management.
Technology	Understanding and utilising the operating capability of computer systems and software for sport and recreation administration or facility management; using information technology to assist in communication and support management and planning functions.

Packaging Rules

16 units must be completed:

- 9 core units
- 7 elective units, which may be selected from the electives in this qualification or units first packaged at AQF level 3, 4 or 5 within SIS10; up to 3 of these elective units may be selected from any current accredited course or other Training Package, and must be units which are first packaged at AQF level 4

In all cases selection of electives must relate to the core function or role of the candidate's current or intended work environment, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**9**)	
BSBWOR404A	Develop work priorities
ICAU2006B	Operate computing packages
SISXCCS404A	Address client needs
SISXCCS402A	Coordinate client service activities
SISXIND403A	Analyse participation patterns
SISXIND404A	Promote compliance with laws and legal principles
SISXIND405A	Conduct projects
SISXOHS402A	Implement and monitor occupational health and safety policies
SISXRSK301A	Undertake risk analysis of activities
Electives (**7**)	

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BSBADM405B	Organise meetings
BSBADM406B	Organise business travel
BSBADM409A	Coordinate business resources
BSBCMM401A	Make a presentation
BSBFIA402A	Report on financial activity
BSBFIM501A	Manage budgets and financial plans
BSBHRM402A	Recruit, select and induct staff
BSBITA401A	Design databases
BSBITS401A	Maintain business technology
BSBITU402A	Develop and use complex spreadsheets
BSBITU404A	Produce complex desktop published documents
BSBMKG401B	Profile the market
BSBMKG402B	Analyse consumer behaviour for specific markets
BSBREL401A	Establish networks
BSBREL402A	Build client relationships and business networks
BSBRES401A	Analyse and present research information
HLTFA402B	Apply advanced first aid
ICAU3126B	Use advanced features of computer applications
RTC4024A	Recommend plants and cultural practices
RTC4306A	Supervise maintenance of machinery and equipment
RTC4702A	Minimise risks in the use of chemicals
RTC4703A	Plan and implement a chemical use program
RTD4802A	Develop approaches to include cultural and human diversity
RTD4811A	Provide information on environmental issues and policies
RTF4005A	Develop a sports turf maintenance program

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RTF5008A	Plan the establishment of sports turf playing surfaces
SIRXINV004A	Buy merchandise
SIRXINV005A	Control inventory
SIRXMER004A	Manage merchandise and store presentation
SIRXMGT001A	Coordinate work teams
SIRXSLS005A	Manage sales and service delivery
SISCCRD302A	Recruit and manage volunteers
SISSSPA507A	Develop volunteer management policies
SISXCAI305A	Conduct individualised long term training programs
SISXFAC405A	Plan and provide sport and recreational services
SISXRES402A	Support implementation of environmental management practices
SISXRES403A	Use resources efficiently
SITXEVT005A	Organise in-house events or functions
SITXHRM003A	Roster staff
TAEDEL301A	Provide work skill instruction

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SIS40510 Certificate IV in Sport Coaching

Modification History

The following additions have been made to General Electives:

- SISSEQS301A Demonstrate basic dressage, show jumping and cross country riding
- SISSSAI402A Teach the advanced tactics and strategies of sailing
- Group D – Equestrian SISSEQS405A Teach the intermediate skills of riding over fences deleted from this group and placed into General Electives

Description

This qualification provides the skills and knowledge for an individual intending to pursue a career as a coach at a regional or State/Territory level. Likely functions for someone with this qualification include observing the performance of athletes to determine the required level of instruction, and planning, conducting and evaluating individualised and team training programs. Those with this qualification would also supervise practice sessions and provide in competition assistance to athletes which, includes supporting their psychological preparation and conducting post competition analysis of both performance and strategy.

Job roles

The following is an indicative job role for this qualification.

- coach

Pathways Information

This qualification is suitable for an Australian apprenticeship pathway.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY
The following table contains a summary of the employability skills required by the sport industry

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communicating with athletes to determine their specific needs; liaising with volunteers and support staff; preparing accurate training and performance records or reports on competition outcomes; clarifying instructions to athletes related to drugs in sport; documenting individualised and team training programs.
Teamwork	Providing leadership to support personnel; monitoring progress and providing assistance where necessary to athletes to maintain team harmony; collaborating with officials and sport personnel to achieve agreed goals; promoting compliance with legal obligations; supporting athletes to adopt principles of sports psychology; acknowledging accountability to sport management and officials.
Problem-solving	Identifying and mitigating hazards and risks related to sport coaching; post competition analysis of performance and strategy to identify areas for improvement; dealing with athlete injury or illness; planning, strategy and resource allocation to design and deliver training and recovery programs; modifying training programs to accommodate unforeseen situations.
Initiative and enterprise	Identifying and discussing a range of activity or program enhancements to improve performance; engaging colleagues in sharing work-place knowledge; adjusting coaching techniques to differences in each athlete's individual circumstances; reflecting on own coaching practices for improvement; monitoring activities and programs for emerging risks.
Planning and organising	Collecting, analysing and recording information to provide efficient planning for sport coaching; setting work priorities and scheduling training activities to meet competition targets and deadlines; implementing selection policies; developing nutritional strategies to meet athletes needs; implementing and monitoring occupational health and safety policies.
Self-management	Understanding and complying with the legal and ethical responsibilities that apply to own role within sports coaching and operating within limits of authority; critically reviewing own strengths and weaknesses; actively seeking and reflecting on feedback on own performance; building sport coaching networks to regularly update knowledge and skills.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Learning	Identifying and accessing sources of research on sport coaching and performance enhancement; contributing to a learning environment through openly sharing knowledge and experiences; accessing internal and external professional development opportunities; updating knowledge and skills to accommodate changes in sport coaching.
Technology	Understanding and utilising the operating capability of computer systems and software for athlete development; using information technology to assist in communication and support management and planning functions.

Packaging Rules

21 units must be completed:

- 14 core units
- 7 elective units, consisting of:
  - all the units in any one of Groups A to J
  - the remaining to make up the required 7 elective units from General electives; up to 3 of these remaining units may be selected from SIS10, or any current accredited course or other Training Package, and must be first packaged at AQF level 4.

In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**14**)	
BSBWOR404A	Develop work priorities
HLTFA301B	Apply first aid
SISSCGP307A	Implement selection policies
SISSCGP411A	Work with officials
SISSCGP308A	Provide drugs in sport information
SISSCGP309A	Develop nutritional strategies
SISSCGP310A	Support athletes to adopt principles of sports psychology
SISSCGP412A	Implement recovery programs

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SISXCCS402A	Coordinate client service activities
SISXCCS404A	Address client needs
SISXIND403A	Analyse participation patterns
SISXIND405A	Conduct projects
SISXOHS402A	Implement and monitor occupational health and safety policies
SISXRSK301A	Undertake risk analysis of activities
Electives (**7**)	
Group A - AFL	
SISSAFL406A	Teach the intermediate skills of Australian Football
SISSAFL407A	Teach the intermediate tactics of Australian Football
Group B - Canoeing	
SISSCNO406A	Teach the advanced skills and tactics of flatwater canoeing
SISSCNO407A	Teach the advanced skills and tactics of slalom canoeing
Group C - Cricket	
SISSCKT408A	Teach the advanced skills of cricket
SISSCKT409A	Teach the advanced tactics and strategies of cricket
Group D - Equestrian	
RTE3144A	Prevent and treat equine injury and disease
SISSEQS302A	Demonstrate basic dressage and show horse skills
SISOEQO408A	Determine nutritional requirements for horses
SISOEQO409A	Train and condition horses
SISSEQS404A	Teach the intermediate skills of riding on the flat
Group E - Martial Arts	

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SISSMAR402A	Teach the advanced skills of martial arts
Group F - Netball	
SISSNTB407A	Teach intermediate level netball skills
SISSNTB408A	Teach intermediate level netball tactics and game strategy
SISSSTC402A	Develop strength and conditioning programs
Group G - Rugby League	
SISSRGL409A	Teach advanced level Rugby League game skills
SISSRGL410A	Teach advanced Rugby League tactics and game strategy
Group H - Volleyball	
SISSVOL403A	Teach the advanced skills of volleyball
SISSVOL404A	Teach the advanced tactics and strategies of volleyball
Group I - Surf Life Saving	
SISSSUR405A	Teach the advanced skills of surf life saving
SISSSUR406A	Officiate advanced level surf life saving competitions
Group J - Swimming	
SISSSWM302A	Plan a program for a competitive swimmer
General electives	
ICAU2006B	Operate computing packages
RTE3144A	Prevent and treat equine injury and disease
SISSCCRD302A	Recruit and manage volunteers
SISOEQO409A	Train and condition horses
SISOYSB403A	Sail a small boat in moderate and variable conditions
SISSAFL406A	Teach the intermediate skills of Australian Football
SISSAFL407A	Teach the intermediate tactics of Australian Football

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SISSCGP306A	Customise coaching for special needs groups
SISSCGP413A	Implement a talent identification program
SISSCGP414A	Implement water based training programs
SISSCKT408A	Teach the advanced skills of cricket
SISSCKT409A	Teach the advanced tactics and strategies of cricket
SISSCNO406A	Teach the advanced skills and tactics of flatwater canoeing
SISSCNO407A	Teach the advanced skills and tactics of slalom canoeing
SISSEQS301A	Demonstrate basic dressage, show jumping and cross country riding
SISSEQS404A	Teach the intermediate skills of riding on the flat
SISSEQS405A	Teach the intermediate skills of riding over fences
SISSMAR402A	Teach the advanced skills of martial arts
SISSNTB407A	Teach intermediate level netball skills
SISSNTB408A	Teach intermediate level netball tactics and game strategy
SISSRGU410A	Officiate advanced level Rugby Union
SISSSAI402A	Teach the advanced tactics and strategies of sailing
SISSSPA301A	Coordinate regional touring athletes
SISSSPA402A	Coordinate international touring athletes
SISSSPA403A	Administer a team or group
SISSSPA404A	Implement accreditation and registration systems
SISSSPT302A	Provide initial management of sports injuries
SISSSPT303A	Conduct basic warm-up and cool-down programs
SISSSPT304A	Tape ankle, thumb and fingers
SISSSPT305A	Support sports injury management

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SISSSPT306A	Deal with medical conditions in a sport setting
SISSSTC301A	Instruct strength and conditioning techniques
SISSSUR405A	Teach the advanced skills of surf life saving
SISSSWM302A	Plan a program for a competitive swimmer
SISSSWM303A	Teach the advanced skills of competitive swimming
SISSVOL403A	Teach the advanced skills of volleyball
SISSVOL404A	Teach the advanced tactics and strategies of volleyball
SISXEMR402A	Coordinate emergency responses

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SIS40610 Certificate IV in Sport Development

Modification History

Not Applicable

Description

This qualification provides the skills and knowledge for an individual intending to pursue a career in sport development. Occupational outcomes for this qualification are varied with roles ranging from positions with specific expectations to those where a range of tasks are required. These may include liaising with a number of stakeholder groups to increase the profile of sport, implementing and administering junior sports programs or clinics within clubs and schools in specific sports, training coaches and teachers, recruiting young people, parents and volunteers to sport, and fixturing and scheduling competitions.

Job roles

The following are indicative job roles for this qualification:

- competition coordinator
- program coordinator
- sports development officer
- talent development coordinator

Pathways Information

Not Applicable

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY
The following table contains a summary of the employability skills required by the sport industry for this qualification. The employability skills facets described here are broad industry

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communicating with stakeholder groups to improve the profile of the sport; liaising with volunteers, parents and school staff; preparing accurate records or reports on activities undertaken; clarifying instructions to participants and other staff in clinics or junior sport programs; effectively using body language and demonstration to reinforce technique instruction.
Teamwork	Providing leadership to a group of volunteers; monitoring progress and providing assistance where necessary; collaborating with other coaches and sport personnel to achieve agreed goals; promoting compliance with legal obligations; training teachers to deliver sport sessions; acknowledging accountability to sport management and other sport stakeholders.
Problem-solving	Identifying and mitigating hazards and risks related to sport development activities; clarifying the extent of, and resolving problems through negotiating with stakeholders in a sensitive and culturally appropriate manner; dealing with equipment breakdowns or facility unavailability; planning, strategy and resource allocation to design and deliver sport development activities and programs.
Initiative and enterprise	Identifying and discussing a range of activity or program enhancements to improve participation or sport profile; engaging colleagues in sharing work-place knowledge; actively engaging with sport and community stakeholders to build relationships; reflecting on own work practices for improvement; monitoring activities and programs for emerging risks.
Planning and organising	Collecting, analysing and recording information to provide efficient planning for sport development programs and activities; setting work priorities and scheduling staff and volunteer work activities to meet deadlines; preparing fixtures and scheduling competitions; implementing and monitoring occupational health and safety policies.
Self-management	Understanding and complying with the legal and ethical responsibilities that apply to own role within sports development and operating within limits of authority; critically reviewing own strengths and weaknesses; actively seeking and reflecting on feedback on own performance; building sport networks to regularly update knowledge and skills.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Learning	Identifying and accessing sources of research on sport development; contributing to a learning environment through openly sharing knowledge and experiences; accessing internal and external professional development opportunities; updating knowledge and skills to accommodate changes in sport development.
Technology	Understanding and utilising the operating capability of computer systems and software for sport programming and promotion; using information technology to assist in communication and support management and planning functions.

Packaging Rules

18 units must be completed:

- 12 core units
- 6 electives which may be chosen from the electives in this qualification or from units first packaged at AQF level 3, 4 or 5 within SIS10; up to 3 of these may be selected from any current accredited course or other Training Package, and must be first packaged at AQF level 4

In all cases selection of electives must relate to the core function or role of the candidates current or intended work environment, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**12**)	
BSBSUS301A	Implement and monitor environmentally sustainable work practices
SISCCRD302A	Recruit and manage volunteers
SISSCGP201A	Apply legal and ethical coaching principles
SISSOGP301A	Conduct games or competitions
SISXCAI303A	Plan and conduct sport and recreation sessions
SISXCAI304A	Plan and conduct sport and recreation programs
SISXCCS404A	Address client needs
SISXEMR402A	Coordinate emergency responses

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SISXIND404A	Promote compliance with laws and legal principles
SISXIND405A	Conduct projects
SISXOHS402A	Implement and monitor occupational health and safety policies
SISXRSK301A	Undertake risk analysis of activities
General electives (**6**)	
RGRPSH401A	Relate anatomical and physiological features to the care and treatment of horses
RTE2104A	Carry out regular horse observation
RTE2121A	Provide daily care for horses
SISOEQO303A	Conduct horse riding sessions in an arena
SISOEQO304A	Apply first aid for horses
SISSCGP201A	Apply legal and ethical coaching practices
SISSCGP307A	Implement selection policies
SISSCGP308A	Provide drugs in sport information
SISSCGP413A	Implement a talent identification program
SISSCKT306A	Teach the intermediate skills of cricket
SISSCKT307A	Teach the intermediate tactics and strategies of cricket
SISSCNO302A	Teach the intermediate skills and tactics of flatwater canoeing
SISSCNO303A	Teach the intermediate skills and tactics of whitewater canoeing
SISSCNO304A	Teach the intermediate skills and tactics of canoe polo
SISSCOP202A	Develop a personal management plan
SISSCOP204A	Develop personal media skills
SISSCOP306A	Prepare a sponsorship proposal
SISSEQS301A	Demonstrate basic dressage, show jumping and cross-country riding
SISSEQS303A	Teach the fundamental skills of riding

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SISSOGP402A	Conduct a fitness and recovery program for officials
SISXCAI306A	Facilitate groups
SISXCCS402A	Coordinate client service activities

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SIS50110 Diploma of Facility Management

Modification History

Not Applicable

Description

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry as a facility manager for a location such as a fitness centre, outdoor sporting ground or complex, aquatic centre or community recreation centre. Persons with this level of competency would manage the implementation of a broad range of facility requirements including staff and systems and have a high degree of autonomy.

Job roles

The following is an indicative job role for this qualification:

- facility manager

Pathways Information

Not Applicable

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the sport and recreation industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communicating with facility owners and staff to determine their

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	specific requirements; analysing documentation on sport and recreation facility maintenance; preparing accurate financial and maintenance records; completing staff rosters; clarifying instructions to staff; educating staff on efficient use of resources; negotiating acceptable solutions to facility owner or staff requests and complaints.
Teamwork	Providing leadership to a team of workers; monitoring staff performance and providing advice to improve performance; preparing staff rosters that accommodate individual and facility needs; promoting compliance with legal obligations; recognising factors that may cause interpersonal relationship problems and assisting appropriately to avoid or overcome the identified problems.
Problem-solving	Managing organisational, administrative or facility risks; clarifying the extent of, and resolving problems through negotiating with staff or facility users in a sensitive and culturally appropriate manner; planning, strategy and resource allocation to manage the facility effectively; determining strategies for education initiatives; research into resource minimisation and sustainability.
Initiative and enterprise	Responding to change and demonstrating leadership in change management; identifying clear priorities for action; identifying and implementing a range of facility or administration enhancements to improve facility profitability or sustainability; facilitating the sharing of work-place knowledge; leading processes which contribute to the establishment of key directions for the facility; reflecting on own work practices for improvement; monitoring activities for emerging risks and trends.
Planning and organising	Manage and monitor business records to enable efficient planning for sport and recreation facilities; managing multiple tasks and resources simultaneously to coordinate and roster staff work activities to meet deadlines; preparing facility plans; managing stock supply and purchase; establishing and monitoring occupational health and safety systems.
Self-management	Understanding the facility, own role and operating autonomously within limits of authority; critically reviewing own strengths and weaknesses; assessing feedback on own performance and determining strategies for improvement; building industry networks to regularly update knowledge and skills.
Learning	Identifying and accessing sources of research on sport and recreation facility management; contributing to a learning environment through openly sharing knowledge and experiences;

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	identifying and accessing internal and external professional development opportunities; updating knowledge and skills to accommodate changes in sport and recreation facility management.
Technology	Understanding and utilising the operating capability of computer systems and software for sport and recreation facility management; assessing new technologies for suitability for own facility; using information technology to assist in communication and support facility management and planning functions.

Packaging Rules

22 units must be completed:

- 14 core units
- 8 elective units, which may be selected from the electives in this qualification or from units first packaged at AQF level 3, 4 or 5 within SIS10; up to 3 elective units may be selected from any current accredited course or other Training Package, and must be units which are first packaged at AQF level 5 or 6.

In all cases selection of electives must relate to the core function or role of the candidate's current or intended work environment, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**14**)	
BSBADM502B	Manage meetings
BSBFIM501A	Manage budgets and financial plans
BSBRKG502B	Manage and monitor business or records systems
ICAU3126B	Use advanced features of computer applications
SISXCCS403A	Determine needs of client populations
SISXFAC405A	Plan and provide sport and recreational services
SISXFAC506A	Manage stock supply and purchase
SISXIND404A	Promote compliance with laws and legal principles
SISXIND406A	Manage projects
SISXIND507A	Manage education initiatives

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SISXOHS503A	Establish and maintain occupational health and safety systems
SISXRES403A	Use resources efficiently
SISXRSK502A	Manage organisational risks
SITXHRM003A	Roster staff
Electives (8)	
BSBADM503B	Plan and manage conferences
BSBADM504B	Plan or review administration systems
BSBADM506B	Manage business document design and development
BSBFIM502A	Manage payroll
BSBHRM501A	Manage human resources services
BSBHRM502A	Manage human resources management information systems
BSBHRM503A	Manage performance management systems
BSBHRM505A	Manage remuneration and employee benefits
BSBHRM506A	Manage recruitment selection and induction processes
BSBHRM507A	Manage separation or termination
BSBHRM509A	Manage rehabilitation or return-to-work programs
BSBINM501A	Manage an information or knowledge management system
BSBITB501A	Establish and maintain a workgroup computer network
BSBLED502A	Manage programs that promote personal effectiveness
BSBMGT502B	Manage people performance
BSBMKG501B	Identify and evaluate marketing opportunities
BSBMKG502B	Establish and adjust the marketing mix
BSBMKG514A	Implement and monitor marketing activities
BSBSUS501A	Develop workplace policy and procedures for

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	sustainability
BSBWOR501A	Manage personal work priorities and professional development
BSBWRK509A	Manage industrial relations
FNSACCT502B	Prepare income tax returns
FNSACCT503B	Manage budgets and forecasts
FNSACCT504B	Prepare financial reports for a reporting entity
FNSACCT505B	Establish and maintain accounting information systems
FNSACCT506B	Implement and maintain internal control procedures
PSPPROC410A	Administer contracts
SISCCRD302A	Recruit and manage volunteers
SISCCRD304A	Work with key stakeholders
SISXCCS402A	Coordinate client service activities
SISXRES506A	Undertake open space planning

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SIS50210 Diploma of Fitness

Modification History

The following additions have been made to General Electives:

- SISFFIT313A Plan and deliver exercise for apparently healthy children and adolescents
- SISFFIT314A Plan and deliver exercise to older clients with managed conditions

The following code correction/s have been made:

- code and unit title correction to cross sector Group – SISXRSK501A Manage risk deleted and changed to SISXRSK502A Manage organisational risks
- SISSST301A corrected to SISSSTC301A
- SISSST402A corrected to SISSSTC402A

Description

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions within the fitness industry, including working collaboratively with medical and allied health professionals in a broad range of settings, such as fitness facilities, aquatic facilities, community facilities and in open spaces.

Those with this level of competency will be expected to provide exercise training to individual clients with specific needs, on a one-on-one or group basis, and may include older clients and children with chronic conditions.

Persons with this level of competency will have the ability to implement, evaluate and modify the exercise prescription provided by medical or allied health professionals for clients with specific conditions, within an agreed scope for progression as recommended by referring medical or allied health professionals.

Specialised exercise trainers will have the ability to monitor client progress and, in collaboration with medical or allied health professionals, utilise an evidence-based approach to deliver solutions by applying knowledge of physiology and anatomy and the pathology of specific medical conditions.

Job roles

- specialised exercise trainer

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Pathways Information

Not Applicable

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

Entry requirements

This qualification is designed for those existing fitness professionals have considerable experience in exercise delivery. Entry to this qualification is open to those who have achieved the following units of competency and have significant vocational experience in the fitness industry:

SISFFIT415A	Work collaboratively with medical and allied health professionals
SISFFIT416A	Apply motivational psychology to provide guidance on exercise behaviour and change to meet health and fitness goals
SISFFIT417A	Undertake long term exercise programming
SISFFIT418A	Undertake appraisals of functional movement
SISFFIT419A	Apply exercise science principles to planning exercise
SISFFIT420A	Plan and deliver exercise programs to support desired body composition outcomes
SISFFIT421A	Plan and deliver personal training
BSBSMB401A	Establish legal and risk management requirements of small business

While the nature and duration of the individual's vocational experience may vary according to the fitness business activity undertaken, evidence of the programming and delivery of a diverse range of fitness services to clients is required.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY
The following table contains a summary of the employability skills required by the fitness

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Consulting with medical or allied health professionals to obtain clear information about providing exercise for clients with specific needs; explaining to clients the benefits of recommended exercise prescription; providing clear information about the exercises and activities proposed or delivered; answering client's questions and providing support during delivery of fitness services.
Teamwork	Collaborating with medical and allied health professionals to take collective responsibility for innovation in delivering quality fitness services to clients; planning fitness service delivery to take into account team member strengths and weaknesses; providing support and coaching.
Problem-solving	Modifying exercise prescriptions within scope of this qualification; identifying issues related to client adherence to fitness programs and developing solutions by applying knowledge of physiology and anatomy and the pathology of specific medical conditions; identifying the need for referral back to, or consultation with medical or allied health professionals.
Initiative and enterprise	Monitoring of client progress and satisfaction and subsequently indentifying the most appropriate modifications to the exercise prescription or program, within the boundaries of scope and any contraindications present; using knowledge of current and emerging fitness and health industry trends to inform work practices.
Planning and organising	Information, time and resources are organised to ensure safe and effective delivery of services; monitoring plans, procedures and systems and participating in continuous improvement processes; specialised exercise trainers will need to manage interactions with medical and allied health professionals to deliver timely and effective services to clients.
Self-management	Understanding and complying with the legal and ethical responsibilities that apply to specialised exercise trainers; maintaining professional standards and demonstrating safe practices in all aspects of the services provided, identifying boundaries and determining when to refer clients to medical or allied health professionals
Learning	Utilising an evidence based approach to obtain and evaluate knowledge relevant to exercise prescription and programs;

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	undertaking professional development activities to ensure knowledge is current and further develop professional expertise and quality of services offered.
Technology	Identifying and assessing updated technologies that assist in the planning and delivery of services; understanding the operating capacities of different equipment and their safe use.

Packaging Rules

13 units must be completed:

- 9 core units
- 4 elective units, which may be chosen from the electives listed in this qualification; up to 2 of these units may be selected elsewhere in SIS10 or from any current accredited course or other Training Package, and must be first packaged at AQF level 4 or 5.

In all cases, selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**9**)	
SISFFIT523A	Deliver prescribed exercise to clients with cardiorespiratory conditions
SISFFIT524A	Deliver prescribed exercise to clients with metabolic conditions
SISFFIT525A	Advise on injury prevention and management
SISFFIT526A	Deliver prescribed exercise to clients with musculoskeletal conditions
SISFFIT527A	Undertake health promotion activities to decrease risk factors and prevent chronic disease
SISFFIT528A	Apply research findings to exercise management strategies
SISXCCS404A	Address client needs
SISIND405A	Conduct projects
HLTFA402B	Apply advanced first aid

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Electives (**4**)	
Fitness	
SISFFIT313A	Plan and deliver exercise for apparently healthy children and adolescents
SISFFIT314A	Plan and deliver exercise to older clients with managed conditions
SISFFIT529A	Deliver prescribed exercise to clients with a disability or neurological impairment
SISFFIT530A	Deliver prescribed exercise to children and young adolescents with specific chronic conditions
SISFFIT531A	Deliver prescribed exercise to older clients with chronic conditions
SISSSTC301A	Instruct strength and conditioning techniques
SISSSTC402A	Develop strength and conditioning programs
Cross Sector	
SISXCAI507A	Plan and implement high performance training programs
SISXFAC404A	Coordinate facility equipment acquisition and maintenance
SISXIND406A	Manage projects
SISXOHS402A	Implement and monitor occupational health and safety policies
SISXRSK502A	Manage organisational risk
Imported Units	
BSBADM502B	Manage meetings
BSBMKG501B	Identify and evaluate marketing opportunities
BSBWOR501A	Manage personal work priorities and professional development
HLTAQU413A	Deliver and monitor a hydrotherapy program

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SIS50310 Diploma of Outdoor Recreation

Modification History

The following pre requisite units have been inserted into Groups:

- Group J – Caving – Instruct – Multi pitch
  - SISOCVE302A Apply single pitch abseiling skills in caves
  - SISOCVE305A Apply caving specific single rope techniques
- Group K – Caving – Specialist – Sink hole diving, Group L – Caving – Specialist – Sump diving, Group M – Caving – Specialist cave diving
  - SISOSCB301A Scuba dive in open water to a maximum depth of 18 metres added to these groups
- Group W – Mountain biking – Instruct
  - SISOCYT202A Demonstrate basic cycling skills
  - SISOMBK201A Demonstrate basic off-road cycling skills added to the group

The following coding and unit errors have been rectified:

- Group F, Group G, Group H and Group I
  - the unit SISONAV201A is incorrect in these groups and has been corrected to SISONAV302A Apply navigation skills in an intermediate environment

Description

This qualification provides the skills and knowledge for an individual to be competent in planning, implementing and evaluating outdoor recreation programs and activities across a range of activity areas which include complex and non-routine situations. Work would be undertaken autonomously with responsibility for management, leadership of others and maintenance of resources. Work would be performed in and for field locations with varied contexts requiring contingency planning.

Job roles

The following are indicative job roles for this qualification:

- facilitator
- operations manager
- outdoor guide (uncontrolled environment)
- outdoor instructor
- program manager

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Pathways Information

This qualification is suitable for an Australian apprenticeship pathway.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

To gain entry into this qualification, it is advised that a current first aid certificate is held.

Entry to this qualification by persons without prior outdoor recreation industry experience or formal qualifications is not recommended.

Examples of sufficient relevant skills and knowledge for entry into the qualification may include:

- Previous qualification at the AQF level below
- Previous experience in the outdoor recreation industry and interest in outdoor pursuits

Entry into this qualification and progression between qualification levels will be based on the professional judgement of the RTO, in consultation with the individual.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the outdoor recreation industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communicating with stakeholder groups, facility owners and staff to identify specific needs; analysing documentation on outdoor recreation facility and equipment acquisition and maintenance; liaising with program and other staff; preparing accurate records or reports on program outcomes; educating staff on efficient use of resources; completing staff rosters; negotiating acceptable solutions to facility owner or staff requests and complaints.
Teamwork	Providing leadership to a team of workers; monitoring staff

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	performance and providing advice to improve performance; preparing staff rosters that accommodate individual and facility needs; promoting compliance with legal obligations; acknowledging accountability to management or facility owners; recognising factors that may cause interpersonal relationship problems and assisting appropriately to avoid or overcome the identified problems.
Problem-solving	Managing organisational, activity or facility risks; clarifying the extent of, and resolving problems through negotiating with staff or facility users in a sensitive and culturally appropriate manner; planning, strategy and resource allocation to manage the facility and natural resources effectively; evaluating policies for outdoor organisations; research into resource minimisation and sustainability.
Initiative and enterprise	Responding to change and demonstrating leadership in change management; identifying clear priorities for action; actively engaging with facility and natural resource stakeholders to build relationships; identifying and implementing a range of facility or program enhancements to enhance facility sustainability; facilitating the sharing of work-place knowledge; seeking and acting on feedback from colleagues and clients to improve service delivery; monitoring activities and programs for emerging risks.
Planning and organising	Manage and monitor organisation records to enable efficient planning of outdoor recreation programs and facilities; managing multiple tasks and resources simultaneously to coordinate and roster staff work activities to meet deadlines; leading processes which contribute to the establishment of key directions for the organisation; coordinating emergency response; managing equipment supply and purchase; establishing and maintaining occupational health and safety systems.
Self-management	Understanding the facility and organisation and operating autonomously within limits of authority; critically reviewing own strengths and weaknesses; assessing feedback on own performance and determining strategies for improvement; building industry networks to regularly update knowledge and skills.
Learning	Identifying and accessing sources of research on outdoor recreation instruction and program design; contributing to a learning environment through openly sharing knowledge and experiences; identifying and accessing internal and external professional development opportunities; updating knowledge and skills to accommodate changes in the outdoor recreation industry.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Technology	Understanding and utilising the operating capability of computer systems and software for outdoor recreation program planning, facility and natural resource management; identifying new equipment and delivery strategies that improve safety and enhances delivery of outdoor recreation activities; using information technology to assist in communication and support management and planning functions.

Packaging Rules

33 units must be completed:

- 18 core units
- 15 elective units, consisting of:
  - all the units in any two of Groups A to AJ, or
  - all the units in any one of Groups A to AJ, and all the units in any one of Groups AK to AS
  - the remaining to make up the required 15 elective units from General electives, or any of the above groups; up to 5 of these elective units may be selected elsewhere in SIS10 or any current accredited course or other Training Package, and must be first packaged at AQF level 4 or 5.

In all cases selection of electives must relate to the core function or role of the candidate's current or intended work environment, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**18**)	
BSBWOR404A	Develop work priorities
SISOOPS306A	Interpret weather conditions in the field
SISOODR404A	Manage risk in an outdoor activity
SISOODR405A	Develop and coordinate programs incorporating outdoor activities
SISOODR302A	Plan outdoor recreation activities
SISXRES402A	Support implementation of environmental management practices
SISOOPS407A	Apply search and rescue skills
SISXEMR402A	Coordinate emergency responses

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SISXRES403A	Use resources efficiently
SISOODR506A	Evaluate policy for an outdoor organisation
SISOOPS508A	Manage natural resources
SISXCCS402A	Coordinate client service activities
SISXFAC404A	Coordinate facility and equipment acquisition and maintenance
SISXIND404A	Promote compliance with laws and legal principles
SISXIND406A	Manage projects
SISXOHS503A	Establish and maintain occupational health and safety systems
SISXRSK502A	Manage organisational risk
TAEDEL301A	Provide work skill instruction
Electives (**15**)	
Group A - **Abseiling** - **Instruct** - **Natural Surface** - **Multi Pitch**	
SISOABN202A	Safeguard an abseiler using a single rope belay system
SISOABN406A	Apply multi pitch abseiling skills on natural surfaces
SISOABN407A	Establish ropes for multi pitch abseiling on natural surfaces
SISOABN510A	Instruct abseiling on multi pitch natural surfaces
SISONAV302A	Apply navigational skills in an intermediate environment
SISOVTR402A	Perform complex vertical rescues
Group B - **Bushwalking** - **Guide** - **Advanced**	
PUAOPE002B	Operate communications systems and equipment
SISOBWG404A	Apply river crossing skills
SISOBWG405A	Guide intermediate bushwalks
SISOBWG510A	Guide bushwalks in an uncontrolled environment
SISONAV403A	Navigate in uncontrolled environments
Group C - **Bushwalking** - **Specialist** - **Alpine**	

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SISOBWG507A	Apply advanced bushwalking skills in alpine areas
SISOOPS509A	Interpret weather for mountain environments
SISONAV403A	Navigate in uncontrolled environments
Group D - Bushwalking - Specialist - Arid	
SISOBWG508A	Apply advanced bushwalking skills in arid areas
SISOOPS306A	Interpret weather conditions in the field
SISONAV403A	Navigate in uncontrolled environments
Group E - Bushwalking - Specialist - Tropical	
SISOBWG509A	Apply advanced bushwalking skills in tropical areas
SISOOPS306A	Interpret weather conditions in the field
SISONAV403A	Navigate in uncontrolled environments
Group F - Canoeing - Guide - White Water Grade 3	
SISOCNE408A	Apply inland canoeing skills on Grade 3 water
SISOCNE410A	Guide canoeing trips on Grade 3 water
SISONAV302A	Apply navigation skills in an intermediate environment
SISOWWR201A	Demonstrate self rescue skills in white water
SISOWWR403A	Perform complex white water rescues and recoveries
Group G - Canoeing - Instruct - White Water Grade 2	
SISOCNE304A	Apply inland canoeing skills on Grade 2 water
SISOCNE409A	Instruct canoeing skills on Grade 2 water
SISONAV302A	Apply navigation skills in an intermediate environment
SISOWWR201A	Demonstrate self rescue skills in white water
SISOWWR302A	Demonstrate white water rescues and recoveries
Group H - Canoeing - Instruct - White Water Grade 3	
SISOCNE408A	Apply inland canoeing skills on Grade 3 water

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SISOCNE511A	Instruct canoeing skills on Grade 3 water
SISONAV302A	Apply navigation skills in an intermediate environment
SISOWWR201A	Demonstrate self rescue skills in white water
SISOWWR403A	Perform complex white water rescues and recoveries
Group I - Canyoning - Instruct	
SISCAQU202A	Perform basic water rescues
SISOCAY201A	Demonstrate horizontal canyoning skills
SISOCAY302A	Apply vertical canyoning skills
SISOCAY405A	Apply advanced vertical canyoning skills
SISOCAY406A	Establish complex belays in canyons
SISOCAY508A	Instruct canyoning skills
SISONAV302A	Apply navigational skills in an intermediate environment
SISOVTR402A	Perform complex vertical rescues
Group J - Caving - Instruct - Multi Pitch	
SISOCVE302A	Apply single pitch abseiling skills in caves
SISOCVE305A	Apply caving specific single rope techniques
SISOCVE409A	Rig ladders in complex situations
SISOCVE410A	Rig a complex pitch using caving specific techniques
SISOCVE411A	Apply vertical caving skills
SISOCVE412A	Rig multi pitches in complex vertical cave systems
SISOCVE413A	Navigate in untrogged caves
SISOCVE522A	Instruct vertical multi pitch caving skills
SISOVTR402A	Perform complex vertical rescues
Group K - Caving - Specialist - Sink Hole Diving	
SISOSCB301A	Scuba dive in open water to a maximum depth of 18 metres

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SISOCVE416A	Apply cavern diving skills
SISOCVE518A	Apply cave diving skills
SISOCVE519A	Apply sinkhole diving skills
SISOSCB302A	Complete night dives
Group L - Caving - Specialist - Sump Diving	
SISOSCB301A	Scuba dive in open water to a maximum depth of 18 metres
SISOCVE416A	Apply cavern diving skills
SISOCVE518A	Apply cave diving skills
SISOCVE520A	Apply sump diving skills
SISOSCB302A	Complete night dives
Group M - Caving - Specialist Cave Diving	
SISOSCB301A	Scuba dive in open water to a maximum depth of 18 metres
SISOCVE416A	Apply cavern diving skills
SISOCVE518A	Apply cave diving skills
SISOCVE521A	Apply advanced cave diving skills
SISOSCB302A	Complete night dives
Group N - Climbing - Guide - Natural Surface - Multi Pitch - Lead	
SISOCLN406A	Apply multi pitch lead climbing skills on natural surfaces
SISOCLN407A	Establish belays for multi pitch climbing on natural surfaces
SISOCLN410A	Guide lead climbing activities on multi pitch natural surfaces
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOVTR402A	Perform complex vertical rescues
Group O - Climbing - Guide - Natural Surface - Single Pitch - Lead	
SISOCLN303A	Establish belays for climbing on natural surfaces
SISOCLN405A	Apply single pitch lead climbing skills on natural surfaces

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SISOCLN408A	Guide lead climbing activities on single pitch natural surfaces
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOVTR301A	Perform vertical rescues
Group P - Climbing - Instruct - Artificial Surface - Multi Pitch - Lead	
SISOCLA407A	Apply multi pitch lead climbing skills on artificial surfaces
SISOCLA408A	Establish belays for multi pitch climbing on artificial surfaces
SISOCLA510A	Instruct lead climbing on multi pitch artificial surfaces
SISOVTR301A	Perform vertical rescues
Group Q - Climbing - Instruct - Natural Surface - Multi Pitch - Lead	
SISOCLN406A	Apply multi pitch lead climbing skills on natural surfaces
SISOCLN407A	Establish belays for multi pitch climbing on natural surfaces
SISOCLN512A	Instruct lead climbing on multi pitch natural surfaces
SISOVTR402A	Perform complex vertical rescues
Group R - Climbing - Instruct - Natural Surface - Single Pitch - Lead	
SISOCLN303A	Establish belays for climbing on natural surfaces
SISOCLN405A	Apply single pitch lead climbing skills on natural surfaces
SISOCLN411A	Instruct lead climbing on single pitch natural surfaces
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOVTR301A	Perform vertical rescues
Group S - Equine Management	
SISOEQO409A	Train and condition horses
SISOEQO515A	Manage stable maintenance
SISOEQO516A	Manage the education of horses
Group T - Kayaking - Guide - White Water Grade 3	
SISOKYK406A	Demonstrate inland kayaking skills on Grade 3 water

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SISOKYK409A	Guide kayaking trips on Grade 3 water
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOWWR201A	Demonstrate self rescue skills in white water
SISOWWR403A	Perform complex white water rescues and recoveries
Group U - Kayaking - Instruct - White Water Grade 2	
SISOKYK303A	Apply inland kayaking skills on Grade 2 water
SISOKYK408A	Instruct kayaking skills on Grade 2 water
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOWWR201A	Demonstrate self rescue skills in white water
SISOWWR302A	Demonstrate white water rescues and recoveries
Group V - Kayaking - Instruct - White Water Grade 3	
SISOKYK406A	Demonstrate inland kayaking skills on Grade 3 water
SISOKYK510A	Instruct kayaking skills on Grade 3 water
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOWWR201A	Demonstrate self rescue skills in white water
SISOWWR403A	Perform complex white water rescues and recoveries
Group W - Mountain Biking - Instruct	
SISOCYT202A	Demonstrate basic cycling skills
SISOMBK201A	Demonstrate basic off-road cycling skills
SISOMBK302A	Apply advanced off-road cycling skills
SISOMBK404A	Instruct off-road cycling skills
SISONAV201A	Demonstrate navigation skills in a controlled environment
Group X - Personal Water Craft - Instruct - Advanced Skills	
SISOPWC303A	Ride personal water craft in moderate to difficult conditions
SISOPWC506A	Instruct advanced personal water craft riding skills

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Group Y - Rafting - Instruct	
SISORAF404A	Coordinate and manage white water rafting trips
SISORAF505A	Instruct rafting skills
SISOWWR403A	Perform complex white water rescues and recoveries
Group Z - Rafting - Trip Leader - Grade 3 Rapids	
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISORAF403A	Guide a raft on Grade 4 rapids
SISORAF404A	Coordinate and manage white water rafting trips
SISOWWR201A	Demonstrate self rescue skills in white water
SISOWWR403A	Perform complex white water rescues and recoveries
Group AA - SCUBA - Instruct - Specialties	
SISOSCB301A	SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB420A	Instruct specialised SCUBA diving skills
Group AB - Sea Kayaking - Guide - Moderate to Difficult Conditions	
PUAOPE002B	Operate communications systems and equipment
SISOCNE202A	Perform deep water rescues
SISOKYS304A	Demonstrate sea kayaking skills in moderate to difficult conditions
SISOKYS408A	Guide sea kayaking trips in moderate to difficult conditions
SISONAV302A	Apply navigation skills in an intermediate environment
SISOOPS203A	Interpret weather for marine environments
SISOWWR201A	Demonstrate self rescue skills in white water
Group AC - Sea Kayaking - Instruct - Moderate to Difficult Conditions	
PUAOPE002B	Operate communications systems and equipment
SISOCNE202A	Perform deep water rescues
SISOKYS304A	Demonstrate sea kayaking skills in moderate to difficult conditions

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SISOKYS409A	Instruct sea kayaking in moderate to difficult conditions
SISONAV302A	Apply navigation skills in an intermediate environment
SISOOPS203A	Interpret weather for marine environments
Group AD - Skiing - Cross Country - Instruct - Advanced	
SISONAV403A	Navigate in uncontrolled environments
SISOSKT406A	Demonstrate advanced cross country skiing skills
SISOSKT411A	Instruct cross country skiing
Group AE - Skiing - Cross Country - Instruct - Intermediate	
SISONAV403A	Navigate in uncontrolled environments
SISOSKT409A	Apply intermediate cross country skiing skills
SISOSKT411A	Instruct cross country skiing
Group AF - Skiing - Ski Touring - Guide - Overnight	
SISONAV403A	Navigate in uncontrolled environments
SISOOPS202A	Use and maintain a temporary or overnight site
SISOSKT407A	Overnight ski tour in difficult terrain using advanced ski touring skills
SISOSKT408A	Apply snow craft skills for overnight touring
SISOSKT409A	Apply intermediate cross country skiing skills
SISOSKT410A	Guide overnight ski tours
Group AG - Snowboarding - Guide - Overnight	
SISONAV403A	Navigate in uncontrolled environments
SISOSKB404A	Snowboard on advanced terrain
SISOSKB408A	Guide overnight snowboarding activities
SISOSKT408A	Apply snow craft skills for overnight touring
Group AH - Snowboarding - Instruct - Intermediate and Advanced	

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SISONAV403A	Navigate in uncontrolled environments
SISOSKB404A	Snowboard on advanced terrain
SISOSKB407A	Instruct snowboarding
SISOSKB509A	Snowboard off-piste
Group AI - Trail Bike Riding - Instruct - Advanced Skills	
SISONAV403A	Navigate in uncontrolled environments
SISOTBR201A	Select, set up and maintain an off-highway motorcycle
SISOTBR303A	Apply advanced off-highway motorcycling skills
SISOTBR507A	Instruct advanced off-highway motorcycling skills
Group AJ - White Water Rescue - Instruct	
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOWWR403A	Perform complex white water rescues and recoveries
SISOWWR404A	Instruct white water rescue
Group AK - Business Management	
BSBHRM501A	Manage human resources services
BSBMKG507A	Interpret market trends and developments
FNSICORG501B	Develop a budget
Group AL - Community Development - Planning and Implementation	
SISCCRD304A	Work with key stakeholders
SISXCAI304A	Plan and conduct sport and recreation programs
Group AM - Disability	
CHCDIS302A	Maintain an environment to empower people with disabilities
CHCDIS507C	Design and adapt surroundings to group requirements
CHCDIS511A	Coordinate services for people with disabilities
Group AN - Natural Resource Planning - Sustainability	

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SISXRES504A	Conserve and re-establish natural systems
SISXRES505A	Achieve sustainable land management
Group AO - Tourism - Operation Management	
SITTPPD003A	Source and package tourism products
SITTTSL002A	Access and interpret product information
SITTTSL005A	Sell tourism products and services
SITTTSL006A	Prepare quotations
Group AP - Tourism Planning	
SITTPPD001A	Research, assess and develop tourism products
SITTPPD006A	Plan and develop ecologically sustainable tourism operations
SITTPPD007A	Plan and develop culturally appropriate tourism operations
Group AQ - Youth - Planning and Support	
CHCYTH501A	Develop and implement procedures to enable young people to address their needs
CHCYTH608C	Manage service response to young people in crisis
Group AR - Youth - Service Delivery	
CHCYTH407D	Respond to critical situations
CHCYTH506A	Provide services for young people appropriate to their needs and circumstances
Group AS - Volunteer Management	
BSBHRM501A	Manage human resources services
SISCCRD302A	Recruit and manage volunteers
SISSSPA507A	Develop volunteer management policies
General electives	
SISOABL503A	Design and facilitate adventure-based learning programs
SISOCRP505A	Manage a low ropes course

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SISOCRP506A	Manage a high ropes course
SISODRV506A	Instruct four wheel driving skills
SISOKYS302A	Demonstrate sea kayaking skills
SISOKYS304A	Demonstrate sea kayaking skills in moderate to difficult conditions
SISOKYS406A	Plan and navigate a sea kayaking inshore passage
SISOKYS407A	Instruct sea kayaking in easy to moderate conditions
SISOOPS305A	Provide first aid in a remote location
SISOOPS508A	Manage natural resources
SISOSCB521A	Demonstrate technical diving
SISXRES507A	Design and maintain the built environment
Imported	
TAEASS401A	Plan assessment activities and processes
TAEASS402A	Assess competence
TAEASS403A	Participate in assessment validation
TAEDEL501A	Facilitate e-learning
TAETAS501A	Undertake organisational training needs analysis

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SIS50410 Diploma of Sport and Recreation Administration

Modification History

Not Applicable

Description

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in an administrative or organisational capacity in locations such as fitness centres, outdoor sporting grounds or complexes or aquatic centres. Persons with this level of competency would manage the ancillary functions required to ensure the effective provision of specific services and programs and have a high degree of autonomy.

Job roles

- facility manager
- administration manager

Pathways Information

Not Applicable

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the sport and recreation industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communicating with client populations and staff to determine their specific requirements; analysing documentation on sport and

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	recreation facility maintenance; preparing accurate financial records; completing staff rosters; clarifying instructions to staff; negotiating acceptable solutions to client population or staff requests and complaints.
Teamwork	Providing leadership to a team of workers; monitoring staff performance and providing advice to improve performance; providing guidance to facility, sport and recreation personnel to achieve agreed goals; promoting compliance with legal obligations; recognising factors that may cause interpersonal relationship problems and assisting appropriately to avoid or overcome the identified problems.
Problem-solving	Managing organisational, administrative or facility risks; clarifying the extent of, and resolving problems through negotiating with staff or facility users in a sensitive and culturally appropriate manner; planning, strategy and resource allocation to manage the ancillary functions to provide sport and recreation services and programs; research into client population needs.
Initiative and enterprise	Responding to change and demonstrating leadership in change management; identifying clear priorities for action; identifying and implementing a range of facility or administration enhancements to improve client satisfaction and organisation or facility profitability; facilitating the sharing of work-place knowledge; reflecting on own work practices for improvement; monitoring activities for emerging risks and trends.
Planning and organising	Collecting, analysing and recording information to provide efficient planning for sport and recreation organisations and facilities; managing multiple tasks and resources simultaneously to coordinate staff work activities to meet deadlines; leading processes which contribute to the establishment of key directions for the organisation; preparing facility plans; developing and monitoring occupational health and safety policies.
Self-management	Understanding the organisation, own role and operating autonomously within limits of authority; critically reviewing own strengths and weaknesses; assessing feedback on own performance and determining strategies for improvement; building industry networks to regularly update knowledge and skills.
Learning	Identifying and accessing sources of research on the sport and recreation industry; contributing to a learning environment through openly sharing knowledge and experiences; accessing internal and external professional development opportunities; updating knowledge and skills to accommodate changes in sport and

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	recreation administration or facility management.
Technology	Understanding and utilising the operating capability of computer systems and software for sport and recreation administration or facility management; assessing new technologies for suitability for own situation; using information technology to assist in communication and support management and planning functions.

Packaging Rules

19 units must be completed:

- 9 core units
- 10 elective units, which may be selected from the electives in this qualification or from units which are first packaged at AQF level 4, or 5 within SIS10; up to 3 elective units may be selected from any current accredited course or other Training Package, and must be units which are first packaged at AQF level 5.

In all cases selection of electives must relate to the core function or role of the candidate's current or intended work environment, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**9**)	
BSBADM502B	Manage meetings
ICAU3126B	Use advanced features of computer applications
SISXCCS402A	Coordinate client service activities
SISXCCS403A	Determine needs of client populations
SISXIND404A	Promote compliance with laws and legal principles
SISXIND406A	Manage projects
SISXIND507A	Manage education initiatives
SISXOHS503A	Establish and maintain occupational health and safety systems
SISXRSK502A	Manage organisational risks
Electives (**10**)	
BSBADM504B	Plan or review administration systems

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BSBADM506B	Manage business document design and development
BSBFIM501A	Manage budgets and financial plans
BSBFIM502A	Manage payroll
BSBHRM501A	Manage human resources services
BSBHRM502A	Manage human resources management information systems
BSBHRM503A	Manage performance management systems
BSBHRM505A	Manage remuneration and employee benefits
BSBHRM506A	Manage recruitment selection and induction processes
BSBHRM507A	Manage separation or termination
BSBHRM509A	Manage rehabilitation or return-to-work programs
BSBLED502A	Manage programs that promote personal effectiveness
BSBMGT502B	Manage people performance
BSBMKG501B	Identify and evaluate marketing opportunities
BSBMKG502B	Establish and adjust the marketing mix
BSBMKG514A	Implement and monitor marketing activities
BSBWOR501A	Manage personal work priorities and professional development
BSBWRK509A	Manage industrial relations
CHCDIS507C	Design and adapt surroundings to group requirements
CHCDIS511A	Coordinate services for people with disabilities
CHCYTH505D	Support youth programs
CHCYTH608C	Manage service response to young people in crisis
FNSACCT504B	Prepare financial reports for a reporting entity
FNSACCT505B	Establish and maintain accounting information systems
FNSACCT506B	Implement and maintain internal control procedures
SISCCRD302A	Recruit and manage volunteers

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SISOODR506A	Evaluate policy for an outdoor organisation
SISSCGP308A	Provide drugs in sport information
SISSSPA507A	Develop volunteer management policies
SISXCAI507A	Implement high performance training programs
SISXFAC404A	Coordinate facility and equipment acquisition and maintenance
SISXFAC506A	Manage stock supply and purchase
SISXRES403A	Use resources efficiently

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SIS50510 Diploma of Sport Coaching

Modification History

The following additions have been made to General Electives:

- SISSRGL511A Teach high performance Rugby League game skills

The following pre requisite units have been inserted into Groups:

- Group A – Equestrian
  - SISOEQO409A Train and condition horses

Description

This qualification provides the skills and knowledge for an individual intending to pursue a career as a coach at an international level. Likely functions for someone with this qualification include observing high performance athletes to determine the level of instruction required, and planning, conducting and evaluating high performance individualised and team training programs. Those with this qualification would also supervise practice sessions and provide in competition assistance to athletes which includes supporting their psychological preparation and conducting post competition analysis of both performance and strategy. Outcomes would vary depending on the specialisation chosen

Job roles

The following is an indicative job role for this qualification

- coach

Pathways Information

This qualification is suitable for an Australian apprenticeship pathway.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

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Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the sport industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communicating with high performance athletes to determine their specific needs and advise on competition strategy; liaising with high performance support staff; interpreting and explaining complex training and performance or competition data; clarifying instructions to athletes related to drugs in sport; documenting individualised and team high performance training programs.
Teamwork	Providing leadership to high performance support personnel during practice sessions; providing assistance where necessary to high performance athletes to maintain team harmony; collaborating with, and providing guidance to officials and sport personnel to achieve agreed goals; promoting compliance with legal obligations; supporting athletes with psychological preparation; recognising factors that may cause interpersonal relationship problems and assisting appropriately to avoid or overcome the identified problems.
Problem-solving	Managing organisational risks; monitoring progress and determining modifications to high performance training programs; post competition analysis of performance and strategy to identify areas for improvement; dealing with injury or illness to high performance athletes; planning, strategy and resource allocation to design and deliver high performance training and recovery programs; observing high performance athletes and modifying level of instruction to accommodate individual situations.
Initiative and enterprise	Responding to change and demonstrating leadership in change management; engaging high performance athletes in contributing to sharing of knowledge; adjusting coaching techniques to differences in high performance athlete's individual circumstances; reflecting on own coaching practices for improvement; monitoring high performance programs for emerging risks and trends.
Planning and organising	Managing multiple tasks and resources simultaneously to coordinate high performance training programs and international competition schedules; collecting, recording and analysing information to provide efficient planning for high performance sport coaching; setting work priorities and scheduling individual and team activities to meet performance or competition targets and

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	deadlines; developing and implementing selection policies; designing nutritional strategies to meet athletes needs; implementing and monitoring strength and conditioning programs for high performance athletes.
Self-management	Understanding and complying with the legal and ethical responsibilities that apply to own role within sports coaching and operating autonomously within limits of authority; critically reviewing own strengths and weaknesses; assessing feedback on own performance and determining strategies for improvement; accessing international sport coaching networks to regularly update knowledge and skills.
Learning	Identifying and accessing sources of research on high performance sport coaching and athlete performance enhancement; contributing to a learning environment through openly sharing knowledge and experiences; identifying and accessing internal and external professional development opportunities; critically evaluating high performance training programs; updating knowledge and skills to accommodate changes in sport coaching.
Technology	Understanding and utilising the operating capability of computer systems and software for high performance athlete development; assessing new technologies for suitability for own situation; using information technology to assist in communication and support management and planning functions.

Packaging Rules

20 units must be completed:

- 13 core units
- 7 elective units:
  - all the units in any one of Groups A to E
  - the remaining to make up the required 7 elective units from General electives; up to 3 of these remaining units may be selected elsewhere in SIS10 or from any current accredited course or other Training Package, and must first packaged at AQF level 4 or 5.

In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**13**)

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BSBADM502B	Manage meetings
BSBITB501A	Establish and maintain a workgroup computer network
HLTFA301B	Apply first aid
ICAU3126B	Use advanced features of computer applications
SISSCGP308A	Provide drugs in sport information
SISSSTC301A	Instruct strength and conditioning techniques
SISSSTC402A	Develop strength and conditioning programs
SISXCAI507A	Implement high performance training programs
SISXCCS403A	Determine needs of client populations
SISXIND404A	Promote compliance with laws and legal principles
SISXIND406A	Manage projects
SISXOHS503A	Establish and maintain occupational health and safety systems
SISXRSK502A	Manage organisational risk
Electives (7)	
Group A - Equestrian	
SISSEQS301A	Demonstrate basic dressage, show jumping and cross-country riding
SISSEQS405A	Teach the intermediate skills of riding over fences
SISOEQO409A	Train and condition horses
SISOEQO516A	Manage the education of horses
Group B - Golf Professional	
SISSGLF508A	Teach the advanced skills of professional golf
SISSGLF509A	Teach the advanced tactics and strategies of professional golf
SISSGLF510A	Fit and alter golf equipment
SISSGLF511A	Develop and manage junior development programs in golf

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SISSGLF512A	Manage the structure and facilitation of golf competitions and tournaments
SISSGLF513A	Manage on course golf retail operations
Group C - Martial Arts	
SISSMAR503A	Teach the high performance skills of martial arts
Group D - Rugby League	
SISSRGL512A	Teach Rugby League skills to a high performance level
SISSRGL513A	Teach Rugby League tactics and strategies to a high performance level
Group E - Swimming	
SISSSWM303A	Teach the advanced skills of competitive swimming
General electives	
SISSCGP306A	Customise coaching for special needs groups
SISSCGP307A	Implement selection policies
SISSCGP309A	Develop nutritional strategies
SISSCGP310A	Support athletes to adopt principles of sports psychology
SISSCGP515A	Establish selection policies
SISSSPA507A	Develop volunteer management policies
SISXFAC404A	Coordinate facility and equipment acquisition and maintenance
SISXFAC506A	Manage stock supply and purchase
SISXIND507A	Manage education initiatives
SISXRES403A	Use resources efficiently
FNSACCT503B	Manage budgets and forecasts
FNSACCT504B	Prepare financial reports for a reporting entity
SISSRGL511A	Teach high performance Rugby League game skills

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SIS50610 Diploma of Sport Development

Modification History

Not Applicable

Description

This qualification provides the skills and knowledge for an individual intending to pursue a career in sport development. Occupational outcomes for this qualification can vary from managing competitions, sports venues and facilities and identifying and developing athletes. Work at this level would be undertaken with a high degree of autonomy.

Job roles

The following are indicative job roles for this qualification:

- competition manager
- program developer
- talent development manager

Pathways Information

Not Applicable

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the sport industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on packaging options.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Communication	Communicating with stakeholder groups to identify specific needs; liaising with volunteers, program and competition staff; preparing accurate records or reports on competitions or program outcomes; clarifying instructions to participants and other staff in clinics, competitions or talent development programs; effectively using body language and demonstration to reinforce technique instruction to athletes.
Teamwork	Providing leadership to a group of volunteers; monitoring performance and providing assistance where necessary; providing guidance to officials, facility and sport personnel to achieve agreed goals; promoting compliance with legal obligations; recognising factors that may cause interpersonal relationship problems and assisting appropriately to avoid or overcome the identified problems; acknowledging accountability to sport management and other sport or facility stakeholders.
Problem-solving	Managing organisational risks; clarifying the extent of, and resolving problems through negotiating with stakeholders in a sensitive and culturally appropriate manner; dealing with equipment breakdowns, lack of officials, weather issues or facility unavailability; planning, strategy and resource allocation to design and deliver sport development or talent identification programs and competitions.
Initiative and enterprise	Responding to change and demonstrating leadership in change management; identifying clear priorities for action; actively engaging with sport stakeholders to build relationships; seeking and acting on feedback from colleagues and clients to improve service delivery; monitoring activities and programs for emerging risks.
Planning and organising	Collecting, recording and analysing information to provide efficient planning for sport development programs and competitions; managing multiple tasks and resources simultaneously to coordinate staff and volunteer work activities to meet deadlines; setting of priorities for preparing fixtures and scheduling competitions; leading processes which contribute to the establishment of key directions for the organisation; implementing selection policies; developing and monitoring occupational health and safety policies.
Self-management	Understanding and complying with the legal and ethical responsibilities that apply to own role within sports development and operating autonomously within limits of authority; critically reviewing own strengths and weaknesses; assessing feedback on own performance and determining strategies for improvement; building sport networks to regularly update knowledge and skills.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Learning	Identifying and accessing sources of research on sport development; contributing to a learning environment through openly sharing knowledge and experiences; identifying and accessing internal and external professional development opportunities; updating knowledge and skills to accommodate changes in sport development and competition management.
Technology	Understanding and utilising the operating capability of computer systems and software for sport programming and competition management; assessing new technologies for suitability for own situation; using information technology to assist in communication and support management and planning functions.

Packaging Rules

20 units must be completed:

- 11 core units
- 9 elective units, which may be selected from the units listed or from SIS10; up to 4 of these units may be selected from any current accredited course or other Training Package at AQF level 4 or 5.

In all cases selection of electives must relate to the core function or role of the candidate's current or intended work environment, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core (**11**)	
BSBADM502B	Manage meetings
ICAU3126B	Use advanced features of computer applications
SISXCCS403A	Determine needs of client populations
SISXIND404A	Promote compliance with laws and legal principles
SISXIND406A	Manage projects
SISXOHS402A	Implement and monitor occupational health and safety policies
SISXRSK502A	Manage organisational risk
SISSCGP308A	Provide drugs in sport information

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SISSCGP310A	Support athletes to adopt principles of sports psychology
SISSCGP309A	Develop nutritional strategies
SISXCAI306A	Facilitate groups
Electives (9)	
AFL	
SISSAFL406A	Teach the intermediate skills of Australian Football
SISSAFL407A	Teach the intermediate tactics of Australian Football
Coaching General Principles	
SISSCGP307A	Implement selection policies
SISSCGP412A	Implement recovery programs
Competitive Canoeing	
SISSCNO407A	Teach the advanced skills and tactics of slalom canoeing
Sports Administration	
SISSSPA505A	Coordinate team or group management
SISSSPA506A	Coordinate team or group administration
SISSSPA507A	Develop volunteer management policies
SISXCAI305A	Conduct individualised long term training programs
SISXFAC404A	Coordinate facility and equipment acquisition and maintenance
SISXFAC506A	Manage stock supply and purchase
SISXRES403A	Use resources sufficiently
Outdoor Recreation - Equestrian	
SISOEQO408A	Determine nutritional requirements for horses
SISOEQO515A	Manage stable maintenance
Imported	

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BSBFIM501A	Manage budgets and financial plans
BSBMKG501B	Identify and evaluate marketing opportunities
BSBMKG502B	Establish and adjust the marketing mix
BSBMKG514B	Implement and monitor marketing activities
BSBSUS501A	Develop workplace policy and procedures for sustainability
FNSACCT502B	Prepare income tax returns
FNSACCT503B	Manage budgets and forecasts
FNSACCT504B	Prepare financial reports for a reporting entity
FNSACCT505B	Establish and maintain accounting information systems
FNSACCT506B	Implement and maintain internal control procedures
RTE3144A	Prevent and treat equine injury and disease
SITXFIN006A	Obtain and manage sponsorship

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SISSS00078 Pool Lifeguard

Modification History

Pool Lifeguard includes insertion of unit PUAEME001B Provide Emergency Care.

Description

Skill sets are applicable across several community recreation occupations where licensing and registration schemes exist. The following skill set has been identified to align to aquatic registration schemes.

Pathways Information

These units provide credit towards SIS30110 Certificate III in Aquatics.

Licensing/Regulatory Information

This Skill Set complies with NSW Practice Note 15 – Water Safety.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	PUAEME001B	Provide Emergency Care
	PUAEME003C	Administer oxygen in an emergency situation
	SISCAQU202A	Perform basic water rescues
	SISCAQU306A	Supervise clients at an aquatic facility or environment
	SISCAQU307A	Perform advanced water rescues

Target Group

This skill set is for those wishing to gain pool lifeguard accreditation and aligns to the Royal Life Saving Society of Australia Pool Lifeguard accreditation.

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Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet the skill and knowledge requirements under Royal Life Saving Society of Australia's Pool Lifeguard Award and complies with NSW Practice Note 15 - Water Safety.

Disclaimer

Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

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SISSS00095 Swimming and Water Safety Teacher

Modification History

Not Applicable

Description

Skill sets are applicable across several community recreation occupations where licensing and registration schemes exist. The following skill set has been identified to align to aquatic registration schemes.

Pathways Information

These units provide credit towards SIS30110 Certificate III in Aquatics.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISCAQU202A	Perform basic water rescues
	SISCAQU308A	Instruct water familiarisation, buoyancy and mobility skills
	SISCAQU309A	Instruct clients in water safety and survival skills
	SISCAQU310A	Instruct swimming strokes
	SISCCRO302A	Apply legal and ethical instructional skills

Target Group

This skill set is for those wishing to teach swimming.

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Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Swimming and Water Safety Teacher.

Disclaimer

Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

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SISSS00011 Aquatic Technical Operator

Modification History

Aquatic Facility Operator renamed to Aquatic Technical Operator.

The following units have been inserted into Aquatic Technical Operator:

- SISXRSK301A Undertake risk analysis of activities
- SISXEMER201A Respond to emergency situations
- SISAQU305A Implement aquatic facility plant and equipment maintenance program

Description

Skill sets are applicable across several community recreation occupations where licensing and registration schemes exist. The following skill set has been identified to align to aquatic registration schemes.

Pathways Information

These units provide credit towards SIS30110 Certificate III in Aquatics.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISCAQU201A	Monitor pool water quality
	SISCAQU303A	Operate aquatic facility plant and equipment
	SISCAQU305A	Implement aquatic facility plant and equipment maintenance program
	SISCAQU417A	Operate self-contained breathing apparatus in an aquatic facility (WA only)
	SISXEMR201A	Respond to emergency situations
	SISXRSK301A	Undertake risk analysis of activities

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Target Group

This skill set is for those wishing to work as an aquatic technical operator.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Aquatic Technical Operator.

Disclaimer

Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

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SISSS00001 Abseiling Guide Multi Pitch (Natural Surfaces)

Modification History

Not applicable.

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS40310 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISOABN202A	Safeguard an abseiler using a single rope belay system
	SISOABN303A	Apply single pitch abseiling skills on natural surfaces
	SISOABN304A	Establish ropes for single pitch abseiling on natural surfaces
	SISOABN305A	Guide abseiling on single pitch natural surfaces
	SISOABN406A	Apply multi pitch abseiling skills on natural surfaces
	SISOABN407A	Establish ropes for multi pitch abseiling on natural surfaces
	SISOABN409A	Guide abseiling on multi pitch natural surfaces
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions

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	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISOOPS407A	Apply search and rescue skills
	SISOVTR402A	Perform complex vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies

Target Group

Those wishing to guide abseiling activities on natural surfaces which are multi pitch and which may be outdoors.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Multi Pitch Abseiling Guide (Natural Surfaces) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Disclaimer

Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

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SISSS00003 Abseiling Guide Single Pitch (Artificial Surfaces)

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISOABA302A	Apply single pitch abseiling skills on artificial surfaces
	SISOABA303A	Establish ropes for abseiling on artificial surfaces
	SISOABA304A	Guide abseiling on single pitch artificial surfaces
	SISOABN202A	Safeguard an abseiler using a single rope belay system
	SISOOPS201A	Minimise environmental impact
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS306A	Interpret weather conditions in the field

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	SISOVTR301A	Perform vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities

Target Group

Those wishing to guide abseiling activities on artificial or manmade features (such as portable and fixed walls, fixed towers and bridges) which are single pitch and which may be indoors or outdoors.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Abseiling Guide Single Pitch (Artificial Surfaces) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Disclaimer

Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

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SISSS00002 Abseiling Guide Single Pitch (Natural Surfaces)

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISOABN303A	Apply single pitch abseiling skills on natural surfaces
	SISOABN202A	Safeguard an abseiler using a single rope belay system
	SISOABN304A	Establish ropes for single pitch abseiling on natural surfaces
	SISOABN305A	Guide abseiling on single pitch natural surfaces
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS306A	Interpret weather conditions in the field

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	SISOVTR301A	Perform vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities

Target Group

Those wishing to guide abseiling activities on natural surfaces which are single pitch and which are outdoors.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Abseiling Guide Single Pitch (Natural Surfaces) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00004 Abseiling Instructor Multi Pitch (Artificial Surfaces)

Modification History

Not applicable.

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS40310 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISOABN202A	Safeguard an abseiler using a single rope belay system
	SISOABA302A	Apply single pitch abseiling skills on artificial surfaces
	SISOABA303A	Establish ropes for abseiling on artificial surfaces
	SISOABA406A	Instruct abseiling on single pitch artificial surfaces
	SISOABA407A	Instruct abseiling on multi pitch artificial surfaces
	SISOODR302A	Plan outdoor recreation activities
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS201A	Minimise environmental impact

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	SISOOPS306A	Interpret weather conditions in the field
	SISOVTR402A	Perform complex vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct abseiling activities on artificial or man-made features (such as portable and fixed walls, fixed towers and bridges) which are multi pitch and which may be indoors or outdoors.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Abseiling Instructor Multi Pitch (Artificial Surfaces) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00005 Abseiling Instructor Multi Pitch (Natural Surfaces)

Modification History

Not applicable.

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS50310 Diploma of Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	PUAOPE002B	Operate communication systems and equipment
	SISOABN202A	Safeguard an abseiler using a single rope belay system
	SISOABN303A	Apply single pitch abseiling skills on natural surfaces
	SISOABN304A	Establish ropes for single pitch abseiling on natural surfaces
	SISOABN406A	Apply multi pitch abseiling skills on natural surfaces
	SISOABN407A	Establish ropes for multi pitch abseiling on natural surfaces
	SISOABN408A	Instruct abseiling on single pitch natural surfaces
	SISOABN510A	Instruct abseiling on multi pitch natural surfaces
	SISOODR302A	Plan outdoor recreation activities
	SISOODR404A	Manage risk in an outdoor activity

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	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote situation
	SISOOPS306A	Interpret weather conditions in the field
	SISOVTR402A	Perform complex vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct abseiling activities on natural surfaces which are multi pitch and are outdoors.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Abseiling Instructor Multi Pitch (Natural Surfaces) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00006 Abseiling Instructor Single Pitch (Artificial Surfaces)

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISOABN202A	Safeguard an abseiler using a single rope belay system
	SISOABA302A	Apply single pitch abseiling skills on artificial surfaces
	SISOABA303A	Establish ropes for abseiling on artificial surfaces
	SISOABA406A	Instruct abseiling on single pitch artificial surfaces
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOOPS201A	Minimise environment impact
	SISOOPS304A	Plan for minimal environmental impact

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	SISOOPS306A	Interpret weather conditions in the field
	SISOVTR301A	Perform vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct abseiling activities on artificial or manmade features (such as portable and fixed walls, fixed towers and bridges) which are single pitch and which may be indoors or outdoors.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Abseiling Instructor Single Pitch (Artificial Surfaces) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00007 Abseiling Instructor Single Pitch (Natural Surfaces)

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS40310 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISOABN202A	Safeguard an abseiler using a single rope belay system
	SISOABN303A	Apply single pitch abseiling skills on natural surfaces
	SISOABN304A	Establish ropes for single pitch abseiling on natural surfaces
	SISOABN408A	Instruct abseiling on single pitch natural surfaces
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOOPS201A	Minimise environment impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS306A	Interpret weather conditions in the field

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	SISOVTR301A	Perform vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct abseiling activities on natural surfaces which are single-pitch and are outdoors.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Abseiling Instructor Single Pitch (Natural Surfaces) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00015 Bushwalking Guide Controlled Environments

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	PUAOPE002B	Operate communications systems and equipment
	SISOBWG201A	Demonstrate bushwalking skills in a controlled environment
	SISOBWG303A	Guide bushwalks in a controlled environment
	SISONAV201A	Demonstrate navigation skills in a controlled environment
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS306A	Interpret weather conditions in the field

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	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities

Target Group

Those wishing to guide bushwalking activities in controlled environments.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Bushwalking Guide in Controlled Environments and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00017 Bushwalking Guide Intermediate Environment

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS40310 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	PUAOPE002B	Operate communications systems and equipment
	SISOBWG302A	Apply intermediate bushwalking skills
	SISOBWG404A	Apply river crossing skills
	SISOBWG405A	Guide intermediate bushwalks
	SISONAV302A	Apply navigation skills in an intermediate environment
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS202A	Use and maintain a temporary or overnight site
	SISOOPS201A	Minimise environmental impact

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	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies

Target Group

Those wishing to guide bushwalking activities in intermediate environments.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Bushwalking Guide Intermediate Environment and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00016 Bushwalking Guide Uncontrolled Environment

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS50310 Diploma of Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	PUAOPE002B	Operate communications systems and equipment
	SISOBWG302A	Apply intermediate bushwalking skills
	SISOBWG404A	Apply river crossing skills
	SISOBWG405A	Guide intermediate bushwalks
	SISOBWG406A	Apply bushwalking skills in uncontrolled landscapes
	SISOBWG510A	Guide bushwalks in an uncontrolled environment
	SISONAV302A	Apply navigation skills in an intermediate environment
	SISONAV403A	Navigate in uncontrolled environments
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions

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	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS202A	Use and maintain a temporary or overnight site
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies

Target Group

Those wishing to guide bushwalking activities in uncontrolled environment.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Bushwalking Guide in Uncontrolled Environment and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00012 Bushwalk Specialist - Alpine

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS50310 Diploma of Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISOBWG507A	Apply advanced bushwalking skills in alpine areas
	SISONAV403A	Navigate in uncontrolled environments
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS306A	Interpret weather conditions in the field
	SISOOPS509A	Interpret weather for mountain environments

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	SISOVTR301A	Perform vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to guide bushwalks in alpine environments.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Bushwalk Specialist - Alpine and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00013 Bushwalk Specialist - Arid

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS50310 Diploma of Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISOBWG508A	Apply advanced bushwalking skills in arid areas
	HLTFA301B	Apply first aid
	SISONAV403A	Navigate in uncontrolled environments
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS306A	Interpret weather conditions in the field
	SISOVTR301A	Perform vertical rescues

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	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to guide bushwalks in arid environments.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Bushwalk Specialist - Arid and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00014 Bushwalk Specialist - Tropical

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS50310 Diploma of Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISOBWG509A	Apply advanced bushwalking skills in tropical areas
	SISONAV403A	Navigate in uncontrolled environments
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS306A	Interpret weather conditions in the field

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	SISOVTR301A	Perform vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to guide bushwalks in tropical environments.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Bushwalking Specialist - Tropical and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00024 Canyoning Guide (Multi Pitch)

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS40310 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	PUAOPE002B	Operate communications systems and equipment
	SISCAQU202A	Perform basic water rescues
	SISOCAY302A	Apply vertical canyoning skills
	SISOCAY303A	Establish belays in canyons
	SISOCAY304A	Guide single pitch canyoning trips
	SISOCAY405A	Apply advanced vertical canyoning skills
	SISOCAY406A	Establish complex belays in canyons
	SISOCAY407A	Guide multi pitch canyoning trips
	SISONAV302A	Apply navigation skills in an intermediate environment
	SISOODR302A	Plan outdoor recreation activities

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	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISOVTR402A	Perform complex vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies

Target Group

Those wishing to guide multi pitch canyoning activities.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Canyoning Guide (Multi Pitch) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00025 Canyoning Guide (Single Pitch)

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	PUAOPE002B	Operate communications systems and equipment
	SISONAV302A	Apply navigation skills in an intermediate environment
	SISOCAY302A	Apply vertical canyoning skills
	SISOCAY303A	Establish belays in canyons
	SISXCAI306A	Facilitate groups
	SISXOHS101A	Follow occupational health and safety policies
	SISOODR303A	Guide outdoor recreation sessions
	SISOCAY304A	Guide single pitch canyoning trips
	SISOOPS306A	Interpret weather conditions in the field
	SISOOPS201A	Minimise environmental impact

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	SISCAQU202A	Perform basic water rescues
	SISOVTR301A	Perform vertical rescues
	SISOOPS304A	Plan for minimal environmental impact
	SISOODR302A	Plan outdoor recreation activities
	SISOOPS305A	Provide first aid in a remote location
	SISXEMR201A	Respond to emergency situations
	SISXRSK301A	Undertake risk analysis of activities

Target Group

Those wishing to guide single pitch vertical canyoning activities.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Canyoning Guide (Single Pitch) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00026 Canyoning Instructor (Single and Multi Pitch)

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS50310 Diploma of Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	PUAOPE002B	Operate communications systems and equipment
	SISCAQU202A	Perform basic water rescues
	SISOCAY201A	Demonstrate horizontal canyoning skills
	SISOCAY302A	Apply vertical canyoning skills
	SISOCAY303A	Establish belays in canyons
	SISOCAY405A	Apply advanced vertical canyoning skills
	SISOCAY406A	Establish complex belays in canyons
	SISOCAY508A	Instruct canyoning skills
	SISONAV302A	Apply navigation skills in an intermediate environment
	SISOODR302A	Plan outdoor recreation activities

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	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISOVTR402A	Perform complex vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct canyoning activities.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Canyoning Instructor and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00018 Canoeing Guide Flat Water

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISIOCNE302A	Apply canoeing skills
	HLTFA301B	Apply first aid
	SISIOCNE303A	Perform deep water rescues
	SISOCNE305A	Guide canoeing trips on flat and undemanding water
	SISONAV201A	Demonstrate navigation skills in a controlled environment
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact

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	SISOOPS306A	Interpret weather conditions in the field
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies

Target Group

Those wishing to guide canoeing trips on flat and undemanding water.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Canoeing Guide Flat Water and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00019 Canoeing Guide White Water Grade 2

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISONAV201A	Demonstrate navigation skills in a controlled environment
	SISOCNE304A	Apply inland canoeing skills on Grade 2 water
	SISOCNE307A	Guide canoeing trips on Grade 2 water
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location

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	SISOOPS306A	Interpret weather conditions in the field
	SISOWWR201A	Demonstrate self rescue skills in white water
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies

Target Group

Those wishing to guide canoeing trips on White Water Grade 2.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Canoeing Guide White Water Grade 2 and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00020 Canoeing Guide White Water Grade 3

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISOCNE408A	Apply inland canoeing skills on Grade 3 water
	SISOCNE410A	Guide canoeing trips on Grade 3 water
	SISONAV302A	Apply navigation skills in an intermediate environment
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field

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	SISOWWR201A	Demonstrate self rescue skills in white water
	SISOWWR403A	Perform complex white water rescues and recoveries
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies

Target Group

Those wishing to guide canoeing on White Water Grade 3.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Canoeing Guide White Water Grade 3 and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00021 Canoeing Instructor Flat Water

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS40410 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISOCNE303A	Apply canoeing skills
	SISOCNE202A	Perform deep water rescues
	SISOCNE306A	Instruct canoeing skills on flat and undemanding water
	SISONAV201A	Demonstrate navigation skills in a controlled environment
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location

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	SISOOPS306A	Interpret weather conditions in the field
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct canoeing on flat and undemanding water.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Canoeing Instructor Flat Water and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00022 Canoeing Instructor White Water Grade 2

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS40410 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISOCNE304A	Apply inland canoeing skills on Grade 2 water
	SISOCNE409A	Instruct canoeing skills on Grade 2 water
	SISONAV201A	Demonstrate navigation skills in a controlled environment
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field

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	SISOWWR201A	Demonstrate self rescue skills in white water
	SISOWWR302A	Demonstrate white water rescues and recoveries
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct canoeing on White Water Grade 2.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Canoeing Instructor White Water Grade 2 and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00023 Canoeing Instructor White Water Grade 3

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS40410 Certificate IV in Outdoor Recreation and SIS50310 Diploma of Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISOCNE511A	Instruct canoeing skills on Grade 3 water
	SISOCNE408A	Apply inland canoeing skills on Grade 3 water
	SISONAV201A	Demonstrate navigation skills in a controlled environment
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location

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	SISOOPS306A	Interpret weather conditions in the field
	SISOWWR201A	Demonstrate self rescue skills in white water
	SISOWWR403A	Perform complex white water rescues and recoveries
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct canoeing on White Water Grade 3.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Canoeing Instructor White Water Grade 3 and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00028 Caving Guide - Single Pitch

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISOCVE201A	Demonstrate caving skills
	SISOCVE302A	Apply single pitch abseiling skills in caves
	SISOCVE303A	Rig a ladder pitch
	SISOCVE304A	Apply laddering skills
	SISOCVE305A	Apply caving specific single rope techniques
	SISOCVE306A	Rig ropes and establish belays in caves
	SISOCVE307A	Guide vertical single pitch caving trips
	SISOCVE308A	Guide horizontal caving trips
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions

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	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISOVTR301A	Perform vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies

Target Group

Those wishing to guide caving trips.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Caving Guide Single Pitch and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00027 Caving Guide - Multi Pitch

Modification History

Caving Guide – Multi pitch

- insertion of SISOCVE201A Demonstrate caving skills
- unit name corrected for SISOCVE305A Apply caving specific single rope techniques

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards a SIS40410 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISOCVE201A	Demonstrate caving skills
	SISOCVE302A	Apply single pitch abseiling skills in caves
	SISOCVE305A	Apply caving specific single rope techniques
	SISOCVE409A	Rig ladders in complex situations
	SISOCVE410A	Rig a complex pitch using caving specific techniques
	SISOCVE411A	Apply vertical caving skills
	SISOCVE412A	Rig multi pitches in complex vertical cave systems
	SISOCVE413A	Navigate in untrogged caves

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	SISOCVE414A	Guide vertical multi pitch caving trips
	SISONAV302A	Apply navigation skills in an intermediate environment
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISOVTR402A	Perform complex vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies

Target Group

Those wishing to guide caving trips multi pitch.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Caving Guide Multi Pitch and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00029 Caving Instructor - Multi Pitch

Modification History

Caving Instructor– Multi pitch

- SISOVT402A code corrected to SISOVTR402A Perform complex vertical rescues

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards a SIS40410 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	Unit code	Unit title
	SISOCVE201A	Demonstrate caving skills
	SISOCVE302A	Apply single pitch abseiling skills in caves
	SISOCVE305A	Apply caving specific single rope techniques
	SISOCVE409A	Rig ladders in complex situations
	SISOCVE410A	Rig a complex pitch using caving specific techniques
	SISOCVE411A	Apply vertical caving skills
	SISOCVE412A	Rig multi pitch in complex vertical cave systems
	SISOCVE413A	Navigate in untrogged caves
	SISOCVE522A	Instruct vertical multi pitch caving skills

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	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISOVTR402A	Perform complex vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct caving multi pitch.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Caving Instructor Multi Pitch and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00031 Caving Instructor - Vertical Single Pitch

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS40410 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISOCVE201A	Demonstrate caving skills
	SISOCVE302A	Apply single pitch abseiling skills in caves
	SISOCVE303A	Rig a ladder pitch
	SISOCVE304A	Apply laddering skills
	SISOCVE305A	Apply caving specific single rope techniques
	SISOCVE306A	Rig ropes and establish belays in caves
	SISOCVE417A	Instruct vertical single pitch caving skills
	SISONAV302A	Apply navigation skills in an intermediate environment
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions

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	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISOVTR301A	Perform vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct caving vertical single pitch.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Caving Instructor Vertical Single Pitch and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00032 Challenge Ropes Course Conductor (High Ropes)

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISOABL301A	Assist in the facilitation of adventure-based learning activities
	SISOCRP302A	Conduct a high ropes session
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOOPS201A	Minimise environmental impact
	SISOOPS306A	Interpret weather conditions in the field
	SISOVTR301A	Perform vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations

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	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities

Target Group

Those wishing to conduct challenge ropes courses (high ropes).

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Challenge Ropes Course Conductor (High Ropes) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00033 Challenge Ropes Course Conductor (Low Ropes)

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISOABL301A	Assist in the facilitation of adventure-based learning activities
	SISOCRP301A	Conduct a low ropes session
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOOPS201A	Minimise environmental impact
	SISOOPS306A	Interpret weather conditions in the field
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXOHS101A	Follow occupational health and safety policies

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	SISXRSK301A	Undertake risk analysis of activities

Target Group

Those wishing to conduct challenge ropes courses (low ropes).

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Challenge Ropes Course Conductor (Low Ropes) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00034 Challenge Ropes Course Manager (High Ropes)

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS50310 Diploma of Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISOABL301A	Assist in the facilitation of adventure-based learning activities
	SISOABL402A	Facilitate adventure-based learning activities
	SISOCRP302A	Conduct a high ropes session
	SISOCRP404A	Supervise a high ropes session
	SISOCRP506A	Manage a high ropes course
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact

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	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS306A	Interpret weather conditions in the field
	SISOVTR301A	Perform vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies

Target Group

Those wishing to conduct, supervise and manage challenge ropes courses (high ropes).

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Challenge Ropes Course Manager (High Ropes) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00035 Challenge Ropes Course Manager (Low Ropes)

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS50310 Diploma in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISOABL301A	Assist in the facilitation of adventure-based learning activities
	SISOABL402A	Facilitate adventure-based learning activities
	SISOCRP301A	Conduct a low ropes session
	SISOCRP403A	Supervise a low ropes session
	SISOCRP505A	Manage a low ropes course
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact

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	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS306A	Interpret weather conditions in the field
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies

Target Group

Those wishing to conduct, supervise and manage challenge ropes courses (low ropes).

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Challenge Ropes Course Manager (Low Ropes) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00036 Challenge Ropes Course Supervisor (High Ropes)

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS40310 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISOVTR301A	Perform vertical rescues
	SISOABL301A	Assist in the facilitation of adventure-based learning activities
	SISOABL402A	Facilitate adventure-based learning activities
	SISOCRP302A	Conduct a high ropes session
	SISOCRP404A	Supervise a high ropes session
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact

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	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS306A	Interpret weather conditions in the field
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies

Target Group

Those wishing to conduct and supervise challenge ropes courses (high ropes).

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Challenge Ropes Course Supervisor (High Ropes) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00037 Challenge Ropes Course Supervisor (Low Ropes)

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS40310 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISOABL301A	Assist in the facilitation of adventure-based learning activities
	SISOABL402A	Facilitate adventure-based learning activities
	SISOCRP301A	Conduct a low ropes session
	SISOCRP403A	Supervise a low ropes session
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact

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	SISOOPS306A	Interpret weather conditions in the field
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies

Target Group

Those wishing to conduct and supervise challenge ropes courses (low ropes).

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Challenge Ropes Course Supervisor (Low Ropes) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00042 Climbing Guide (Natural Surfaces) Top Rope

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISOCLN303A	Establish belays for climbing on natural surfaces
	SISOCLN302A	Apply climbing skills on natural surfaces
	SISOCLN304A	Guide top rope climbing activities on natural surfaces
	SISOCLN405A	Apply single pitch lead climbing skills on natural surfaces
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS306A	Interpret weather conditions in the field

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	SISOVTR301A	Perform vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities

Target Group

Those wishing to guide top rope climbing activities on a natural surface.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Climbing Guide (Natural Surfaces) Top Rope and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00040 Climbing Guide (Natural Surfaces) Multi Pitch Lead

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SISO50310 Diploma of Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	**Unit code**	**Unit title**
	SISOCLN302A	Apply climbing skills on natural surfaces
	SISOCLN303A	Establish belays for climbing on natural surfaces
	SISOCLN405A	Apply single pitch lead climbing skills on natural surfaces
	SISOCLN406A	Apply multi pitch lead climbing skills on natural surfaces
	SISOCLN407A	Establish belays for multi pitch climbing on natural surfaces
	SISOCLN410A	Guide lead climbing activities on multi pitch natural surfaces
	SISOODR302A	Plan outdoor recreation activities

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Units	**Unit code**	**Unit title**
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote locations
	SISOOPS306A	Interpret weather conditions in the field
	SISOVTR402A	Perform complex vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency response
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies

Target Group

Those wishing to guide climbing activities on natural surfaces multi pitch - lead.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Climbing Guide (Natural Surfaces) -Multi Pitch Lead and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00039 Climbing Guide (Artificial Surfaces) Top Rope

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISOCLA302A	Apply top rope climbing skills on artificial surfaces
	SISOCLA303A	Establish belays for climbing on artificial surfaces
	SISOCLA304A	Guide top rope climbing activities on artificial surfaces
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS306A	Interpret weather conditions in the field
	SISOVTR301A	Perform vertical rescues

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	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities

Target Group

Those wishing to guide top rope climbing activities on an artificial surface.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Climbing Guide (Artificial Surfaces) Top Rope and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00043 Climbing Instruct (Natural Surfaces) Single Top Rope

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISONAV201A	Demonstrate navigation skills in a controlled environment
	SISOCLN302A	Apply climbing skills on natural surfaces
	SISOCLN303A	Establish belays for climbing on natural surfaces
	SISOCLN409A	Instruct top rope climbs on natural surfaces
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOOPS304A	Plan for minimal environmental impact
	SISOVTR301A	Perform vertical rescues
	SISXCAI306A	Facilitate groups

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	SISXEMR201A	Respond to emergency situations
	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities
	SISOOPS201A	Minimise environmental impact
	HLTFA301B	Apply first aid
	SISOOPS306A	Interpret weather conditions in the field

Target Group

Those wishing to instruct single pitch top rope climbing activities on a natural surface.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Climbing Instructor (Natural Surfaces) Single Pitch Top Rope and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00038 Climbing Guide (Artificial Surfaces) Single Pitch Lead

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	**Unit code**	**Unit title**
	HLTFA301B	Apply first aid
	SISOCLA302A	Apply top rope climbing skills on artificial surfaces
	SISOCLA303A	Establish belays for climbing on artificial surfaces
	SISOCLA304A	Guide top rope climbing activities on artificial surfaces
	SISOCLA406A	Apply lead climbing skills on artificial surfaces
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity

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Units	Unit code	Unit title
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS306A	Interpret weather conditions in the field
	SISOVTR301A	Perform vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency response
	SISXOHS101A	Follow occupational health and safety policies

Target Group

Those wishing to guide single pitch lead climbing activities on an artificial surface.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Climbing Guide (Artificial Surfaces) Single Pitch - Lead and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00041 Climbing Guide (Natural Surfaces) Single Pitch Lead

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS50310 Diploma of Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISOCLN302A	Apply climbing skills on natural surfaces
	SISOCLN303A	Establish belays for climbing on natural surfaces
	SISOCLN405A	Apply single pitch lead climbing skills on natural surfaces
	SISOCLN406A	Apply multi pitch lead climbing skills on natural surfaces
	SISOCLN407A	Establish belays for multi pitch climbing on natural surfaces
	SISOCLN410A	Guide lead climbing activities on multi pitch natural surfaces
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact

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	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote locations
	SISOOPS306A	Interpret weather conditions in the field
	SISOVTR402A	Perform complex vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies

Target Group

Those wishing to guide climbing activities on natural surfaces multi pitch – lead.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Climbing Guide (Natural Surfaces) – Multi Pitch Lead and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00045 Climbing Instructor (Artificial Surfaces) Multi Pitch Lead

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS40310 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISOCLA302A	Apply top rope climbing skills on artificial surfaces
	SISOCLA303A	Establish belays for climbing on artificial surfaces
	SISOCLA406A	Apply lead climbing skills on artificial surfaces
	SISOCLA407A	Apply multi pitch lead climbing skills on artificial surfaces
	SISOCLA408A	Establish belays for multi pitch climbing on artificial surfaces
	SISOCLA409A	Instruct lead climbing on single pitch artificial surfaces
	SISOCLA510A	Instruct lead climbing on multi pitch artificial surfaces
	SISOODR302A	Plan outdoor recreation activities

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	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS306A	Interpret weather conditions in the field
	SISOVTR301A	Perform vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct multi pitch lead climbing activities on an artificial surface.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Climbing Instructor (Artificial Surfaces) Multi Pitch Lead and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00047 Climbing Instructor (Natural Surfaces) Multi Pitch Lead

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS50310 Diploma in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISOCLN302A	Apply climbing skills on natural surfaces
	SISOCLN303A	Establish belays for climbing on natural surfaces
	SISOCLN405A	Apply single pitch lead climbing skills on natural surfaces
	SISOCLN406A	Apply multi pitch lead climbing skills on natural surfaces
	SISOCLN407A	Establish belays for multi pitch climbing on natural surfaces
	SISOCLN512A	Instruct lead climbing on multi pitch natural surfaces
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity

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	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISOVTR402A	Perform complex vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to guide and instruct multi pitch lead climbing activities on a natural surface.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Climbing Instructor (Natural Surfaces) Multi Pitch Lead and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00049 Climbing Instructor (Natural Surfaces) Top Rope

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS40310 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISOCLN302A	Apply climbing skills on natural surfaces
	SISOCLN303A	Establish belays for climbing on natural surfaces
	SISOCLN409A	Instruct top rope climbs on natural surfaces
	SISOODR302A	Plan outdoor recreation activities
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISOVTR301A	Perform vertical rescues
	SISXCAI306A	Facilitate groups

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	SISXEMR201A	Respond to emergency situations
	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to guide and instruct climbing activities on a natural surface top rope.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Climbing Instructor (Natural Surfaces) Top Rope and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00044 Climbing Instructor (Artificial Surfaces) Single pitch lead

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS40310 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISOCLA302A	Apply top rope climbing skills on artificial surfaces
	SISOCLA303A	Establish belays for climbing on artificial surfaces
	SISOCLA406A	Apply lead climbing skills on artificial surfaces
	SISOCLA409A	Instruct lead climbing on single pitch artificial surfaces
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact

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	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISOVTR301A	Perform vertical rescues
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct single pitch lead climbing activities on an artificial surface.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Climbing Instructor (Artificial Surfaces) Single Pitch Lead and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00052 Cycle Tour Guide On-Road (Day Tours)

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISOCYT201A	Select, set up and maintain a bike
	SISOCYT202A	Demonstrate basic cycling skills
	SISOCYT303A	Apply on-road cycling skills
	SISOCYT304A	Guide on-road cycle tours
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS306A	Interpret weather conditions in the field

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	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities
	TLIH207D	Plan and navigate routes

Target Group

Those wishing to guide an on-road cycle tour (day tour).

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Cycle Tour Guide On-Road (Day Tours) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00053 Cycle Tour Guide On-Road (Overnight and Extended Tours)

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS40310 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISOCYT201A	Select, set up and maintain a bike
	SISOCYT202A	Demonstrate basic cycling skills
	SISOCYT303A	Apply on-road cycling skills
	SISOCYT304A	Guide on-road cycle tours
	SISOCYT405A	Apply overnight cycle touring skills
	SISOCYT406A	Guide overnight and extended cycle tours
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity

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	SISOOPS201A	Minimise environmental impact
	SISOOPS202A	Use and maintain a temporary or overnight site
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities
	TLIH207D	Plan and navigate routes

Target Group

Those wishing to guide an on-road cycle tour (overnight and extended tours).

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Cycle Tour Guide On-Road (Overnight and Extended Tours) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Disclaimer

Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

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SISSS00054 Cycle Tour Instructor On-Road (Overnight and Extended Tours)

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS40310 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISOCYT201A	Select, set up and maintain a bike
	SISOCYT202A	Demonstrate basic cycling skills
	SISOCYT303A	Apply on-road cycling skills
	SISOCYT405A	Apply overnight cycle touring skills
	SISOCYT407A	Instruct cycle touring skills
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact

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	SISOOPS202A	Use and maintain a temporary or overnight site
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct on-road cycle tours (overnight and extended tours).

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Cycle Tour Instructor On-Road (Overnight and Extended) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Disclaimer

Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

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SISSS00055 Four Wheel Driving Guide

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISODRV302A	Drive and recover a 4WD vehicle
	SISODRV303A	Guide 4WD tours
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISONAV201A	Demonstrate navigation skills in a controlled environment
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field

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	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	TLIB307C	Carry out vehicle servicing and maintenance
	TLIB407C	Carry out vehicle inspection
	TLIH207D	Plan and navigate routes

Target Group

Those wishing to guide four wheel driving tours.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Four Wheel Driving Guide and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00056 Four Wheel Driving Guide Advanced

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS40410 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISODRV302A	Drive and recover a 4WD vehicle
	SISODRV303A	Guide 4WD tours
	SISODRV404A	Drive a 4WD vehicle in difficult terrain
	SISODRV405A	Coordinate recovery of 4WD vehicles
	SISONAV201A	Demonstrate navigation skills in a controlled environment
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact

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	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to guide advanced four wheel driving tours.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Four Wheel Driving Guide Advanced and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00059 Horse Program Manager

Modification History

There is no unit for the code SISOEQO003A Supervise horse handling. This unit has now been deleted from the Skill Set Horse Program Manager.

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation and SIS40310 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	RTE2104A	Carry out regular horse observation
	RTE2121A	Provide daily care for horses
	RTE2130A	Ride and care for horses and equipment
	RTE2136A	Load and unload livestock
	RTE3144A	Prevent & treat equine injury & disease
	RTE3402A	Implement animal health control programs
	RTE3712A	Administer medication to animals

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	SISOEQO201A	Handle horses
	SISOEQO202A	Demonstrate basic horse riding skills
	SISOEQO303A	Conduct horse riding sessions in an arena
	SISOEQO304A	Apply first aid for horses
	SISOEQO407A	Select horses for a program
	SISOEQO408A	Determine nutritional requirements for horses
	SISOEQO409A	Train and condition horses
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOOPS201A	Minimise environmental impact
	SISXCCS201A	Provide customer service
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities

Target Group

Those wishing to gain employment as a horse program manager.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Horse Program Manager.

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SISSS00060 Horse Riding Assistant Instructor

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS20210 Certificate II in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	RTE2104A	Carry out regular horse observation
	RTE2121A	Provide daily care for horses
	RTE2130A	Ride and care for horses and equipment
	SISOEQO201A	Handle horses
	SISOEQO202A	Demonstrate basic horse riding skills
	SISOOPS201A	Minimise environmental impact
	SISXOHS101A	Follow occupational health and safety policies

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Target Group

Those wishing to gain employment as an assistant horse riding instructor.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Horse Riding Assistant Instructor.

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SISSS00061 Horse Riding Instructor

Modification History

There is no unit for the code SISOEQO003A Supervise horse handling. This unit has now been deleted from the Skill Set Horse Riding Instructor.

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation and SIS40310 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	RTE2104A	Carry out regular horse observation
	RTE2121A	Provide daily care for horses
	RTE2130A	Ride and care for horses and equipment
	RTE2136A	Load and unload livestock
	RTE3402A	Implement animal health control programs
	RTE3712A	Administer medication to animals
	SISOEQO201A	Handle horses

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	SISOEQO202A	Demonstrate basic horse riding skills
	SISOEQO303A	Conduct horse riding sessions in an arena
	SISOEQO304A	Apply first aid for horses
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOOPS201A	Minimise environmental impact
	SISSEQS303A	Teach the fundamental skill of riding
	SISXCCS201A	Provide customer service
	SISXEMR201A	Respond to emergency situations
	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities

Target Group

Those wishing to gain employment as a horse riding instructor.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Horse Riding Instructor.

Disclaimer

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SISSS00062 Horse Riding Instructor - Senior

Modification History

There is no unit for the code SISOEQO003A Supervise horse handling. This unit has now been deleted from the Skill Set Horse Riding Instructor – Senior.

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation and SIS40310 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	RGRH311A	Apply principles of basic anatomy and physiology to horses
	RTE2104A	Carry out regular horse observation
	RTE2121A	Provide daily care for horses
	RTE2130A	Ride and care for horses and equipment
	RTE2136A	Load and unload livestock
	RTE3102A	Educate, ride and care for horses and equipment
	RTE3402A	Implement animal health control programs

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	RTE3712A	Administer medication to animals
	SISOEQO201A	Handle horses
	SISOEQO202A	Demonstrate basic horse riding skills
	SISOEQO303A	Conduct horse riding sessions in an arena
	SISOEQO304A	Apply first aid for horses
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOOPS201A	Minimise environmental impact
	SISSEQS303A	Teach the fundamental skill of riding
	SISOEQO414A	Instruct horse riding and handling skills
	SISXCCS201A	Provide customer service
	SISXEMR201A	Respond to emergency situations
	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities

Target Group

Those wishing to gain employment as a senior horse riding instructor.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Horse Riding Instructor – Senior.

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Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

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SISSS00064 Kayaking Guide Flat Water

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISOCNE202A	Perform deep water rescues
	SISOKYK302A	Apply kayaking skills
	SISOKYK304A	Guide kayaking trips on flat and undemanding water
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISONAV201A	Demonstrate navigation skills in a controlled environment
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact

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	SISOOPS306A	Interpret weather conditions in the field
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies

Target Group

Those wishing to guide kayaking activities on flat and undemanding water.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Kayaking Guide Flat Water and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Disclaimer

Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

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SISSS00066 Kayaking Guide White Water Grade 2

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISOKYK303A	Apply inland kayaking skills on Grade 2 water
	SISOKYK305A	Guide kayaking trips on Grade 2 water
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISOWWR201A	Demonstrate self rescue skills in white water

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	SISOWWR302A	Demonstrate white water rescues and recoveries
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies

Target Group

Those wishing to guide kayaking activities on White Water Grade 2.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Kayaking Guide White Water Grade 2 and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00065 Kayaking Guide White Water Grade 3

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS40410 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISOKYK406A	Demonstrate inland kayaking skills on Grade 3 water
	SISOKYK409A	Guide kayaking trips on Grade 3 water
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISONAV201A	Demonstrate navigation skills in a controlled environment
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field

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	SISOWWR201A	Demonstrate self rescue skills in white water
	SISOWWR302A	Demonstrate white water rescues and recoveries
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies

Target Group

Those wishing to guide kayaking activities on Grade 3 water.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Kayaking Guide Grade 3 Water and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

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SISSS00067 Kayaking Instructor Flat Water

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS40410 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISOCNE202A	Perform deep water rescues
	SISOKYK302A	Apply kayaking skills
	SISOKYK407A	Instruct kayaking skills on flat and undemanding water
	SISONAV201A	Demonstrate navigation skills in a controlled environment
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact

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	SISOOPS306A	Interpret weather conditions in the field
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct kayaking activities on flat and undemanding water.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Kayaking Instructor Flat Water and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00068 Kayaking Instructor White Water Grade 2

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS40410 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISOKYK303A	Apply inland kayaking skills on Grade 2 water
	SISOKYK408A	Instruct kayaking skills on Grade 2 water
	SISONAV201A	Demonstrate navigation skills in a controlled environment
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field

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	SISOWWR201A	Demonstrate self rescue skills in white water
	SISOWWR302A	Demonstrate white water rescues and recoveries
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct kayaking activities on White Water Grade 2.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Kayaking Instructor White Water Grade 2 and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00069 Kayaking Instructor White Water Grade 3

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS40410 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISOKYK406A	Demonstrate inland kayaking skills on Grade 3 water
	SISOKYK510A	Instruct kayaking skills on Grade 3 water
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISONAV201A	Demonstrate navigation skills in a controlled environment
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field

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	SISOWWR201A	Demonstrate self rescue skills in white water
	SISOWWR302A	Demonstrate white water rescues and recoveries
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct kayaking activities on white water grade 3.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Kayaking Instructor on White Water Grade 3 and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00070 Mountain Bike Guide (Controlled to Intermediate Environment)

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISONAV302A	Apply navigation skills in an intermediate environment
	SISOCYT201A	Select, set up and maintain a bike
	SISOCYT202A	Demonstrate basic cycling skills
	SISOMBK201A	Demonstrate basic off-road cycling skills
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact

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	SISOOPS306A	Interpret weather conditions in the field
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities

Target Group

Those wishing to guide mountain bike tours (controlled to intermediate environment).

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Mountain Bike Guide (Controlled to Intermediate Environment) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00071 Mountain Bike Guide (Intermediate Environment)

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Mountain Bike Guide (Intermediate Environment) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISONAV302A	Apply navigation skills in an intermediate environment
	SISOCYT201A	Select, set up and maintain a bike
	SISOCYT202A	Demonstrate basic cycling skills
	SISOMBK201A	Demonstrate basic off-road cycling skills
	SISOMBK302A	Apply advanced off-road cycling skills
	SISOMBK303A	Guide off-road cycle tours
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions

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	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies

Target Group

Those wishing to guide mountain bike tours (intermediate environment).

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Mountain Bike Guide (Intermediate Environment) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00072 Mountain Bike Instructor (Intermediate Environment)

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS40310 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISONAV302A	Apply navigation skills in an intermediate environment
	SISOCYT201A	Select, set up and maintain a bike
	SISOCYT202A	Demonstrate basic cycling skills
	SISOMBK201A	Demonstrate basic off-road cycling skills
	SISOMBK302A	Apply advanced off-road cycling skills
	SISOMBK404A	Instruct off-road cycling skills
	SISOODR302A	Plan outdoor recreation activities
	SISOODR404A	Manage risk in an outdoor activity

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	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct mountain bike tours (Intermediate Environment).

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Mountain Bike Instructor (Intermediate Environment) and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00080 Sea Kayaking Guide Easy to Moderate Conditions

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS40410 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	PUAOPE002B	Operate communications systems and equipment
	SISOCNE202A	Perform deep water rescues
	SISOKYS302A	Demonstrate sea kayaking skills
	SISOKYS303A	Guide sea kayaking trips in easy to moderate conditions
	SISOKYS304A	Demonstrate sea kayaking skills in moderate to difficult conditions
	SISOKYS405A	Plan and navigate a sea kayaking inshore passage
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity

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	SISOOPS201A	Minimise environmental impact
	SISOOPS303A	Interpret weather for marine environments
	SISOOPS304A	Plan for minimal environmental impact
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies

Target Group

Those wishing to guide sea kayaking activities in easy to moderate conditions.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Sea Kayaking Guide Easy to Moderate Conditions and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00082 Sea Kayaking Instructor Easy to Moderate Conditions

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS40410 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	PUAOPE002B	Operate communications systems and equipment
	SISOCNE202A	Perform deep water rescues
	SISOKYS302A	Demonstrate sea kayaking skills
	SISOKYS303A	Guide sea kayaking trips in easy to moderate conditions
	SISOKYS304A	Demonstrate sea kayaking skills in moderate to difficult conditions
	SISOKYS405A	Plan and navigate a sea kayaking inshore passage
	SISOKYS406A	Instruct sea kayaking in easy to moderate conditions
	SISOODR302A	Plan outdoor recreation activities

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	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS303A	Interpret weather for marine environments
	SISOOPS304A	Plan for minimal environmental impact
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct sea kayaking activities in easy to moderate conditions.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Sea Kayaking Instructor Easy to Moderate Conditions and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00081 Sea Kayaking Guide Moderate to Difficult Conditions

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS40410 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	PUAOPE002B	Operate communications systems and equipment
	SISOCNE202A	Perform deep water rescues
	SISOKYS304A	Demonstrate sea kayaking skills in moderate to difficult conditions
	SISOKYS407A	Guide sea kayaking trips in moderate to difficult conditions
	SISONAV302A	Apply navigation skills in an intermediate environment
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity

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	SISOOPS201A	Minimise environmental impact
	SISOOPS303A	Interpret weather for marine environments
	SISOOPS304A	Plan for minimal environmental impact
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies

Target Group

Those wishing to instruct sea kayaking activities in moderate to difficult conditions.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Sea Kayaking Guide Moderate to Difficult Conditions and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00083 Sea Kayaking Instructor Moderate to Difficult Conditions

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS40410 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	PUAOPE002B	Operate communications systems and equipment
	SISOCNE202A	Perform deep water rescues
	SISOKYS304A	Demonstrate sea kayaking skills in moderate to difficult conditions
	SISOKYS407A	Guide sea kayaking trips in moderate to difficult conditions
	SISOKYS408A	Instruct sea kayaking in moderate to difficult conditions
	SISONAV302A	Apply navigation skills in an intermediate environment
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions

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	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS303A	Interpret weather for marine environments
	SISOOPS304A	Plan for minimal environmental impact
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies

Target Group

Those wishing to instruct sea kayaking activities in moderate to difficult conditions.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Sea Kayaking Instructor Moderate to Difficult Conditions and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00089 Skiing Instructor Cross Country Intermediate Environments

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS40410 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISONAV302A	Apply navigation skills in an intermediate environment
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISOSKT409A	Apply intermediate cross country skiing skills

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	SISOSKT411A	Instruct cross country skiing
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct cross country skiing in intermediate environments.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Skiing Instructor Cross Country Intermediate Environments and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00086 Skiing Downhill Instructor

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS40410 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Provide first aid
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS306A	Interpret weather conditions in the field
	SISOSKI402A	Alpine ski downhill on intermediate terrain
	SISOSKI403A	Alpine ski downhill on advanced terrain
	SISOSKI405A	Alpine free ski on all terrain

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	SISOSKI408A	Instruct alpine skiing skills
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct skiing downhill.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Skiing Downhill Instructor and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00090 Skiing Instructor Downhill Telemarking

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS40410 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Provide first aid
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS306A	Interpret weather conditions in the field
	SISOSKI406A	Telemark ski downhill on intermediate terrain
	SISOSKI408A	Instruct alpine skiing skills
	SISXCAI306A	Facilitate groups

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	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct skiing downhill telemarking.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Skiing Instructor Downhill Telemarking and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00088 Skiing Guide Overnight Ski Touring

Modification History

Not applicable.

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS40410 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISONAV403A	Navigate in uncontrolled environments
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS202A	Use and maintain a temporary or overnight site
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISOSKT407A	Overnight ski tour in difficult terrain using advanced ski touring

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		skills
	SISOSKT408A	Apply snowcraft skills for overnight touring
	SISOSKT409A	Apply intermediate cross country skiing skills
	SISOSKT410A	Guide overnight ski tours
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to guide overnight ski tours.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Skiing Guide Overnight Ski Tours and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00091 Skiing Ski Touring Guide Overnight Intermediate

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS40410 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISONAV403A	Navigate in uncontrolled environments
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS202A	Use and maintain a temporary or overnight site
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISOSKT408A	Apply snowcraft skills for overnight touring

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	SISOSKT410A	Guide overnight ski tours
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to guide ski touring overnight in intermediate terrain.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Skiing Ski Touring Guide Overnight Intermediate and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00084 Skiing Cross Country Instructor Advanced

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS50410 Diploma of Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISONAV403A	Navigate in uncontrolled environments
	SISOSKT406A	Demonstrate advanced cross country skiing skills
	SISOSKT411A	Instruct cross country skiing
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field

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	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct advanced cross country skiing.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Skiing Cross Country Instructor Advanced and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00085 Skiing Cross Country Instructor Intermediate

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS50410 Diploma of Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISONAV403A	Navigate in uncontrolled environments
	SISOSKT409A	Apply intermediate cross country skiing skills
	SISOSKT411A	Instruct cross country skiing
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field

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	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	TAEDEL301A	Provide work skill instruction

Target Group

Those wishing to instruct intermediate cross country skiing.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Skiing Cross Country Instructor Intermediate and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00100 Trail Bike Guide - Overnight Rides

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS40410 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISONAV302A	Apply navigation skills in an intermediate environment
	SISOTBR201A	Select, set up and maintain an off-highway motorcycle
	SISOTBR303A	Apply advanced off-highway motorcycling skills
	SISOTBR305A	Guide off-highway motorcycle tours
	SISOOPS202A	Use and maintain a temporary or overnight site
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact

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	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies

Target Group

Those wishing to guide overnight trail bike rides.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Trail Bike Guide Overnight Rides and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

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SISSS00099 Trail Bike Guide - Day Rides

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISONAV201A	Demonstrate navigation skills in a controlled environment
	SISOTBR201A	Select, set up and maintain an off-highway motorcycle
	SISOTBR303A	Apply advanced off-highway motorcycling skills
	SISOTBR305A	Guide off-highway motorcycle tours
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location

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	SISOOPS306A	Interpret weather conditions in the field
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies

Target Group

Those wishing to guide trail bike day rides.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Trail Bike Guide Day Rides and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Disclaimer

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SISSS00101 Trail Bike Riding Instruct Advanced Skills

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS50410 Diploma of Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISONAV302A	Apply navigation skills in an intermediate environment
	SISOTBR201A	Select, set up and maintain an off-highway motorcycle
	SISOTBR303A	Apply advanced off-highway motorcycling skills
	SISOTBR507A	Instruct advanced off-highway motorcycling skills
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOODR404A	Manage risk in an outdoor activity
	SISOOPS201A	Minimise environmental impact
	SISOOPS304A	Plan for minimal environmental impact
	SISOOPS305A	Provide first aid in a remote location

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	SISOOPS306A	Interpret weather conditions in the field
	SISXCAI306A	Facilitate groups
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies

Target Group

Those wishing to instruct advanced trail bike riding skills.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Trail Bike Riding Instructor Advanced skills and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

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SISSS00102 Trail Boss

Modification History

There is no unit for the code SISOEQO003A Supervise horse handling. This unit has now been deleted from the Skill Set Trail Boss.

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS40310 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	RTE2104A	Carry out regular horse observation
	RTE2121A	Provide daily care for horses
	RTE2130A	Ride and care for horses and equipment
	RTE2136A	Load and unload livestock
	RTE3144A	Prevent and treat equine injury and disease
	RTE3402A	Implement animal health control programs
	RTE3712A	Administer medication to animals
	SISOEQO201A	Handle horses

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	SISOEQO202A	Demonstrate basic horse riding skills
	SISOEQO304A	Apply first aid for horses
	SISOEQO305A	Ride horses in tracked areas
	SISOEQO306A	Guide day horse trail rides in tracked areas
	SISOEQO407A	Select horses for a program
	SISOEQO408A	Determine nutritional requirements for horses
	SISOEQO409A	Train and condition horses
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions`
	SISOOPS201A	Minimise environmental impact
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities

Target Group

Those wishing gain employment as a trail boss in charge of day rides.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Trail Boss in charge of a business running day rides.

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SISSS00104 Trail Boss - Overnight Rides

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide credit towards SIS40310 Certificate IV in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	RTE2104A	Carry out regular horse observation
	RTE2121A	Provide daily care for horses
	RTE2130A	Ride and care for horses and equipment
	RTE2136A	Load and unload livestock
	RTE3131A	Transport livestock
	RTE3137A	Carry out basic hoof care procedures
	RTE3144A	Prevent and treat equine injury and disease
	RTE3402A	Implement animal health control programs
	RTE3712A	Administer medication to animals

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	SISOEQO201A	Handle horses
	SISOEQO202A	Demonstrate basic horse riding skills
	SISOEQO304A	Apply first aid for horses
	SISOEQO305A	Ride horses in tracked areas
	SISOEQO306A	Guide day horse trail rides in tracked areas
	SISOEQO407A	Select horses for a program
	SISOEQO408A	Determine nutritional requirements for horses
	SISOEQO409A	Train and condition horses
	SISOEQO410A	Guide overnight horse trail rides in tracked areas
	SISOEQO411A	Ride horses in remote areas
	SISOEQO412A	Manage horse illness and injuries in remote areas
	SISOEQO413A	Guide trail rides in remote areas
	SISONAV302A	Apply navigation skills in an intermediate environment
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions`
	SISOOPS201A	Minimise environmental impact
	SISOOPS305A	Provide first aid in a remote location
	SISOOPS306A	Interpret weather conditions in the field
	SISXEMR201A	Respond to emergency situations
	SISXEMR402A	Coordinate emergency responses
	SISXOHS101A	Follow occupational health and safety policies
	SISXOHS402A	Implement and monitor occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities

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Target Group

Those wishing gain employment as a trail boss, taking overnight rides.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Trail Boss – Overnight Rides.

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SISSS00105 Trail Guide Assistant

Modification History

Not Applicable

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS20210 Certificate II in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	RTE2104A	Carry out regular horse observation
	RTE2121A	Provide daily care for horses
	RTE2130A	Ride and care for horses and equipment
	SISOEQO201A	Handle horses
	SISOEQO202A	Demonstrate basic horse riding skills
	SISOEQO305A	Ride horses in tracked areas
	SISOOPS201A	Minimise environmental impact
	SISXOHS101A	Follow occupational health and safety policies

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Target Group

Those wishing to gain employment as an assistant trail guide.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Trail Guide Assistant.

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SISSS00106 Trail Guide - Day Rides

Modification History

There is no unit for the code SISOEQO003A Supervise horse handling. This unit has now been deleted from the Skill Set Trail Guide – Day Rides.

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	RTE2104A	Carry out regular horse observation
	RTE2121A	Provide daily care for horses
	RTE2130A	Ride and care for horses and equipment
	RTE2136A	Load and unload livestock
	RTE3402A	Implement animal health control programs
	RTE3712A	Administer medication to animals
	SISOEQO201A	Handle horses
	SISOEQO202A	Demonstrate basic horse riding skills

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	SISOEQO304A	Apply first aid for horses
	SISOEQO305A	Ride horses in tracked areas
	SISOEQO306A	Guide day horse trail rides in tracked areas
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOOPS201A	Minimise environmental impact
	SISXEMR201A	Respond to emergency situations
	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities

Target Group

Those wishing gain employment as a trail guide for day rides.

Suggested words for Statement of Attainment

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation.

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SISSS00107 Trail Guide - Overnight Rides

Modification History

There is no unit for the code SISOEQO003A Supervise horse handling. This unit has now been deleted from the Skill Set Trail Guide – Overnight Rides.

Description

The following Skills Set has been identified through consultation with the Outdoor Council of Australia (OCA), the peak body for the Outdoor Recreation industry and will be utilised as the basis for the registration requirements of programs like the National Outdoor Leader Registration Scheme (NOLRS).

Pathways Information

These units provide a credit towards SIS30410 Certificate III in Outdoor Recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	RTE2104A	Carry out regular horse observation
	RTE2121A	Provide daily care for horses
	RTE2130A	Ride and care for horses and equipment
	RTE2136A	Load and unload livestock
	RTE3131A	Transport livestock
	RTE3402A	Implement animal health control programs
	RTE3712A	Administer medication to animals
	SISOEQO201A	Handle horses

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	SISOEQO202A	Demonstrate basic horse riding skills
	SISOEQO304A	Apply first aid for horses
	SISOEQO305A	Ride horses in tracked areas
	SISOEQO306A	Guide day horse trail rides in tracked areas
	SISOEQO410A	Guide overnight horse trail rides in tracked areas
	SISONAV302A	Apply navigation skills in an intermediate environment
	SISOODR302A	Plan outdoor recreation activities
	SISOODR303A	Guide outdoor recreation sessions
	SISOOPS201A	Minimise environmental impact
	SISOOPS306A	Interpret weather conditions in the field
	SISXEMR201A	Respond to emergency situations
	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities

Target Group

Those wishing gain employment as a trail guide for overnight rides.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for a Trail Guide - Overnight Rides.

Disclaimer

Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

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SISSS00096 Tennis Australia Junior Development Coach

Modification History

Not Applicable

Description

The primary benefit identified by industry in relation to national skill sets for the Sport sector skill sets revolves around alignment with the skill requirements of the National Coaching Accreditation Scheme (NCAS) and National Officiating Accreditation Scheme (NOAS) outcomes.

Pathways Information

These units provide credit towards SIS30710 Certificate III in Sport Coaching.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISSCGP201A	Apply legal and ethical coaching practices
	SISSCGP202A	Reflect on professional coaching role and practice
	SISSCGP303A	Coach junior players to develop fundamental perceptual motor skills
	SISSCGP304A	Coach junior sports players
	SISSCGP305A	Plan coaching programs for junior sports players
	SISSTNS202A	Interpret and apply the rules of tennis
	SISSTNS303A	Coach stroke production and tactics for junior tennis players

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Target Group

This skill set is for those wishing to gain Tennis Australia Junior Development Coach accreditation, introducing the basic skills of tennis to junior players aged 4 - 12 years.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet Tennis Australia's competency requirements for Junior Development Coach under the National Coach Accreditation Scheme.

Disclaimer

Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

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SISSS00092 Sports Medicine Australia Level 1 Sports Trainer

Modification History

Not Applicable

Description

The primary benefit identified by industry in relation to national skill sets for the Sport sector skill sets revolves around alignment with the skill requirements of the National Coaching Accreditation Scheme (NCAS) and National Officiating Accreditation Scheme (NOAS) outcomes.

Pathways Information

These units provide credit towards SIS30810 Certificate III in Sports Trainer.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	HLTFA301B	Apply first aid
	SISSSCGP308A	Provide drugs in sport information
	SISSSPT302A	Provide initial management of sports injuries
	SISSSPT303A	Conduct basic warm-up and cool-down programs
	SISSSPT304A	Tape ankle, thumb and fingers
	SISSSPT305A	Support sports injury management
	SISSSPT306A	Deal with medical conditions in a sport setting
	SISXOHS101A	Follow occupational health and safety policies

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Target Group

This skill set is for those wishing to gain Sports Medicine Australia Level 1 Sports Trainer accreditation.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Sports Medicine Australia Sports Trainer.

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SISSS00079 Rugby Union Officiating

Modification History

Not Applicable

Description

The primary benefit identified by industry in relation to national skill sets for the Sport sector skill sets revolves around alignment with the skill requirements of the National Coaching Accreditation Scheme (NCAS) and National Officiating Accreditation Scheme (NOAS) outcomes.

Pathways Information

These units provide credit towards SIS30710 Certificate III in Sport Coaching.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISSCGP411A	Work with officials
	SISSOGP301A	Conduct games or competitions
	SISSOGP402A	Conduct a fitness and recovery program for officials
	SISSRGU204A	Officiate junior level Rugby Union
	SISSRGU205A	Officiate local or district level Rugby Union
	SISSRGU410A	Officiate advanced level Rugby Union
	SISXCAI101A	Provide equipment for activities
	SISXCAI306A	Facilitate groups
	SISXFAC201A	Maintain sport and recreation equipment for activities
	SISXIND404A	Promote compliance with laws and legal principles

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	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities

Target Group

This skill set is for those wishing to gain employment as an official in a competitive Rugby Union setting.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Rugby Union officials.

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Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

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SISSS00094 Surf Life Saving Officiating

Modification History

Not Applicable

Description

The primary benefit identified by industry in relation to national skill sets for the Sport sector skill sets revolves around alignment with the skill requirements of the National Coaching Accreditation Scheme (NCAS) and National Officiating Accreditation Scheme (NOAS) outcomes.

Pathways Information

These units provide credit towards SIS30710 Certificate III in Sport Coaching.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISSCGP411A	Work with officials
	SISSOGP301A	Conduct games or competitions
	SISSOGP402A	Conduct a fitness and recovery program for officials
	SISSSUR202A	Officiate beginner level surf life saving competitions
	SISSSUR304A	Officiate intermediate level surf life saving competitions
	SISSSUR406A	Officiate advanced level surf life saving competitions
	SISXCAI101A	Provide equipment for activities
	SISXCAI306A	Facilitate groups
	SISXFAC201A	Maintain sport and recreation equipment for activities
	SISXIND404A	Promote compliance with laws and legal principles

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	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities

Target Group

This skill set is for those wishing to gain employment as an official in a competitive Surf Life Saving setting.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Surf Life Saving officials.

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SISSS00058 Golf Officiating

Modification History

Not Applicable

Description

The primary benefit identified by industry in relation to national skill sets for the Sport sector skill sets revolves around alignment with the skill requirements of the National Coaching Accreditation Scheme (NCAS) and National Officiating Accreditation Scheme (NOAS) outcomes.

Pathways Information

These units provide credit towards SIS30710 Certificate III in Sport Coaching.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	**Unit title**
	SISSCGP411A	Work with officials
	SISSGLF203A	Interpret and apply the rules of golf at the A Grade level
	SISSGLF306A	Interpret and apply the rules of golf at the advanced level
	SISSGLF512A	Manage the structure and facilitation of golf competitions and tournaments
	SISSOGP301A	Conduct games or competitions
	SISSOGP402A	Conduct a fitness and recovery program for officials
	SISXCAI101A	Provide equipment for activities
	SISXCAI306A	Facilitate groups
	SISXFAC201A	Maintain sport and recreation equipment for activities

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	SISXIND404A	Promote compliance with laws and legal principles
	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities

Target Group

This skill set is for those wishing to gain employment as an official within a competitive golf setting.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for golf officials.

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SISSS00097 Tennis Officiating

Modification History

Not Applicable

Description

The primary benefit identified by industry in relation to national skill sets for the Sport sector skill sets revolves around alignment with the skill requirements of the National Coaching Accreditation Scheme (NCAS) and National Officiating Accreditation Scheme (NOAS) outcomes.

Pathways Information

These units provide credit towards SIS30710 Certificate III in Sport Coaching.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISSCGP411A	Work with officials
	SISSOGP301A	Conduct games or competitions
	SISSOGP402A	Conduct a fitness and recovery program for officials
	SISSTNS202A	Interpret and apply the rules of tennis
	SISXCAI101A	Provide equipment for activities
	SISXCAI306A	Facilitate groups
	SISXFAC201A	Maintain sport and recreation equipment for activities
	SISXIND404A	Promote compliance with laws and legal principles
	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities

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Target Group

This skill set is for those wishing to gain employment as an official within a competitive tennis setting.

Suggested words for Statement of Attainment

These competencies from Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for Tennis officials.

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SISSS00057 General Officiating

Modification History

Not Applicable

Description

The primary benefit identified by industry in relation to national skill sets for the Sport sector skill sets revolves around alignment with the skill requirements of the National Coaching Accreditation Scheme (NCAS) and National Officiating Accreditation Scheme (NOAS) outcomes.

Pathways Information

These units provide credit towards SIS30710 Certificate III in Sport Coaching.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Skill Set Requirements

Units	Unit code	Unit title
	SISSCGP411A	Work with officials
	SISSOGP301A	Conduct games or competitions
	SISSOGP402A	Conduct a fitness and recovery program for officials
	SISXCAI101A	Provide equipment for activities
	SISXCAI306A	Facilitate groups
	SISXFAC201A	Maintain sport and recreation equipment for activities
	SISXIND404A	Promote compliance with laws and legal principles
	SISXOHS101A	Follow occupational health and safety policies
	SISXRSK301A	Undertake risk analysis of activities

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Target Group

This skill set is for those wishing to gain employment as an official in the generic sport and recreation environment.

Suggested words for Statement of Attainment

These competencies from the Sport, Fitness and Recreation Training Package (SIS10) meet competency requirements for officials.

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SISCAQU201A Monitor pool water quality

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to continually monitor the water quality of swimming pools and aquatic facilities, take corrective action and record test results.

Application of the Unit

This unit applies to those working as pool attendants or aquatic operators in various aquatic environments, such as council or commercially operated aquatic and leisure centres. Work may be carried out under supervision or with some degree of autonomy, depending on the individual situation and job role.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be

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consistent with the Evidence Guide.

1. Conduct pool water tests.	1.1. Complete ***routine pool water tests*** according to ***public health regulatory requirements***, ***organisational policies and procedures*** and ***relevant legislation***.
	1.2. Compare and interpret pool water test results with public health regulatory requirements.
	1.3. Report pool water test irregularities to aquatic facility or to service personnel for corrective action.
	1.4. Respond to contamination incidents according to public health regulatory requirements, organisational policies and procedures and relevant legislation.
	1.5. Perform continual visual checks of ***pool water quality*** and initiate corrective actions.
2. Record results.	2.1. Record routine pool water test results according to aquatic facility specifications and public health regulatory requirements.
	2.2. Update swimming pool log according to aquatic facility specifications and organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - report irregularities to aquatic facility or service personnel
  - initiate corrective actions
- problem-solving skills to:
  - conduct a variety of routine pool water tests
  - identify irregularities in results
  - respond to contamination incidents
- planning and organisational skills to conduct regular pool water tests according to facility schedule
- literacy skills to:
  - record pool water test results
  - update swimming pool log
- numeracy skills to identify and interpret routine test results.

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Required knowledge

- legislation and organisational policies and procedures that enable:
  - safe conduct of pool water tests
  - appropriate response to contamination incidents
  - correct maintenance of swimming pool logs
- public health regulatory requirements and aquatic facility specifications for:
  - comparing and interpreting pool water test results
  - recording pool water test results
- pool water chemistry to understand scientific terms related to tests such as pH levels, alkalinity, chlorine, bromine, temperature and calcium hardness
- equipment and resources used for testing pool water quality.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts pool water tests and reports irregularities to aquatic facility or service personnel promptly, according to public health regulatory requirements and organisational policies and procedures • records pool water test results and updates pool log according to organisational policies and procedures and relevant legislation • performs routine visual checks for pool water quality and proposes corrective actions in response to contamination incidents.
Context of and specific resources for assessment	Assessment must ensure conduct of regular pool water tests to monitor water quality over a realistic aquatic facility timeframe. Assessment must also ensure access to: • an aquatic facility with a suitable pool • equipment, resources and pool water testing apparatuses to test water quality • public health regulatory requirements, relevant

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legislation and organisational policies and procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate using pool water testing apparatuses and equipment
- oral or written questioning to assess knowledge of the application of routine pool water quality tests
- observation of reading and recording test results
- portfolio of written recordings detailing test irregularities, pool water test results and log updates
- third-party reports from a supervisor detailing the candidate's performance on the job.

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

- SISXOHS101A Follow occupational health and safety policies

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine pool water tests may include:

- free chlorine
- total bromine
- total chlorine
- combined chlorine
- pH
- alkalinity
- cyanuric acid
- calcium hardness
- total hardness
- temperature.

Public health regulatory requirements may include:

- health and poisons acts
- infectious diseases regulations
- dangerous goods act and regulations
- metropolitan water supply, sewerage and

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	drainage by-laws • occupational health and safety act • environment legislation • local government regulations.
Organisational policies and procedures may include:	• occupational health and safety • communication protocols • use and maintenance of equipment and resources • reporting and record keeping • emergency and risk management procedures.
Relevant legislation may include:	• occupational health and safety • dangerous goods • environment.
Pool water quality may include:	• microbiological • disinfectant • pH • clarity.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU202A Perform basic water rescues

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify and evaluate aquatic emergencies and respond appropriately with basic water rescues that incorporate cardiopulmonary resuscitation (CPR). These situations will usually require an individual response.

Application of the Unit

This unit applies to those working in indoor or outdoor aquatic facilities, such as pool lifeguards or aquatic educators teaching water familiarisation, learn-to-swim and water safety classes in swimming pools or confined natural shallow water venues. It also applies to those instructing canyoning and snorkelling activities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a Unit of Competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent

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with the Evidence Guide.

1. Identify and evaluate aquatic emergencies.	1.1. Recognise the ***signs and signals*** of a person in difficulty. 1.2. Assess situation to determine appropriate ***response*** to ***aquatic emergency***, according to ***accepted best practice principles of aquatic rescues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Identify and assess immediate ***hazards*** and ***risks*** to self and ***others***.
2. Apply the principles of a basic water rescue.	2.1. Determine the type of rescue required and promptly formulate a ***rescue plan*** according to relevant legislation and organisational policies and procedures. 2.2. Access ***equipment*** as required. 2.3. Perform ***basic water rescue*** according to accepted best practice principles of aquatic rescues. 2.4. Monitor the condition of the casualty and plan course of action. 2.5. Provide appropriate ***treatment*** according to ***industry standards*** and organisational policies and procedures.
3. Record and report the incident.	3.1. Record details of the incident and the action taken using appropriate forms, according to organisational policies and procedures. 3.2. Notify appropriate personnel and statutory authorities of the incident.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - identify factors leading to aquatic emergencies
  - assess and evaluate emergencies and determine the appropriate rescue technique for the situation and location
- communication skills to:
  - alert others to the situation
  - delegate tasks during aquatic emergencies
  - provide reassurance to casualties and bystanders

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- planning and organisational skills to:
  - allocate relevant equipment under pressure to aid in rescue
  - devise a rescue plan after assessing the situation
- monitoring and observational skills to identify aquatic emergencies requiring basic water rescues
- swimming, defensive swimming and towing skills to perform basic swimming rescues
- fitness and strength level to perform basic non-swimming water rescues
- cardiopulmonary resuscitation techniques to provide an initial response to emergencies.

Required knowledge

- legislation, organisational policies and procedures and industry standards to enable:
  - the safe conduct of water rescues
  - accurate completion of incident documentation
- use and location of equipment types to effect prompt rescues
- swimming and non-swimming rescue methods to enable appropriate responses to aquatic emergencies
- characteristics and features of water environments, such as pools or canyons, and safe rescue techniques appropriate to the conditions and location
- communication systems used during rescues to inform managers, other employees and emergency services of progress
- potential dangers in a range of aquatic environments and how to respond to them
- cardiopulmonary resuscitation techniques to provide an initial response to emergencies.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies the common signs and signals of a person experiencing difficulties in the water and promptly determines possible contributing factors and formulates a suitable rescue plan • performs all basic water rescue techniques in the water while maintaining own safety • monitors condition of affected person, applies appropriate treatment

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	• recognises issues that arise during rescues and makes appropriate adjustments to ensure safety of self and others, according to organisational policies and procedures and relevant legislation • accurately reports incidents and notifies other relevant personnel according to organisational policies and procedures.
Context of and specific resources for assessment	Assessment must ensure performance of all swimming and non-swimming basic rescues and performance of cardiopulmonary resuscitation. Assessment must also ensure access to: • an aquatic environment appropriate to the candidate's current or intended work role, such as a swimming pool or confined natural shallow water venue • suitable participants to enable demonstration of water rescue techniques • CPR mannequins • equipment such as flotation devices, first aid facilities and equipment, ropes and reaching poles.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of aquatic emergency situations and basic water rescues • direct observation of the candidate safely participating in and demonstrating swimming and non-swimming water rescues incorporating cardiopulmonary resuscitation • third-party reports from a supervisor detailing candidate's performance on the job. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Signs and signals may include:

- call for help
- vertical body position
- minimal or non-supportive leg action
- vigorous arm movements
- submerged or unconscious person.

Response may include:

- type of rescue
- number of people in difficulty
- assistance
- leaving existing role to assist
- promptly organising a suitable replacement
- contacting emergency services.

Aquatic emergency may include:

- envenomation by aquatic animals
- sudden unconsciousness
- spinal injury
- drowning
- heart attack
- severe bleeding
- epileptic seizure
- severe asthma attack.

Accepted best practice principles of aquatic rescues may include:

- accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks to the casualty, bystanders and rescuer
- guidelines and codes of conduct
  - Royal Life Saving Society Australia
  - Surf Life Saving Australia
- national, state and territory or local government regulations and guidelines
- the culture of lifesaving
- current and past good practice demonstrated by self or peers in the same or similar situation.

Relevant legislation may include:

- occupational health and safety legislation
- duty of care regulations
- working with children requirements.

Organisational policies and procedures may include:

- occupational health and safety
- use and care of lifesaving equipment
- communication protocols
- safety, rescue and emergency procedures
- incident reporting.

Hazards may include:

- slippery surfaces around pools
- deep or shallow water
- currents

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- strong wind
- risk taking behaviour.

Risks may include:

- imminent drowning
- injury
- hypothermia
- cramps
- choking
- submersion or injury of rescuer.

Others may include:

- bystanders
- staff
- other facility users
- parents
- emergency services.

Rescue plan may include:

- self-preservation
- available assistance
- selection of rescue aids
- number of people in difficulty
- priorities of rescue
- type of rescue.

Equipment may include:

- flotation devices
- ropes
- reaching poles
- pool safety equipment.

Basic water rescue must include:

- non-swimming rescues:
  - reach rescue
  - rope throw rescue
  - throw a flotation aid
- swimming rescues:
  - accompanied rescue
  - wade rescue
  - non-contact tow
  - contact tow
  - water search procedures
  - vice grip and extended arm roll-over techniques
  - defensive techniques including blocking, blocking with an aid, reverses
  - escape techniques including escape from front and rear grasps.

Treatment may include:

- danger, response, airway, breathing, circulation routine

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	• expired air resuscitation • cardiopulmonary resuscitation • injury, illness or shock related treatment.
Industry standards may include:	• Australian Resuscitation Council standards • first aid techniques and standards.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU303A Operate aquatic facility plant and equipment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely operate an aquatic facility plant and equipment.

Application of the Unit

This unit applies to those working as aquatic operators in various aquatic environments, such as council or commercially operated aquatic and leisure centres. Work may be carried out under supervision or with some degree of autonomy, depending on individual situation and job role.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

LEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent

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LEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Conduct routine checks.	1.1. Perform routine inspections of ***aquatic facility plant and equipment*** according to ***public health regulatory requirements***. 1.2. Conduct ***routine checks of electrical and plumbing appliances*** according to ***organisational policies and procedures*** and ***relevant legislation***.
2. Maintain and manage aquatic facility plant and equipment.	2.1. Carry out routine maintenance of aquatic facility plant and equipment using appropriate ***resources*** according to manufacturer's guidelines and organisational policies and procedures. 2.2. Monitor use and condition of equipment and facility according to established routines and procedures. 2.3. Record equipment and facility use and document any conditions that require further action according to organisational policies and procedures. 2.4. Isolate and report faults and irregularities according to organisational policies and procedures.
3. Initiate corrective action.	3.1. Remove, replace and repair faulty and defective equipment or facilities, within designated responsibility and according to manufacturer's guidelines and organisational policies and procedures. 3.2. Notify aquatic facility or service personnel of faults and any corrective actions initiated. 3.3. Record action taken according to organisational policies and procedures and public health regulatory requirements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - report irregularities and faults to aquatic facility or service personnel
  - initiate corrective action
- problem-solving skills to:
  - conduct routine checks of aquatic facility plant, equipment and electrical and

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plumbing appliances
  - identify irregularities, defects and faults in equipment and or facility
  - respond to common maintenance problems
- planning and organisational skills to:
  - select resources to assist in the maintenance of aquatic facility plant and equipment
  - carry out checks of equipment and facility
- literacy skills to:
  - record equipment and facility use
  - document conditions and irregularities
  - record action taken
- first aid skills and treatment procedures related to plant and equipment accidents.

Required knowledge

- legislation and organisational policies and procedures that enable:
  - safe monitoring and maintenance of plant and equipment
  - accurate reporting of faults and irregularities
  - timely repair of faulty and defective equipment within designated responsibility
- public health regulatory requirements to:
  - conduct routine inspections of plant and equipment
  - record corrective action taken
- organisational reporting lines and appropriate service personnel to notify regarding faults and irregularities
- resources required for the maintenance and management of aquatic facility plant and equipment.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts thorough routine inspections of aquatic facility plant, equipment, and electrical and plumbing appliances to ensure safety and health of public • identifies faults and irregularities of plant and equipment and initiates corrective action according to organisational policies and procedures and

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manufacturer's specifications
- monitors and records use and condition of facility and equipment
- documents and reports faults and irregularities to aquatic facility or service personnel and documents corrective action initiated.

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

- a suitable first aid qualification.

Context of and specific resources for assessment

Assessment must ensure the safe and timely operation of aquatic facility plant and equipment on sufficient occasions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- an aquatic facility plant and equipment
- resources to maintain facility and equipment and keep records
- public health regulatory requirements, relevant legislation and organisational policies and procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate inspecting and maintaining aquatic facility plant and equipment
- oral or written questioning to assess knowledge of procedures for plant and equipment operation
- portfolio of candidate's written records and documentation detailing facility and equipment irregularities and action taken
- third-party reports from a supervisor detailing candidate's performance.

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

- SISCAQU305A Implement aquatic facility plant and equipment maintenance program

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Aquatic facility plant and equipment may include:

- circulation plant
- heating, lighting and ventilation systems
- electrical control units
- electrical appliances
- self-contained breathing apparatus.

Public health regulatory requirements may include:

- health and poisons acts
- infectious diseases regulations
- dangerous goods act and regulations
- metropolitan water supply, sewerage and drainage by-laws
- environment legislation
- local government regulations.

Routine checks of electrical and plumbing appliances may include:

- power supply and circuits
- water supply and drainage systems
- electronic and mechanical operation
- circuit breakers
- batteries and fuses
- electrical hazards
- water supply faults
- water related hazards.

Organisational policies and procedures may include:

- occupational health and safety
- chemical handling procedures
- backwash procedures
- filtration processes
- isolation procedures
- communication protocols
- use and maintenance of resources
- reporting and record keeping.

Relevant legislation may include:

- occupational health and safety
- infectious diseases regulations
- relevant dangerous goods act and regulations
- metropolitan water supply, sewerage and drainage by-laws
- relevant environment legislation

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Resources may include:

- local government regulations.
- cleaning materials and equipment
- hand tools
- record keeping materials
- spare parts.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU304A Maintain pool water quality

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain the water quality of swimming pools and aquatic facilities according to health standards.

Application of the Unit

This unit applies to those working independently as aquatic operators or managers in various aquatic environments, such as council or commercially operated aquatic and leisure centres. This may also include the coordination and supervision of others in the aquatic environment.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Conduct pool water quality tests.	1.1. Complete ***routine pool water tests*** according to ***public health regulatory requirements***, ***organisational policies and procedures*** and ***relevant legislation***. 1.2. Monitor pool water test results according to public health regulatory requirements and organisational policies and procedures. 1.3. Develop and implement schedules for ***pool water microbiological testing*** according to organisational policies and procedures and public health regulatory requirements.
2. Apply water quality principles.	2.1. Anticipate bather loading and implement corrective actions with appropriate personnel to maintain ***pool water quality***. 2.2. Develop and implement safe processes for using chemicals to maintain disinfectant levels and chemical balance of pool water according to public health regulatory requirements. 2.3. Carry out ***water treatment procedures*** according to the aquatic facility's operating plan for the treatment of pool water. 2.4. Calculate the amount of chemicals required to correct chemical imbalances in pool water according to public health regulatory requirements. 2.5. Use chemical dosing equipment for the treatment of pool water according to the manufacturer's specifications and organisational policies and procedures.
3. Document action taken.	3.1. Record pool water test results according to organisational policies and procedures and public health regulatory requirements. 3.2. Record any corrective action taken according to organisational policies and procedures and public health regulatory requirements.

Required Skills and Knowledge

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

Required skills

- communication skills to:

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    - initiate corrective actions with appropriate personnel
    - maintain water quality and develop schedules for pool water microbiological testing
- problem-solving skills to:
    - conduct a variety of routine pool water tests
    - monitor and interpret results
    - anticipate bather loading
    - maintain disinfectant levels and chemical balance of pool water
- planning and organisational skills to:
    - collect and organise pool information
    - develop safe processes for the use of chemicals
- literacy skills to:
    - record pool water test results and corrective actions implemented
    - interpret aquatic facility's treatment operating plan
- numeracy skills to calculate the amount of chemicals required to correct chemical imbalances
- first aid skills to implement procedures related to pool water chemical accidents.

Required knowledge

- legislation and organisational policies and procedures that enable:
    - completion and monitoring of pool water tests
    - use and maintenance of chemical dosing equipment
    - development and implementation of schedules for microbiological testing and chemical use
    - accurate and timely record keeping
- public health regulatory requirements to:
    - implement processes for chemical use
    - calculate chemical requirements
- pool water chemistry to understand scientific terms related to tests such as pH levels, alkalinity, chlorine, bromine, temperature and calcium hardness
- plant and equipment operation, chemical dosing equipment and relevant resources used for testing, treating and maintaining pool water quality.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- develops and implements schedules for pool water microbiological testing and safely uses and calculates chemicals to maintain chemical balance of pool water
- anticipates bather loadings and takes corrective action to ensure public health and safety
- operates chemical dosing equipment for the treatment of pool water
- updates pool records with information detailing water quality test results and corrective action taken.

Context of and specific resources for assessment

Assessment must ensure:

- conduct of regular pool water quality tests and monitoring of results on sufficient occasions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a suitable aquatic facility
- equipment and resources required for the maintenance of pool water quality
- public health regulatory requirements, relevant legislation and organisational policies and procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate safely handling chemicals, equipment and resources
- oral or written questioning to assess knowledge of procedures for pool water testing and treatment
- observation of the candidate calculating chemical requirements to correct imbalances
- portfolio of written recordings detailing pool water test results and corrective action taken
- third-party reports from a supervisor detailing the candidate's performance on the job.

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

- SISCAQU303A Operate aquatic facility plant and equipment

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine pool water tests may include:

- free chlorine
- total bromine
- total chlorine
- combined chlorine
- pH
- alkalinity
- cyanuric acid
- calcium hardness
- total hardness
- temperature.

Public health regulatory requirements may include:

- health and poisons acts
- infectious diseases regulations
- dangerous goods act and regulations
- metropolitan water supply, sewerage and drainage by-laws
- environment legislation
- local government regulations.

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment and resources
- emergency and risk management procedures
- chemical handling procedures
- backwash procedures
- filtration processes
- isolation procedures
- communication protocols
- reporting and record keeping.

Relevant legislation may include:

- occupational health and safety
- relevant dangerous goods act
- relevant environment legislation.

Pool water microbiological testing may include:

- standard plate count
- coliform count
- pseudomonas aeruginosa

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RANGE STATEMENT

	• legionella • staphylococcus • cryptosporidium.
Pool water quality may include:	• microbiological count • pH • clarity levels.
Water treatment procedures may include:	• chemical disinfection • electrolytic generation of chlorine • superchlorination • shock dosing • dechlorination • chlorine stabilisation with cyanuric acid • control of algae • ozonisation • ultraviolet radiation • alkalinity adjustments • calcium and total hardness adjustments • lowering total dissolved solids • pool water filtration and recirculation • backwashing • manual removal of visible contaminants.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU305A Implement aquatic facility plant and equipment maintenance program

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely implement an aquatic facility plant and equipment maintenance program. This involves maintaining plant and equipment, diagnosing faults, responding to unsafe or failed plant and equipment and reviewing the effectiveness of the maintenance program.

Application of the Unit

This unit applies to those working independently as aquatic operators or managers in various aquatic environments, such as council or commercially operated aquatic and leisure centres. This may also include those coordinating and supervising others in the aquatic environment.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Maintain aquatic facility plant and equipment.	1.1. Carry out regular monitoring of ***aquatic facility plant and equipment*** condition. 1.2. Identify potential problems with plant and equipment and record details according to ***organisational policies and procedures***. 1.3. Implement preventative maintenance systems for aquatic facility plant and equipment for the long-term protection of assets according to ***relevant legislation***, organisational policies and procedures and manufacturer's specifications.
2. Diagnose faults.	2.1. Erect clear and noticeable warning signs around aquatic facility plant and equipment that is being repaired. 2.2. Assess failed or unsafe aquatic facility plant and equipment according to organisational policies and procedures. 2.3. Identify faults and, where possible, determine the underlying cause.
3. Respond to failed or unsafe aquatic facility plant and equipment.	3.1. Erect clear and noticeable warning signs around aquatic facility plant and equipment that is being repaired. 3.2. Carry out repairs within designated responsibility according to manufacturer's recommendations and standards, ***public health regulatory requirements*** and organisational policies and procedures. 3.3. Take defective equipment and or facilities out of operation according to organisational policies and procedures. 3.4. Make arrangements for required repairs to be carried out by qualified and or licensed contractors according to relevant legislation. 3.5. Record actions taken according to organisational policies and procedures and relevant legislation.
4. Review maintenance program.	4.1. Evaluate maintenance program to ensure short- and long-term maintenance requirements of the facility are met.

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ELEMENT	PERFORMANCE CRITERIA
	4.2. Schedule maintenance activities to minimise disruption to facility users and ensure that ***supplies*** are available. 4.3. Integrate maintenance program with asset acquisition and disposal plans. 4.4. Identify and use acceptable alternative maintenance methods to maintain cost-effective program as required.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - make suitable arrangements with qualified contractors to repair failed or unsafe aquatic plant and equipment
  - consult with others when reviewing the maintenance program
  - problem-solving skills to:
  - review maintenance programs
  - monitor and respond to failed or unsafe facility plant and equipment
- planning and organisational skills to:
  - carry out maintenance that minimises disruption to the facility users
  - ensure all required supplies are available
- literacy skills to:
  - record details of failed or unsafe plant or equipment and corrective actions taken
  - ensure clarity of warning signs for public safety during repair processes
- numeracy skills to maintain cost-effective maintenance plans
- first aid skills and treatment procedures related to plant and equipment accidents.

Required knowledge

- legislation and organisational policies and procedures that enable:
  - implementation of effective preventative maintenance systems
  - assessment of failed or unsafe aquatic plant and equipment
- public health regulatory requirements to carry out repairs within designated responsibility
- maintenance planning procedures and qualified and or licensed contractors to repair plant and equipment when required

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- resources and supplies required to maintain and manage aquatic facility plant and equipment.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts regular monitoring of use and condition of aquatic facility plant and equipment and identifies potential problems and faults • responds to plant and equipment failures and faults and repairs within designated responsibility or makes arrangements for qualified contractors to carry out repairs as required • records details of failed or unsafe plant or equipment and corrective actions taken.
Context of and specific resources for assessment	Assessment must ensure: • implementation and review of aquatic facility and equipment maintenance program on multiple occasions to demonstrate competency and consistency of performance • access to an aquatic facility plant and equipment • access to resources to maintain facility and equipment and to keep records • access to qualified contractors • access to public health regulatory requirements, relevant legislation, and organisational policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the candidate assessing failed or unsafe facility plant and equipment • oral or written questioning to assess candidate's knowledge of procedures and processes for plant and equipment operation and maintenance • portfolio of written records detailing unsafe or failed

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plant and equipment and corrective action taken
- third-party reports from a supervisor detailing candidate's performance on the job.

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

- SISCAQU303A Operate aquatic facility plant and equipment

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Aquatic facility plant and equipment may include:

- circulation plant
- heating systems
- lighting and ventilation systems
- electrical control units
- electrical appliances
- self-contained breathing apparatus.

Organisational policies and procedures may include:

- occupational health and safety
- communication protocols
- use and maintenance of resources
- emergency and risk management procedures
- chemical handling procedures
- backwash procedures
- filtration processes
- isolation procedures
- procedures for disposal of dangerous materials
- reporting and record keeping.

Relevant legislation may include:

- occupational health and safety
- public health regulations
- infectious diseases regulations
- relevant dangerous goods act and regulations
- metropolitan water supply, sewerage and drainage by-laws
- relevant environment legislation
- local government regulations.

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	• maintenance of records and reports.
Public health regulatory requirements may include:	• health and poisons act • infectious diseases regulations • dangerous goods act and regulations • metropolitan water supply, sewerage and drainage by-laws • environment legislation • local government regulations • building codes and regulations • fire regulations.
Supplies may include:	• first aid consumables • pool water chemicals • cleaning supplies • maintenance consumables • fuel • oil • parts • paint • tools.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU306A Supervise clients at an aquatic facility or environment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to supervise clients at an aquatic recreation facility or environment to minimise risk.

Application of the Unit

This unit applies to those working in aquatic settings or environments such as swimming pools and aquatic recreation facilities and may include pool lifeguards, aquatic operators and swimming teachers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.

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1. Identify potential hazardous behaviours and situations.	1.1. Access the organisation's risk management plan. 1.2. Identify ***hazardous behaviour and activities*** for ***clients*** utilising the ***aquatic facility or environment***. 1.3. Identify ***clients at risk*** or those who have specific needs. 1.4. Identify ***environmental hazards*** for clients utilising the aquatic facility or environment 1.5. Promote compliance with safety rules of aquatic facility to clients 1.6. Identify supervision requirements according to ***relevant legislation***, ***industry codes*** and ***organisational policies and procedures*** and select supervision techniques appropriate to the nature of the facility or environment.
2. Maintain a safe aquatic facility or environment.	2.1. Monitor client behaviour and activities according to relevant legislation and organisational policies and procedures. 2.2. Identify behaviour and activities posing a risk to the individual or other facility users. 2.3. Inform clients of unacceptable behaviour or actions according to organisational policies and procedures. 2.4. Take action to remove clients who persist in unsafe behaviour, according to organisational policies and procedures.
3. Assess possible emergency or rescue situations.	3.1. Identify ***signs of possible casualty or difficulty***. 3.2. Assess situation to determine appropriate ***response*** to ***emergency*** according to ***accepted best practice principles of aquatic rescues***, relevant legislation and organisational policies and procedures. 3.3. Communicate emergency situation to appropriate personnel according to organisational policies and procedures. 3.4. Report and record incidents according to organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:

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  - identify factors leading to unsafe situations
  - determine appropriate course of action to minimise risks to clients
- communication skills to:
  - promote compliance with safety rules and regulations
  - inform clients of unacceptable behaviour or actions and deal with potential conflict
  - respond to and report aquatic emergencies
- planning and organisational skills to devise an appropriate response after assessing an emergency situation
- language and literacy skills to:
  - access and interpret the organisation's risk management plan
  - document emergency incidents
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures that enable:
  - identification and fulfilment of supervision requirements
  - monitoring of client behaviour and activities
  - reporting and recording of incidents and emergency situations
- industry standards that enable the provision of a safe environment for client activities and appropriate response to emergencies
- potential dangers or hazards commonly encountered in aquatic environments and how to ensure safe conduct and supervision of client activities
- first aid, emergency and rescue procedures appropriate to the conditions to ensure risk minimisation
- characteristics and needs of individuals who may be at risk to enable effective supervision and response
- signs and symptoms of physical injury to enable prompt response in an emergency
- hazardous behaviour and activities that pose risks to clients and how to identify and deal with them quickly and safely
- conflict resolution techniques to deal with difficult or aggressive clients.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and Evidence of the following is essential:

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evidence required to demonstrate competency in this unit

- identifies behaviours and actions that pose a risk to the range of clients commonly encountered in aquatic facilities or environments
- determines and actions appropriate responses according to the organisation's risk management plan and own level of responsibility
- monitors and supervises client activity discreetly and takes prompt action within own level of responsibility to maintain a safe aquatic facility or environment at all times
- uses effective communication techniques to monitor and manage the behaviour of clients and to document incidents
- identifies the common signs and signals of a person experiencing difficulties in the water and determines and actions the most appropriate response.

Context of and specific resources for assessment

Assessment must ensure:

- participation in supervisory duties on multiple occasions to demonstrate consistency of performance
- access to an aquatic facility or environment
- access to a range of participants
- access to organisational policies and procedures appropriate to risk management
- access to appropriate personnel
- access to incident reporting documentation
- access to first aid facilities and equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of signs indicating client difficulty especially as regards high risk clients
- observation of candidate responding to unacceptable behaviour and actions by clients in an aquatic environment
- third-party reports from a supervisor detailing performance
- portfolio containing completed incident reports.

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

- SISCAQU202A Perform basic water rescues
- SISXRSK301A Undertake risk analysis of activities

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Hazardous behaviour and activities may include:	• misusing equipment • swimming in unsafe areas • behaving with disregard for the safety of others or self • chewing gum while swimming • diving into shallow water • consuming alcohol or illegal drugs.
Clients may include:	• participants • care-givers • members • volunteers • facility owners • spectators • staff.
Aquatic facility and environments may include:	• pools and spas • pool surrounds • play equipment • shower and changing areas • lakes, rivers and dams • beaches.
Clients at risk may include:	• drug or alcohol affected • overweight • elderly • people with a disability • weak or non-swimmers • injured swimmers • new facility users • young children.
Environmental hazards may include:	• weather conditions • reflective glare • water clarity or turbidity • rips

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- shallow water.

Relevant legislation may include:

- occupational health and safety
- duty of care regulations
- working with children regulations
- dangerous goods act and regulations
- environment legislation
- anti-discrimination legislation.

Industry codes may include:

- guidelines or code of conduct policies developed by peak bodies responsible for lifesaving:
  - Royal Life Saving Society Australia
  - Surf Life Saving Australia and relevant state or territory surf life saving organisation.

Organisational policies and procedures may include:

- occupational health and safety
- use and care of equipment
- communication protocols
- safety, rescue and emergency procedures
- incident reporting
- risk management
- behaviour management.

Signs of possible casualty or difficulty may include:

- lack of movement
- arm waving
- calling for help.

Response may include:

- type of rescue
- required assistance
- available assistance
- required emergency services.

Emergency may include:

- envenomation by aquatic animals
- spinal injury
- drowning
- heart attack
- severe bleeding
- multiple victims.

Accepted best practice principles of aquatic rescues may include:

- accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks
- Royal Life Saving Society Australia guidelines and code of conduct policies
- the culture of lifesaving.

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Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU307A Perform advanced water rescues

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify and evaluate a major aquatic emergency and perform an advanced water rescue. These situations will usually involve a team response.

Application of the Unit

This unit applies to pool lifeguards in swimming pools and confined natural shallow water venues. It may also apply to those conducting water familiarisation, learn-to-swim and water safety classes in venues where a pool lifeguard is not available.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

HLTFA301B Apply first aid

SISCAQU202A Perform basic water rescues

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify and evaluate major aquatic emergencies.	1.1. Recognise ***factors which contribute to major aquatic emergencies***. 1.2. Recognise the ***signs and signals*** of the ***aquatic emergency***. 1.3. Communicate initial assessment to ***appropriate personnel*** according to ***accepted best practice principles of aquatic rescues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Identify an appropriate ***emergency response*** for the situation and the people involved Promote compliance with safety rules of aquatic facility to clients.
2. Respond to the emergency.	2.1. Activate emergency systems according to organisational policies and procedures. 2.2. Implement ***strategies for group control*** according to relevant legislation and organisational policies and procedures. 2.3. Assess the ***factors*** impacting on the ***advanced water rescue*** and formulate a ***rescue plan***. 2.4. Determine ***involvement of others*** according to the nature of the emergency, relevant legislation and organisational policies and procedures. 2.5. Determine the type of rescue required and ***rescue equipment*** needed. 2.6. Identify hazards and appropriate action taken to prevent further injury to the casualty. 2.7. Perform an advanced water rescue in accordance with accepted best practice principles of aquatic rescues.
3. Assess the casualty.	3.1. Observe and assess the condition of the casualty. 3.2. Assess vital signs and symptoms of shock according to accepted first aid procedures. 3.3. Provide appropriate treatment according to accepted ***first aid techniques and standards***.
4. Organise further emergency care as required.	4.1. Make contact with emergency services as soon as possible. 4.2. Provide accurate information to emergency services

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ELEMENT	PERFORMANCE CRITERIA
	to obtain the required assistance. 4.3. Monitor casualty or arrange further treatment until emergency response team assumes responsibility.
5. Record and report the incident.	5.1. Complete required documentation according to relevant legislation and organisational policies and procedures. 5.2. Notify other personnel and statutory authorities of the incident as required.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - assert group control
  - reassure casualties and bystanders
  - provide clear and accurate information to emergency authorities
- literacy skills to accurately complete incident documentation
- problem-solving skills to promptly assess aquatic emergencies and formulate appropriate rescue plans
- teamwork skills to:
  - organise staff and bystanders
  - delegate tasks to enable effective rescues
- ability to retrieve an object from the deepest water within the aquatic environment, no greater than 3 metres; if depth is greater than 3 metres assistance may be used, e.g. fins
- ability to complete a 25 metre swim and 25 metre tow with assisted landing in less than 1 minute and 45 seconds
- fitness and strength level to swim 200 metres in less than 6 minutes.

Required knowledge

- legislation and organisational policies and procedures that enable the safe and appropriate conduct of all activities
- factors contributing to aquatic emergencies to enable prompt and accurate assessment of emergency situations
- accepted best practice principles of aquatic rescues to enable prompt and appropriate responses to major aquatic emergencies
- signs and signals of people in difficulty to enable prompt recognition of emergency situations

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- first aid techniques and standards to enable provision of safe and effective response and treatment of casualties
- types and characteristics of water rescue equipment used in advanced water rescue to enable its safe and effective use
- roles of lifeguards and other personnel during major aquatic emergencies to enable effective emergency responses.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies the signs and signals of a person experiencing difficulties in the water and determines possible contributing factors to enable prompt assessment and formulation of a suitable rescue plan • determines appropriate rescue types and participates as part of a team in rescues in the water that involve more than one casualty • demonstrates the use of spine-boards, spinal immobilisation collars, oxygen supplemented resuscitation and oxygen therapy on sufficient occasions to demonstrate competency and consistency of performance • monitors, accurately assesses and treats casualties and communicates effectively with emergency services • accurately reports incidents and notifies other relevant personnel according to relevant legislation and organisational policies and procedures.
Context of and specific resources for assessment	Assessment must ensure: • access to an aquatic environment appropriate to the candidate's current or intended work role, such as a swimming pool or confined natural shallow water venue, to enable rescues to be demonstrated in the water • access to suitable participants to enable demonstration of advanced water rescue techniques • access to rescue and resuscitation equipment.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- demonstration of the performance of safe and effective advanced water rescues of multiple casualties as part of a team
- oral or written questioning to assess knowledge of accepted best practice principles of aquatic rescues and how they apply to safe and effective conduct of rescues
- third-party reports from a supervisor detailing candidate's performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Factors which contribute to major aquatic emergencies may include:

- swimming ability
- deep water
- shallow water
- river currents
- surf
- strong wind
- risk-taking behaviour.

Signs and signals may include:

- calling for help
- vertical body position
- diagonal body position
- minimal or non-supportive leg action
- vigorous arm movements
- head tilted up and back, face turned to safety or help
- submerged.

Aquatic emergency may include:

- envenomation by aquatic animals
- sudden unconsciousness
- spinal injury

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	• drowning • heart attack • severe bleeding • epileptic seizures • severe asthma attacks.
Appropriate personnel may include:	• other rescuers • staff.
Accepted best practice principles of aquatic rescues may include:	• accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks to casualty, bystanders and rescuer • The Royal Life Saving Society Australia guidelines and code of conduct policies • the culture of lifesaving • current and past good practice demonstrated by self or peers in the same or similar situation.
Relevant legislation may include:	• occupational health and safety • duty of care • working with children.
Organisational policies and procedures may include:	• occupational health and safety • use and care of lifesaving equipment • communication protocols • safety, rescue and emergency procedures • incident reporting.
Emergency response may include:	• rescue equipment required • personnel involved • group control • risk management for self and others.
Strategies for group control may include:	• removing facility users from danger • giving clear direction to other staff • dealing effectively with caregivers or friends of person in difficulty.
Factors may include:	• number of casualties • rescue equipment • number and location of other staff.
Advanced water rescue may include:	• spine-board • spinal immobilisation collar • oxygen supplemented resuscitation • oxygen therapy.
Rescue plan may include:	• self-preservation

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	• awareness of personal capabilities • available assistance • selection of rescue aids • nature of the area • priorities of rescue.
Involvement of others may include:	• bystanders • trained or untrained staff.
Rescue equipment may include:	• reaching aids • ropes • floatation aids • flippers • rescue tube • spine-board • spinal immobilisation collar • rescue board • oxygen resuscitation equipment.
First aid techniques and standards may include:	• danger, response, airway, breathing, circulation routine • Australian Resuscitation Council Standards.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU308A Instruct water familiarisation, buoyancy and mobility skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct a broad range of clients in water familiarisation, buoyancy and mobility skills using drills, activities and games according to best practice principles of aquatic activities.

Application of the Unit

This unit applies to those conducting learn-to-swim and water safety classes in swimming pools and confined natural shallow water venues.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISCAQU202A Perform basic water rescues

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Determine participant readiness.	1.1. Identify the ***characteristics of the participant group***. 1.2. Identify the ***water familiarisation***, ***buoyancy and mobility skills*** to be developed according to ***best practice principles of aquatic activities***. 1.3. Assess participant readiness to acquire the relevant skills. 1.4. Determine the ***instructional methods*** and styles appropriate to the participant group. 1.5. Determine appropriate drills, activities and or games for the participant group. 1.6. Allocate sufficient space and assemble ***resources*** for the drills, activities or games according to ***relevant legislation***, ***organisational policies and procedures***, ***conditions and external influences***.
2. Conduct drills, activities and games.	2.1. Provide clear and accurate instruction on drills, activities or games to be used. 2.2. Introduce participants to the water in an appropriate manner according to best practice principles of aquatic activities. 2.3. Demonstrate skills and techniques to participant group as required, according to best practice principles of aquatic activities. 2.4. Monitor the participation and performance of each participant according to relevant legislation and provide feedback as required. 2.5. Observe participants' movement through water according to the ***principles of movement in water*** and adjust or refine individual or group performance as required. 2.6. Modify the activity as required according to participant needs and ***factors which affect skills acquisition***. 2.7. Respond to participant concerns and questions as required according to best practice principles of aquatic activities. 2.8. Respond to participants experiencing difficulties according to organisational policies and procedures and relevant legislation.

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ELEMENT	PERFORMANCE CRITERIA
	2.9. Monitor time and complete drills, activities or games according to organisational policies and procedures.
3. Review and adapt the instruction.	3.1. Request and respond to feedback from participants. 3.2. Identify aspects needing further emphasis, attention or intervention in future sessions. 3.3. Review own performance and identify ***areas needing improvement*** and appropriate strategies as required. 3.4. Implement modifications to future instruction in response to feedback and review of participant progress.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - provide clear instruction
  - confirm understanding
  - request and respond to participant questions and feedback
- problem-solving skills to:
  - identify and address participant difficulties in applying water familiarisation, buoyancy and mobility
  - adjust activities as required
- planning and organisational skills to:
  - select and instruct appropriate drills, activities and games
  - manage time
- self-management skills to:
  - review own performance
  - address any areas requiring improvement.

Required knowledge

- legislation and organisational policies and procedures that ensure the safety of clients other facility users and staff
- principles of movement in water and best practice principles of aquatic activities to enable safe, effective and consistent instruction in buoyancy and mobility skills
- water familiarisation, buoyancy and mobility skills to enable accurate and comprehensive instruction to participants

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- use, care and maintenance of equipment
- cardiopulmonary resuscitation techniques to enable initial response to emergencies.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • delivers concise information, explanations and demonstrations to ensure drills, activities and games are conducted safely • observes clients and provides feedback and intervention to improve individual skill performance as appropriate • modifies instructional methods, styles and activities for individuals and groups to enhance skill development as appropriate • applies organisational policies and procedures and relevant legislation to ensure safety of participants and other facility users.
Context of and specific resources for assessment	Assessment must ensure: • conduct of drills, activities and games for multiple sessions which incorporate instruction in all water familiarisation, buoyancy and mobility skills • access to a swimming pool or confined natural shallow water venue • access to safety equipment relevant to local regulatory and organisational requirements • access to appropriate clients.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of candidate instructing, monitoring and adjusting water familiarisation, buoyancy and mobility skills according to the needs and characteristics of participant groups and organisational safety requirements • oral or written questioning to assess knowledge of the

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application of the principles of movement in water
- review of portfolio of lesson plans developed by the candidate.

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

- SISCCRO302A Apply legal and ethical instructional skills.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics of the participant group may include:	• age • stage of development • physical or intellectual characteristics • cultural and situational factors.
Water familiarisation may include:	• entering, leaving and moving through the water • getting the face wet • submerging and opening eyes under water • regaining a standing position • breathing.
Buoyancy and mobility skills may include:	• front, back and side floating • gliding • torpedo • sculling • treading water • stroke exploration.
Best practice principles of aquatic activities may include:	• accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks • AUSTSWIM Limited Swimming Teachers Code of Conduct policies • the culture of swimming and water safety.
Instructional methods may	• whole skill strategies • whole, progressive part, whole strategies

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include:

- progressive part strategies
- demonstration strategies
- command and response strategies
- experiential or problem-solving strategies
- techniques to encourage the reluctant participant.

Resources may include:

- flotation devices
- first aid facilities and equipment
- ropes
- reaching poles
- pool safety equipment
- clipboards
- instructors and equipment.

Relevant legislation may include:

- occupational health and safety
- duty of care
- working with children.

Organisational policies and procedures may include:

- occupational health and safety
- communication protocols
- swimming teachers Code of Conduct policy
- appropriate swimwear and personal protective equipment
- consideration of other facility users.

Conditions and external influences may include:

- environmental conditions
- other facility users
- spectators
- parents
- other instructors.

Principles of movement in water may include:

- buoyancy
- flotation
- hydrostatic pressure
- propulsion
- lift
- drag
- turbulence
- acceleration
- resistance
- balance and stability.

Factors which affect skills acquisition may include:

- individual considerations
- venue
- weather conditions
- background noise and distractions

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- class size
- water depth
- available water space.

Areas needing improvement may include:

- knowledge
- instructional skills and techniques
- group control techniques.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU309A Instruct clients in water safety and survival skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use drills, activities and games to instruct water safety and survival skills.

Application of the Unit

This unit applies to those conducting learn-to-swim and water safety classes in swimming pools and confined natural shallow water venues.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Assess participant	1.1. Identify the ***characteristics of the participant group***.

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ELEMENT	PERFORMANCE CRITERIA
readiness.	1.2. Identify the ***water safety and survival skills*** to be developed. 1.3. Assess participant readiness to acquire the relevant skills. 1.4. Determine the ***instructional methods*** and instructional styles appropriate to the participant group. 1.5. Determine the appropriate ***drills***, ***activities or games*** for the participant group. 1.6. Allocate sufficient space and assemble ***resources*** for the drills, activities or games according to ***relevant legislation***, ***organisational policies and procedures***, ***conditions and external influences***.
2. Conduct drills, activities and games.	2.1. Provide clear and accurate instruction in drills, activities or games using technological aids where appropriate. 2.2. Introduce participants to the water in an appropriate manner according to ***best practice principles of aquatic activities***. 2.3. Demonstrate skills and techniques to participant group as required. 2.4. Monitor the participation and performance of each participant, according to relevant legislation, and provide feedback as required. 2.5. Observe participants' movement through water according to the ***principles of movement in water*** and the ***factors affecting movement in water*** and adjust or refine individual or group performance as required. 2.6. Modify drills, activities or games as required, according to participant needs and ***factors which affect skill development***. 2.7. Respond to participant concerns and questions as required, according to best practice principles. 2.8. Respond to participants experiencing difficulties according to organisational policies and procedures and relevant legislation. 2.9. Monitor time and complete drills, activities and games according to organisational policies and procedures.
3. Review and adapt the instruction.	3.1. Request and respond to feedback from participants. 3.2. Identify aspects needing further emphasis or

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ELEMENT	PERFORMANCE CRITERIA
	attention in future sessions. 3.3. Review own performance and identify ***areas needing improvement*** and appropriate strategies as required. 3.4. Implement modifications to future instruction in response to feedback and review of participant progress.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - provide clear instruction
  - confirm understanding
  - request and respond to participant questions and feedback
- problem-solving skills to:
  - identify and address participant difficulties in developing water safety and survival skills
  - maintain group control
- planning and organisational skills to:
  - select and instruct appropriate drills, activities or games
  - manage time
- cardiopulmonary resuscitation techniques to enable initial response to emergencies.

Required knowledge

- legislation and organisational policies and procedures that ensure the safety of clients, other facility users and staff
- principles of movement in water and best practice principles of aquatic activities to enable safe, effective and consistent instruction of water safety and survival skills
- use, maintenance and care of equipment
- cardiopulmonary resuscitation techniques to enable initial response to emergencies.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • delivers concise information, explanations and demonstrations in multiple sessions to ensure drills, activities and games are conducted safely • observes clients and provides feedback and intervention to improve individual skill performance and survival stroke techniques as appropriate • modifies instructional methods, styles and activities for individuals or groups to enhance skill development as appropriate • applies organisational policies and procedures and relevant legislation to ensure safety of participants and other facility users as appropriate.
Context of and specific resources for assessment	Assessment must ensure: • conduct of drills, activities and games in multiple sessions to develop all water safety and survival skills according to the accepted best practice principles of aquatic activities • access to a swimming pool or confined natural shallow water venue • access to safety equipment relevant to local regulatory and organisational requirements • access to appropriate clients.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of candidate instructing, monitoring and adjusting water safety and survival skills according to the needs and characteristics of participant groups and organisational safety requirements • oral or written questioning to assess knowledge of the application of the principles of movement in water • portfolio showing structure and sequencing of sessions to meet the needs of different client groups. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISCCRO302A Apply legal and ethical instructional skills.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics of the participant group may include:	• age • stage of development • physical or intellectual characteristics • cultural and situational factors.
Water safety and survival skills may include:	• entering and exiting the water • floating, sculling and treading water • using personal flotation devices (PFD) • recognising casualties • applying self-preservation techniques • non-swimming and swimming rescues • applying survival strokes.
Instructional methods may include:	• whole skill strategies • whole, progressive part, whole strategies • progressive part strategies • demonstration strategies • command and response strategies • experiential or problem-solving strategies • techniques to encourage the reluctant participant.
Drills, ***activities or games*** may include:	• survival strokes • current accepted industry training • skill correction drills • modified games.
Resources may include:	• flotation devices • first aid facilities and equipment • ropes • reaching poles • pool safety equipment • clipboards • instructors and equipment.
Relevant legislation may include:	• occupational health and safety • duty of care

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	• working with children.
Organisational policies and procedures may include:	• occupational health and safety • communication protocols • AUSTSWIM Limited Swimming teachers Code of Conduct policy • swimwear and personal protective equipment.
Conditions and external influences may include:	• environmental conditions • other facility users • spectators • parents • other instructors.
Best practice principles of aquatic activities may include:	• accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks • AUSTSWIM Limited Swimming Teachers Code of Conduct policies • the culture of swimming and water safety.
Principles of movement in water may include:	• buoyancy • flotation • hydrostatic pressure • propulsion • lift • drag • turbulence • acceleration • resistance • balance and stability.
Factors affecting movement in water may include:	• body alignment • balance • core power.
Factors which affect skill development may include:	• physical, intellectual and emotional characteristics • venue • distractions • class size • water depth • available water space.
Areas needing improvement may include:	• knowledge • instructional skills and techniques • group control techniques.

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Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU310A Instruct swimming strokes

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use drills, activities and games to instruct swimming strokes to a range of clients including children and adults.

Application of the Unit

This unit applies to those conducting learn-to-swim and water safety classes in swimming pools and confined natural shallow water venues.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Analyse the strokes of swimming.	1.1. Identify the basic biomechanical principles of the ***strokes of swimming*** and break each part into its components. 1.2. Identify observable body movements for each stage of the skill in order of importance for performing the skill. 1.3. Identify and document technique checklist.
2. Assess participant readiness.	2.1. Identify the ***characteristics of the participant group***. 2.2. Identify the swimming strokes to be developed. 2.3. Determine the ***instructional methods*** and instructional styles appropriate to the participant group. 2.4. Determine appropriate ***drills***, ***activities or games*** for the participant group. 2.5. Allocate sufficient space and assemble ***resources*** for the drills, activities or games, according to ***relevant legislation***, ***organisational policies and procedures*** and ***conditions and external influences***.
3. Conduct drills, activities and games.	3.1. Provide clear and accurate instruction of drills, activities and or games using technological aids where appropriate. 3.2. Introduce participants to the water in an appropriate manner according to ***best practice principles of aquatic activities***. 3.3. Demonstrate skills and techniques to participant group as required. 3.4. Monitor the participation and performance of each participant, according to relevant legislation, and provide feedback as required. 3.5. Observe participants' movement through water according to the ***principles of movement in water*** and accounting for the ***factors affecting movement in water***. Adjust or refine individual or group stroke technique as required. 3.6. Modify drills, activities or games as required according to participant needs and ***factors which affect skill development***. 3.7. Respond to participant concerns and questions as required according to best practice principles of aquatic activities. 3.8. Monitor time and complete drills, activities and games according to organisational policies and

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ELEMENT	PERFORMANCE CRITERIA
	procedures.
4. Review and adapt the instruction.	4.1. Request and respond to feedback from participants. 4.2. Identify aspects needing further emphasis or attention in future sessions. 4.3. Review own performance and identify ***areas needing improvement*** and appropriate strategies as required. 4.4. Implement modifications to future instruction in response to feedback and review of participant progress.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - provide clear instruction
  - confirm understanding
  - request and respond to participant questions and feedback
- problem-solving skills to:
  - identify and address participant difficulties in developing swimming stroke skills
  - maintain group control
- planning and organisational skills to:
  - select and instruct appropriate drills, activities and games
  - manage time
- cardiopulmonary resuscitation techniques to enable initial response to emergencies.

Required knowledge

- legislation and organisational policies and procedures to ensure the safety of clients, other facility users and staff
- principles of movement in water and best practice principles of aquatic activities to enable safe, effective and consistent instruction of swimming strokes
- biomechanical principles to enable the analysis of swimming strokes
- use, maintenance and care of equipment
- cardiopulmonary resuscitation techniques to enable initial response to emergencies.

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Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • delivers concise information, explanations and demonstrations to ensure drills, activities or games are conducted safely • observes clients and provides feedback and intervention to improve individual skill performance and stroke techniques as appropriate • responds to client progress and modifies instructional methods, styles and activities for individuals or groups, as appropriate, to enhance skill development • applies organisational policies and procedures and relevant legislation to ensure safety of participants and other facility users as appropriate.
Context of and specific resources for assessment	Assessment must ensure: • conduct of drills, activities and games in multiple sessions to develop freestyle, backstroke, breaststroke and butterfly swimming strokes according to the accepted best practice principles of aquatic activities • access to a swimming pool or confined natural shallow water venue • access to safety equipment relevant to local regulatory and organisational requirements • access to appropriate clients.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of swimming stroke instruction, monitoring and adjustment according to the needs and characteristics of participant groups and organisational safety requirements • oral or written questioning to assess knowledge of the application of the principles of movement in water • third-party reports from a supervisor detailing candidate's performance on the job. Holistic assessment with other units relevant to the

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industry sector, workplace and job role is recommended, for example:

- SISCCRO302A Apply legal and ethical instructional skills

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Strokes of swimming may include:

- freestyle
- backstroke
- breaststroke
- butterfly.

Characteristics of the participant group may include:

- age
- stage of development
- physical or intellectual characteristics
- cultural and situational factors.

Instructional methods may include:

- whole skill strategies
- progressive part strategies
- demonstration strategies
- command and response strategies
- experiential or problem-solving strategies
- techniques to encourage the reluctant participant.

Drills, ***activities or games*** may include:

- strokes drills
- current accepted industry training
- stroke correction drills
- modified games.

Resources may include:

- flotation devices
- first aid facilities and equipment
- kickboards
- noodles
- pool safety equipment
- clipboards
- ratio of instructors or equipment to participants.

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Relevant legislation may include:	• occupational health and safety • duty of care • working with children.
Organisational policies and procedures may include:	• occupational health and safety • communication protocols • a recognised Swimming Teachers Code of Conduct • swimwear and personal protective equipment.
Conditions and external influences may include:	• environmental conditions • other facility users • spectators • parents • other instructors.
Best practice principles of aquatic activities may include:	• accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks • a recognised Swimming Teachers Code of Conduct • the culture of swimming and water safety.
Principles of movement in water may include:	• buoyancy • flotation • hydrostatic pressure • propulsion • lift • drag • turbulence • acceleration • resistance • balance and stability.
Factors affecting movement in water may include:	• body alignment • balance • core power.
Factors which affect skill development may include:	• individual considerations • physical, intellectual and emotional characteristics • venue • distractions • class size • water depth • available water space.
Areas needing improvement may	• knowledge • instructional skills and techniques

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include:

- group control techniques.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU311A Foster the development of infants and toddlers in an aquatic environment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use activities, toys and games to foster the motor, cognitive and personal development of infants and toddlers in an aquatic environment.

Application of the Unit

This unit applies to those conducting learn-to-swim and water safety classes in swimming pools and confined natural shallow water venues.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Create opportunities for infants and toddlers to develop a wide range of aquatic skills.	1.1. Identify the ***characteristics of the participant group***. 1.2. Determine appropriate activities or games for the participant group. 1.3. Allocate sufficient space and assemble ***resources*** for the activities or games according to ***relevant legislation***, ***organisational policies and procedures***, ***conditions and external influences***.
2. Promote motor development.	2.1. Select aquatic experiences that encourage participant groups to practise fine and gross motor skills. 2.2. Provide aquatic experiences to foster ***motor development*** according to requirements of participant group. 2.3. Arrange aquatic equipment and toys to provide challenge, choice and encourage independence.
3. Promote cognitive development.	3.1. Select opportunities and resources which are varied and relevant to the participant's stage of ***cognitive development***. 3.2. Provide challenges to the participants to extend their thinking. 3.3. Provide opportunities to make limited choices and see or experience the consequences of choices. 3.4. Provide participants with experiences to develop their attention span. 3.5. Introduce new ideas or activities that may build on existing knowledge, skills and interests. 3.6. Develop participants' abilities to observe what is happening around them through questioning and non-verbal communication.
4. Facilitate participants' personal development.	4.1. Identify participants' ***temperament and personality characteristics***. 4.2. Encourage caregivers to become actively involved in introducing new aquatic experiences to participants according to organisational policies and procedures and relevant legislation. 4.3. Provide opportunities for infants and toddlers to separate from caregivers. 4.4. Provide positive guidance towards socially acceptable behaviour.
5. Review the activities.	5.1. Respond to participant and caregiver concerns, feedback and questions as required, according to ***best***

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ELEMENT	PERFORMANCE CRITERIA
	practice principles of aquatic activities.
	5.2. Monitor time and complete activities and games according to organisational policies and procedures.
	5.3. Identify aspects needing further emphasis, attention or intervention in future sessions.
	5.4. Review own performance and identify ***areas needing improvement*** and appropriate strategies as required.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - provide clear instruction to infants, toddlers and their caregivers
  - request and respond to questions and feedback
- problem-solving skills to select activities, games and resources appropriate to the participants and the facility
- planning and organisational skills to manage participant group and available time
- cardiopulmonary resuscitation techniques to enable initial response to emergencies.

Required knowledge

- legislation and organisational policies and procedures to ensure the safety of clients, other facility users and staff
- best practice principles of aquatic activities to respond to concerns, feedback and questions
- motor, cognitive and personal development stages of infants and toddlers
- aquatic activities and games to facilitate motor, cognitive and personal development in infants and toddlers
- use and care of equipment
- cardiopulmonary resuscitation techniques to enable initial response to emergencies.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- manages the involvement and participation of infants, toddlers and caregivers in activities that promote motor and cognitive development
- encourages and responds to feedback to review own performance and develops strategies to address performance and modify practice as appropriate
- applies organisational policies and procedures and relevant legislation to ensure safety of participants, caregivers and other facility users as appropriate.

Context of and specific resources for assessment

Assessment must ensure:

- facilitation of multiple aquatic sessions according to the needs of infants and toddlers and the accepted best practice principles of aquatic activities
- access to a swimming pool or confined natural shallow water venue
- access to suitable resources for infant and toddler aquatic activities
- access to appropriate clients and their care givers
- access to safety equipment relevant to local regulatory and organisational requirements.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate interacting with infants and toddlers and their caregivers to provide safe and appropriate aquatic activities
- oral or written questioning to assess knowledge of the application of organisational and legislative requirements
- third-party reports from a supervisor detailing performance.

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

- SISCCRO302A Apply legal and ethical instructional skills.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics of the participant group may include:	• 0 - 6 months • infants 7 - 24 months • toddlers 25 - 42 months • pre-schoolers 43 - 60 months.
Resources may include:	• aquatic equipment and toys • first aid facilities and equipment • pool safety equipment • ratio of instructors or equipment to participants.
Relevant legislation may include:	• occupational health and safety • duty of care • working with children.
Organisational policies and procedures may include:	• occupational health and safety • communication protocols • AUSTSWIM Limited Swimming Teachers Code of Conduct policy • swimwear and personal protective equipment • consideration of other facility users.
Conditions and external influences may include:	• environmental conditions • other facility users • spectators • parents • other instructors.
Motor development may include:	• reflexive movements • disorganised and unstable movements • control of breathing, coughing and swallowing • organised and voluntary movement • coordinated movements with buoyancy, head and breath control.
Cognitive development may include:	• attention to details • classification of information • memory • imagination and conceptual development • problem-solving skills

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	• language acquisition.
Temperament and personality characteristics include:	• the easy child • the slow-to-warm-up child • the difficult child.
Best practice principles of aquatic activities may include:	• accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks • AUSTSWIM Limited Swimming Teachers Code of Conduct policies • the culture of swimming and water safety.
Areas needing improvement may include:	• knowledge • selection of appropriate aquatic experiences • group control techniques.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU312A Assist participants with a disability during aquatic activities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist participants with a disability to safely enter and exit the water and to provide appropriate support during aquatic activities.

Application of the Unit

This unit applies to those who conduct activities such as learn-to-swim and water familiarisation classes in swimming pools or confined natural shallow water venues.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Identify participant needs.	1.1. Identify the ***characteristics of the participant group***. 1.2. Identify and assess suitability of ***environmental features*** according to the needs of the participant group. 1.3. Identify entry and exit requirements and appropriate entry and exit points. 1.4. Assess the degree and type of ***support*** required by the participant group according to ***organisational policies and procedures*** and ***relevant legislation***. 1.5. Report any unsuitable environmental features or entry and exit points according to organisational policies and procedures.
2. Provide support.	2.1. Advise participants and ***caregivers*** of the location and appropriate use of ***resources***. 2.2. Provide information and demonstrations to participants and caregivers on safe exit, entry and support in the aquatic environment. 2.3. Seek and respond to questions or feedback from participants and caregivers. 2.4. Provide the appropriate type and level of support. 2.5. Observe participants' response and adjust or refine the support provided as required. 2.6. Respond to participants or caregivers experiencing difficulties, according to organisational policies and procedures and relevant legislation.
3. Review the support.	3.1. Respond to participant and caregiver concerns, feedback and questions as required, according to ***best practice principles of aquatic activities***. 3.2. Report on resources and aspects needing further emphasis, attention or intervention in future sessions according to organisational policies and procedures. 3.3. Review own performance and identify areas needing improvement and ***appropriate strategies*** as required.

Required Skills and Knowledge

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

Required skills

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- communication skills to:
  - provide clear instruction
  - confirm understanding
  - request and respond to participant and caregiver questions and feedback
- problem-solving skills to identify and address participant support needs and the appropriateness of environmental features for the participant group
- ability to perform basic water rescue techniques.

Required knowledge

- legislation and organisational policies and procedures that ensure the safety of clients, other facility users and staff
- best practice principles of aquatic activities to respond to concerns, feedback and questions
- support techniques and their application to different participant requirements to enable safe and appropriate support
- location, use and care of equipment
- first aid and water rescue techniques to enable appropriate responses to participants or caregivers experiencing difficulties.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • delivers concise information, explanations and demonstrations to ensure safe exit and entry and provides support appropriate to the needs of the participant group • provides appropriate support and responds to participant feedback and any difficulties experienced by participants • applies organisational policies and procedures and relevant legislation to ensure safety of participants and other facility users • reviews own performance and addresses any areas requiring modification or improvement.
Context of and specific resources for assessment	Assessment must ensure: • provision of support appropriate to the disability of

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	the participant group during multiple aquatic activities to demonstrate competency and consistency of performance • access to a swimming pool or confined natural shallow water venue • access to safety equipment relevant to local regulatory and organisational requirements • access to appropriate clients.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of candidate instructing, monitoring and adjusting water familiarisation, buoyancy and mobility skills according to the needs and characteristics of participant groups and organisational safety requirements • oral or written questioning to assess knowledge of the suitability of environmental features as they relate to participants needs • third-party reports from a supervisor detailing candidate's performance on the job. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISSCGP201A Apply legal and ethical coaching practices

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics of the participant group may include:	• physical disability • intellectual or sensory impairment • mobility • fitness • body type and composition • age.

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Environmental features may include:	• ramps • hoists • steps • surface • railings • depth • available water space.
Support may include:	• hands on torso • hands to hands • back hold in vertical or horizontal positions • short arm hold • cradling • carry hold • hip hold • prone hold • prone side hold • assisted exits.
Organisational policies and procedures may include:	• occupational health and safety • reporting procedures • communication protocols • AUSTSWIM Limited Teachers Code of Conduct policy • swimwear and personal protective equipment.
Relevant legislation may include:	• occupational health and safety • duty of care • working with children • Disability Discrimination Act 1992 • privacy.
Caregivers may include:	• parents • guardians • integration aids • therapists.
Resources may include:	• flotation devices • ropes • reaching poles • pool safety equipment • instructors and equipment.
Best practice principles of aquatic activities may include:	• accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks • Instructors code of conduct policies developed by the peak bodies responsible for the teaching

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	of swimming and water safety • the culture of swimming and water safety.
Appropriate strategies may include:	• formal training • mentoring • peer support.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU313A Develop an aquatics career plan

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to effectively plan a career in aquatics by developing an understanding of the Australian aquatic industry, the role of aquatic activities and peak aquatic organisations.

Application of the Unit

This unit applies to those working in a paid or voluntary capacity in the aquatics industry, such as those conducting learn-to-swim and water safety classes in swimming pools and confined natural shallow water venues.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Analyse the	1.1. Identify the ***significance of swimming and water***

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philosophy of participation in aquatic activities.	***safety*** as a life skill in Australian culture. 1.2. Identify the range of ***aquatic activities*** supported by ***peak aquatic organisations***. 1.3. Identify the range of ***participants*** accessing organised aquatic activities. 1.4. Identify the ***major roles*** and structures of peak aquatic organisations in Australia. 1.5. Analyse the ***impact*** of peak aquatic organisations on swimming and water safety as a life skill in Australian culture.
2. Identify employment opportunities.	2.1. Identify ***employment opportunities*** and ***employment roles*** within the aquatic industry. 2.2. Research employment roles to identify their ***functions*** and ***features***. 2.3. Identify career pathways within the Australian aquatic industry. 2.4. Analyse available options in relation to own career aspirations.
3. Develop a career plan.	3.1. Identify any additional ***training needs*** required to achieve preferred career aspiration. 3.2. Source and assess ***training options*** according to own needs and circumstances. 3.3. Develop a career plan according to employment options, own career aspirations and available training options.

Required Skills and Knowledge

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

Required skills

- self-management skills to identify own career aspirations and any further training and skills development required
- technological skills to source, collect and record electronically based information
- problem-solving skills to:
  - identify personal training needs and assess training options
  - make informed career decisions.

Required knowledge

- peak aquatic organisations in Australia to enable the identification of available career paths

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- personal computer usage to access and record information
- own strengths, weaknesses and preferences to enable the identification of personal training needs.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies major aquatic activities and the nature of participants engaging in aquatic activities to develop an understanding of the role of aquatic activities in Australian culture • accesses and interprets information on the roles, responsibilities and aims of peak aquatic organisations to determine employment and career options • analyses employment options, own career aspirations and training needs and options to develop a personal career plan.
Context of and specific resources for assessment	Assessment must ensure: • development and documentation of a personal aquatics career plan that includes additional training options • access to sources of information on the industry.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • electronic or hard copy portfolio of relevant information on peak aquatic organisations • oral or written questioning to assess knowledge of the roles and impact of peak aquatic organisations. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Significance of swimming and water safety may include:	• physical fitness • cultural importance.
Aquatic activities may include:	• water familiarisation • swimming, water safety and survival classes • lifesaving classes • aquatics classes for people with a disability • infant, toddler and parent aquatic classes • aquatic games • water exercise classes • group and individual programs • surf lifesaving.
Peak aquatic organisations in Australia may include:	• AUSTSWIM • The Royal Life Saving Society Australia • Surf Life Saving Australia • Swimming Australia.
Participants may include:	• infants 6 - 24 months • toddlers 25 - 42 months • pre-schoolers 43 - 60 months • children • adults • older adults • people with a disability.
Major roles may include:	• promotion and development of swimming • fostering the growth of swimming as a sport • leading water safety education • community development.
Impact may include:	• influence on national water safety policy • funding of community initiatives • promotion of water safety.
Employment opportunities may include:	• full time • part time • casual • volunteer

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	• seasonal.
Employment roles may include:	• swimming instructor • pool lifeguard • swim school coordinator • duty manager.
Functions may include:	• instructing swimming, water familiarisation, water safety and survival skills • supervising clients • responding to emergencies • operating pools • managing aquatic facilities.
Features may include:	• multi-skilled • outdoor working environment • flexible.
Training needs may include:	• technical skill development • interpersonal skill development • opportunities to practise existing skills.
Training options may include:	• accredited training and assessment • AUSTSWIM accreditation • mentoring • supervised practice • in-house professional development • conference attendance • observation of peers.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU414A Develop pool water maintenance procedures

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and implement systems and procedures for the maintenance of quality pool water at an aquatic recreation facility.

Application of the Unit

This unit applies to those working autonomously at aquatic leisure centres or community pools in roles such as program coordinators, swim school coordinators, recreation coordinators or duty managers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Develop procedures for water treatment processes.	1.1. Access and analyse ***pool water quality maintenance requirements***. 1.2. Assess ***pool water treatment needs*** of the aquatic facility according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Develop and document systems for ***water treatment processes*** in consultation with appropriate personnel and according to organisational policies and procedures and relevant legislation. 1.4. Identify staff training needs and any gaps to be addressed. 1.5. Develop ***staff training programs*** according to identified needs and organisational policies and procedures.
2. Implement procedures for water treatment processes.	2.1. Explain provisions of relevant legislation to affected staff using appropriate communication strategies. 2.2. Provide training opportunities to address training needs in consultation with relevant parties. 2.3. Monitor effectiveness of training programs and modify as required. 2.4. Implement and monitor water treatment processes to maintain pool water quality according to relevant legislation and organisational policies and procedures.
3. Evaluate procedures for water treatment processes.	3.1. Assess the effectiveness of pool water treatment processes according to relevant legislation and organisational policies and procedures. 3.2. Document and communicate improvements and changes to pool water treatment processes according to relevant legislation and organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - elicit information from staff to assess training needs

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  - convey relevant information about pool water treatment procedures
  - liaise with designated personnel to develop systems for water treatment processes
- problem-solving skills to:
  - develop systems to maintain water quality and meet regulatory requirements
  - assess factors affecting the maintenance of pool water quality
  - determine and implement corrective action
  - assess the effectiveness of pool water treatment procedures
- language and literacy skills to:
  - read and analyse legislation in relation to maintenance of pool water quality
  - document the development of maintenance system
  - use maintenance documentation to identify problems.

Required knowledge

- legislation and organisational policies and procedures that enable the:
  - development and monitoring of safe and legally compliant systems for water treatment processes
  - documentation of pool water treatment processes
- characteristics of water quality such as pH, alkalinity, hardness and temperature
- waterborne bacteria such as pseudomonas aeruginosa, legionella, staphylococcus and cryptosporidium to enable these to be monitored and controlled safely
- consultative and communication mechanisms to develop and implement procedural systems
- safe chemical-handling procedures to enable safe work practices and public safety
- chemical emergency response plans to respond promptly and appropriately to emergency situations
- plant and equipment manufacturer's specifications to enable appropriate operation and servicing procedures
- training providers who provide appropriate training in pool water management
- products related to pool water quality maintenance to enable appropriate selection of required products.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • works effectively within organisational management

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competency in this unit	systems to develop, implement and evaluate pool water maintenance systems, and makes ongoing improvements in line with regulatory requirements and organisational policies and procedures • proposes recommendations to address inadequacies in pool water quality systems and applies effective contingency management techniques to respond to and correct problems with pool water quality and maintenance procedures • identifies the interrelationship between all aspects of organisational safety systems and effectively implements emergency procedures and evacuation plans in the event of a chemical emergency to maintain the safety of facility, staff and patrons • assesses staff training needs to effectively implement water treatment procedures and develops, implements and evaluates staff training programs to meet organisational and regulatory requirements.
Context of and specific resources for assessment	Assessment must ensure: • development, implementation and evaluation of pool water maintenance procedures consistent with legislative and organisational requirements • access to a fully operational aquatic facility or pool environment • access to plant and equipment of an aquatic facility • access to comprehensive information about pool water quality maintenance to allow the candidate to develop a tailored system • access to legislation and organisational policies and procedures that are relevant to the development of pool water maintenance procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio that documents the development of a pool water maintenance system for an organisation, including policies, procedures and staff needs analysis and training plans • reports prepared by the candidate detailing how the maintenance of pool water quality policies, systems and procedures were established for a given project or work activity • project or work activities conducted in conjunction with an industry operator to allow the candidate to develop systems for a specific workplace

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- third-party reports from key stakeholders or review of reports of the implementation and review processes
- case studies and problem-solving exercises to establish systems, policies and procedures for different workplace sizes and types
- written or oral questioning or interview to assess knowledge of the legislative requirements of water quality.

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

- SISCAQU415A Develop aquatic facility maintenance procedures

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Pool water quality maintenance requirements must include:

- microbiological levels
- disinfectant levels
- pH levels
- clarity levels.

Pool water treatment needs may include:

- condition of aquatic facility
- location
- size
- nature of services provided
- availability of resources.

Relevant legislation may include:

- occupational health and safety
- duty of care
- infectious diseases regulations
- dangerous goods act and regulations
- poisons act
- metropolitan water supply, sewerage and drainage by-laws
- environment legislation
- local government regulations.

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Organisational policies and procedures may include:	• occupational health and safety • incident and accident management and notification • risk assessment and control • handling of hazardous substances • security • emergency evacuation.
Water treatment processes may include:	• routine pool water tests • pool water microbiological tests • superchlorination • shock dosing • dechlorination • chlorine stabilisation with cyanuric acid • control of algae • ozonisation • alkalinity adjustments • calcium and total hardness adjustments • lowering total dissolved solids • pool water filtration and recirculation • backwashing • manual removal of visible contaminants.
Staff training programs may include:	• on-the-job training • refresher courses • specialist training with external agencies • pre-season training.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU415A Develop aquatic facility maintenance procedures

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop maintenance systems for an aquatic recreation facility.

Application of the Unit

This unit applies to those working autonomously at aquatic leisure centres or community pools in roles such as program coordinators, swim school coordinators, recreation coordinators or duty managers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Plan preventative maintenance schedules.	1.1. Assess and document uses and condition of the ***aquatic facility plant and equipment*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Inspect the aquatic facility plant and equipment to assess ***operational maintenance needs*** according to relevant legislation and organisational policies and procedures. 1.3. Identify and document priorities for action according to organisational policies and procedures. 1.4. Identify potential sources of increased efficiency of the aquatic facility plant and equipment according to organisational policies and procedures. 1.5. Identify ***aquatic facility cost factors*** for services provided. 1.6. Develop and document ***preventative maintenance systems*** for the operation of the aquatic facility according to relevant legislation and occupational policies and procedures. 1.7. Assess ***staff training needs*** against current requirements and develop programs for implementing facility maintenance systems according to relevant legislation and occupational policies and procedures. 1.8. Develop security procedures to maintain the safety of facility, staff and patrons according to organisational policies and procedures.
2. Implement procedures for preventative maintenance.	2.1. Provide training opportunities to address training needs in consultation with relevant parties. 2.2. Monitor effectiveness of training programs and modify as required. 2.3. Implement and monitor preventative inspection and maintenance schedule according to relevant legislation and organisational policies and procedures. 2.4. Monitor maintenance records and take corrective action as required according to organisational policies and procedures. 2.5. Implement and monitor security system according to organisational policies and procedures.
3. Evaluate maintenance systems.	3.1. Assess the effectiveness of maintenance systems according to relevant legislation and organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Document and communicate improvements and changes to maintenance systems according to relevant legislation and organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - assess operational maintenance needs of the aquatic facility
  - determine priorities for action
  - develop preventative maintenance systems
  - identify staff training needs and develop appropriate training opportunities
  - assess the effectiveness of facility maintenance systems
- communication skills to:
  - elicit information from staff to assess training needs
  - facilitate implementation of aquatic facility maintenance procedures
- language and literacy skills to:
  - complete required documentation for the operation of preventative maintenance systems
  - monitor maintenance records
  - use information to identify problems and take corrective action
- planning and organisational skills to monitor maintenance schedules and security systems
- numeracy skills to identify and assess cost factors for the efficient operation of the aquatic facility

Required knowledge

- legislation and organisational policies and procedures that enable the:
  - assessment of the operational maintenance needs of the aquatic facility plant and equipment to ensure safety of facility users
  - development, implementation and monitoring of preventative maintenance systems for the operation of the aquatic facility
- procedures and processes for plant and equipment operation to enable effective maintenance and management of aquatic facility
- consultation and communication mechanisms to develop and implement procedural systems
- plant and equipment manufacturer's specifications to enable appropriate operation and servicing procedures
- factors affecting the operating cost of an aquatic facility to enable operations to be conducted

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within budgetary requirements
- project management techniques to plan and implement preventative maintenance processes for an aquatic facility
- training providers and products to ensure that staff are appropriately trained to implement aquatic facility maintenance procedures
- security procedures to maintain the safety of the facility, staff and facility users

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assesses facility cost factors and sources of increased efficiency to plan maintenance system within budget • monitors implementation of maintenance system to minimise inconvenience to facility users • assesses staff training needs to effectively implement facility maintenance procedures and develops, implements and evaluates staff training programs to meet organisational and regulatory requirements • develops, implements and monitors a security system that maintains the safety requirements of facility, staff and patrons • proposes recommendations to address inadequacies in facility maintenance systems and applies effective contingency management techniques to respond to and correct problems with maintenance procedures.
Context of and specific resources for assessment	Assessment must ensure: • development, implementation and evaluation of multiple maintenance programs for aquatic facilities, plant and equipment which are of sufficient breadth and complexity to demonstrate competency and consistency of performance • access to a fully operational aquatic facility or pool environment • access to an aquatic operation for which a maintenance system would be developed • access to plant and equipment of an aquatic facility • access to comprehensive information about

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maintenance systems to allow the candidate to develop a tailored system
- access to legislation and organisational policies and procedures relevant to the development of facility maintenance procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- portfolio documenting the development of an aquatic facility maintenance system, including policies, procedures, staff training needs analysis, training programs and evidence of analysis of maintenance records
- project or work activities conducted in conjunction with an industry operator to develop systems for a particular workplace
- third-party reports on candidate's work from key stakeholders
- case studies and problem-solving exercises to establish systems, policies and procedures for different workplace sizes and types
- written or oral questioning or interview to assess knowledge of the legislative requirements of maintenance systems.

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

- SISCAQU414A Develop pool water maintenance procedures.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Aquatic facility plant and equipment may include:

- circulation plant
- heating systems
- lighting and ventilation systems
- electrical control units and appliances

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- self-contained breathing apparatus
- supplies.

Relevant legislation may include:

- occupational health and safety
- health and poisons acts
- duty of care
- dangerous goods act and regulations
- metropolitan water supply, sewerage and drainage by-laws
- environmental legislation
- local government regulations
- infectious diseases regulations
- building codes and regulations
- fire regulations.

Organisational policies and procedures may include:

- standard operating conditions and levels
- occupational health and safety
- consultation procedures
- risk assessment and control
- handling of hazardous substances
- security
- emergency evacuation.

Operational maintenance needs may include:

- building and grounds maintenance
- obtaining supplies
- servicing and minor repairs of plant and equipment
- replacement and redundancy of plant and equipment.

Aquatic facility cost factors may include:

- faulty operation
- cleaning requirements
- consumables
- replacement parts
- utility costs
- contractor costs.

Preventative maintenance systems may include:

- maintenance schedules
- preventative inspection
- staffing capability and availability
- security
- signage
- movement of equipment.

Staff training needs may include:

- on-the-job training
- public health regulatory requirements and maintenance programs
- refresher courses

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- specialist training with external agencies
- pre-season training.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU416A Coordinate lifeguard service at an aquatic facility

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate the supervision of patrons at an aquatic recreation facility or environment.

Application of the Unit

This unit applies to those who work as program, swim school or recreation coordinators in various aquatic environments, such as council or commercially operated aquatic and leisure centres, and who are responsible for supervising the activities of staff.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Identify supervision requirements.	1.1. Identify and document the use of the ***aquatic facility or environment***.
	1.2. Conduct research and consultation to establish the ***supervision requirements*** of the aquatic facility or environment according to ***organisational policies and procedures***.
	1.3. Allocate appropriate resources to meet supervision requirements of the aquatic facility or environment according to organisational policies and procedures.
2. Implement supervision requirements.	2.1. Train appropriate staff to implement supervision requirements according to ***relevant legislation*** and organisational policies and procedures.
	2.2. Identify and communicate staff roles and responsibilities according to organisational policies and procedures.
	2.3. Advise staff of factors that contribute to problems in the aquatic facility or environment.
	2.4. Monitor staff performance in carrying out supervision requirements according to relevant legislation and organisational policies and procedures.
	2.5. Evaluate staff performance and provide constructive feedback according to organisational policies and procedures.
	2.6. Carry out regular inspection of the aquatic facility or environment to minimise ***risk*** to ***clients***, according to relevant legislation and organisational policies and procedures.
	2.7. Take action to address possible risks according to organisational policies and procedures.
3. Manage emergency situations.	3.1. Communicate ***emergency*** procedures to staff according to organisational policies and procedures.
	3.2. Conduct emergency drills according to organisational policies and procedures.
	3.3. Assess and manage the emergency according to organisational policies and procedures.
	3.4. Utilise ***emergency services*** according to organisational policies and procedures.
	3.5. Report and record incidents according to the emergency action plan for the aquatic facility or environment and organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
4. Review and adapt lifeguard operations.	4.1. Seek feedback on effectiveness of lifeguard service from staff and clients according to organisational policies and procedures. 4.2. Review and amend lifeguard ***operations*** in response to feedback according to organisational policies and procedures. 4.3. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - inform staff of roles and responsibilities
  - consult stakeholders to determine supervision requirements
  - train staff to implement supervision requirements
  - provide feedback to assist staff in meeting or improving performance standards
- problem-solving skills to:
  - determine appropriate emergency responses
  - allocate resources and staff to implement supervision requirements
  - seek feedback on lifeguard service and make appropriate changes
- planning and organisational skills to:
  - allocate and coordinate staff roles and responsibilities to meet the supervision requirements of the aquatic facility or environment
  - carry out regular inspections to identify and respond to risk
  - coordinate responses to minor and major aquatic emergencies
- language and literacy skills to document levels of patronage at the aquatic facility and to document emergency incidents
- first aid and emergency response skills appropriate to the location to enable initial assessment of and response to emergencies

Required knowledge

- legislation and organisational policies and procedures that enable the provision of a safe environment for client activities and appropriate response to emergencies
- potential dangers or hazards commonly encountered in aquatic environments to enable safe conduct of client activities
- facility or environment hazards to enable these to be monitored through supervision

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- factors affecting the classification of emergencies including nature and size, likely development and availability of support to enable an appropriate response
- supervision techniques in an aquatic environment to enable effective supervision
- communications equipment to enable prompt response to emergencies
- first aid, emergency and rescue procedures appropriate to the conditions to ensure risk minimisation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • determines the supervisory needs of the aquatic facility or environment and allocates resources to ensure safety of patrons • monitors and modifies use of resources to maintain safety of aquatic facility or environment and patrons • coordinates staff training, in line with identified staff roles and responsibilities, and follows operational procedures to minimise and respond to risk in the aquatic facility or environment • assesses, manages and reports on emergency situations.
Context of and specific resources for assessment	Assessment must ensure: • coordination of a lifeguard service at an aquatic facility or environment on multiple occasions to demonstrate competency and consistency of performance • access to an aquatic facility or environment, such as a swimming pool or confined natural shallow water venue • access to appropriate personnel and staff • access to incident reporting documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of factors affecting the supervision requirements of the

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aquatic facility or environment
- observation of candidate's management of emergency situations
- third-party reports from a supervisor detailing candidate's performance
- portfolio containing completed incident reports and research into measures of use of aquatic facility or environment.

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

- SISXRSK301A Undertake risk analysis of activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Aquatic facility or environment may include:
- pools and spas
- lakes
- rivers
- water slides
- dams.

Supervision requirements may include:
- opening and closing procedures
- rostering lifeguards
- allocating duties and responsibilities
- cleaning and maintenance.

Organisational policies and procedures may include:
- occupational health and safety
- communication protocols
- safety, rescue and emergency procedures
- incident reporting
- risk management procedures
- staff training
- local call-out procedures.

Relevant legislation may include:
- occupational health and safety
- health act
- duty of care
- working with children

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	• local government regulations • environment legislation • anti-discrimination legislation.
Risks may include:	• misuse of equipment • swimming in unsafe areas • behaving with disregard for the safety of others.
Clients may include:	• participants • spectators • members • volunteers • facility owners • staff.
Emergency may include:	• water incident • hazardous release • medical condition.
Emergency services may include:	• police search and rescue • state emergency service • ambulance service • fire services.
Operations may include:	• staffing levels • availability of resources • supervision ratios.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU417A Operate self-contained breathing apparatus in an aquatic facility

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate self-contained breathing apparatus under emergency conditions in an aquatic facility.

Application of the Unit

This unit applies to those working as duty managers in aquatic facilities with responsibility for managing unpredictable and non-routine situations and providing leadership and guidance to staff.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Identify and evaluate emergency situations.	1.1. Identify ***emergencies*** requiring the use of self-contained breathing apparatus. 1.2. Communicate initial assessment of emergency to ***appropriate personnel*** according to ***organisational policies and procedures***. 1.3. Determine an appropriate response to the emergency according to ***relevant legislation*** and organisational policies and procedures. 1.4. Notify appropriate personnel of emergency response according to relevant legislation and organisational policies and procedures.
2. Use self-contained breathing apparatus.	2.1. Ensure self-contained breathing apparatus unit is operational according to manufacturer's specifications and organisational policies and procedures. 2.2. Fit and operate the self-contained breathing apparatus unit according to relevant legislation, organisational policies and procedures and manufacturer's specifications. 2.3. Control emergency situation and notify appropriate personnel according to organisational policies and procedures.
3. Complete post-emergency responsibilities.	3.1. Check the self-contained breathing apparatus unit and report any faults and corrective actions required according to organisational policies and procedures. 3.2. Remove, replace or repair faulty equipment and defective parts according to organisational policies and procedures and manufacturer's specifications. 3.3. Clear and store the self-contained breathing apparatus unit after use, according to organisational procedures and manufacturer's specifications. 3.4. Evaluate emergency procedures and recommend any changes required to improve ***response***.

Required Skills and Knowledge

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

Required skills

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- problem-solving skills to:
  - identify situations requiring the use of self-contained breathing apparatus
  - determine an appropriate response
  - identify and rectify or report faulty equipment
- communication skills to:
  - notify appropriate personnel of emergency situations and responses
  - report faults and corrective actions
- language and literacy skills to interpret manufacturer's instructions for the use, care and maintenance of self-contained breathing apparatus units
- numeracy skills to determine air supply limits.

Required knowledge

- legislation, organisational policies and procedures and manufacturer's instructions to:
  - determine and implement safe emergency responses requiring the use of self-contained breathing apparatus
  - safely use, care and maintain equipment
- properties of chlorine gas to enable identification and appropriate response to emergency situations involving the release of chlorine gas.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies emergency situations requiring the use of a self-contained breathing apparatus and determines and implements an appropriate emergency response • uses, checks, maintains and stores a self-contained breathing apparatus according to legislative, organisational and manufacturer's requirements • evaluates emergency response and makes recommendations on any actions required to improve personal and facility responses.
Context of and specific resources for assessment	Assessment must ensure: • demonstration of the use, care, maintenance and storage of a self-contained breathing apparatus on multiple occasions to demonstrate competency and

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	consistency of performance • access to an aquatic facility where chlorine gas or chlorine is used • access to a self-contained breathing apparatus.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the candidate using a self-contained breathing apparatus to respond to a real or simulated emergency involving the hazardous release of chlorine gas • oral or written questioning to assess knowledge of the properties of chlorine gas and its safe handling • oral or written questioning to assess knowledge of appropriate responses and procedures for dealing with emergency situations involving the hazardous release of chlorine gas • third-party reports from a supervisor detailing work performed by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Emergencies may include:	• hazardous release of chlorine gas.
Appropriate personnel may include:	• facility staff • occupational health and safety representative • emergency services.
Organisational policies and procedures may include:	• occupational health and safety • emergency response • reporting • use, care, maintenance and storage of equipment.
Relevant legislation may include:	• occupational health and safety

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- duty of care
- hazardous chemicals.

Response may include:

- personal response
- facility response.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCCRD301A Facilitate community development through recreational activities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply community development principles in a recreation context. This unit focuses on liaising with specific community groups to plan and implement community recreation initiatives to meet their needs. It covers the application of the principles of access and equity to identify and address issues affecting participation of specific communities.

Application of the Unit

This unit applies to those working autonomously in a sport and recreation environment. This includes middle managers and coordinators of volunteers working in a range of locations or with a range of participants in aquatic programs, sport programs or recreation leisure centres including gyms.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance Criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a Unit of Competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Develop the recreation initiative in consultation with a specific community.	1.1. Identify ***characteristics*** of the ***specific community***. 1.2. Consult with ***key stakeholders*** to identify and confirm needs and expected outcomes. 1.3. Identify any ***barriers to participation*** in recreational activities. 1.4. Develop the ***recreation initiative*** according to ***relevant legislation***, ***organisational policies and procedures*** and principles of community development. 1.5. Identify and organise appropriate ***resources*** to implement the recreation initiative. 1.6. Prepare and disseminate marketing materials to target audience according to relevant legislation and organisational policies and procedures.
2. Deliver the recreation initiative.	2.1. Implement strategies for delivering the recreation initiative according to relevant legislation and organisational policies and procedures. 2.2. Monitor access and participation and adjust recreation initiative according to responses of specific community. 2.3. Monitor safety of the group during the recreation initiative. 2.4. Seek feedback from the specific community on the ***outcomes*** of the recreation initiative.
3. Review the recreation initiative.	3.1. Assess and evaluate the recreation initiative against planned goals and objectives according to organisational policies and procedures. 3.2. Assess evaluation outcomes and consult with key stakeholders to determine future directions.

Required Skills and Knowledge

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

Required skills

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- communication skills to:
  - consult with the specific community and key stakeholders to identify community characteristics and needs and develop an appropriate recreation initiative
  - liaise with the specific community to obtain feedback on the effectiveness of the initiative
- problem-solving skills to:
  - design a recreation initiative to meet the specific community's needs
  - identify and apply strategies to deliver the initiative
  - make adjustments according to feedback and evaluation outcomes
- planning and organisational skills to:
  - coordinate resources necessary for the recreation initiative
  - monitor progress of the initiative
- teamwork skills to liaise with members of the specific community and other stakeholders in the development of the recreation initiative
- language and literacy skills to research, collect, analyse and interpret information about specific communities to effectively plan a recreation initiative.

Required knowledge

- legislation and organisational policies and procedures that inform planning and delivery of safe recreation initiatives for specific communities
- social, political, cultural and historical issues that affect or are relevant to specific communities and groups to a level required to develop appropriate initiatives
- recreation activities and resources required for the initiative within an organisation or specific community
- factors that may affect participation in community recreation activities for specific communities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies the principles and practices of social justice, anti-discrimination, and equal access to community initiatives using communication and delivery strategies appropriate to the specific community • matches recreation initiative with specific community

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characteristics and needs and with organisational objectives and applies contingency management techniques to address any issues that arise
- monitors community participation and adjusts initiative according to community feedback
- evaluates effectiveness of initiative and liaises with specific community to identify future directions.

Context of and specific resources for assessment

Assessment must ensure:

- planning and implementation of community recreation initiatives of sufficient breadth to enable the candidate to demonstrate the use of strategies that support access and participation for specific communities.
- access to information on a specific community relevant to the candidate's current or intended work role to enable accurate identification of characteristics and needs
- access to resources for the conduct of the specific community recreation initiative
- access to key stakeholders
- access to relevant documentation such as sources of information about specific communities.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of consultation with a range of specific communities and collection of information to develop strategies to plan, implement and resource a community development initiative
- oral or written questioning to assess candidate's knowledge of factors that affect access and participation of people from specific communities
- third-party reports from a supervisor detailing candidate's performance.

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

- SISXOHS101A Follow occupational health and safety policies.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:

- age
- physical or intellectual characteristics
- cultural and situational factors
- family structures
- level of literacy and numeracy
- psychological status.

Specific community may include:

- cultural and linguistic diversity
- urban rural or remote location
- family systems
- schools.

Key stakeholders may include:

- local government authorities
- funding agencies
- community organisations, clubs and groups
- health and welfare agencies.

Barriers to participation may include:

- cultural
- religious
- social
- physical
- intellectual
- psychological
- time and resource constraints.

Recreation initiative may include:

- recreation, sport and cultural participation activities
- events
- promotional activities
- educational activities
- goals and objectives to meet community needs.

Relevant legislation may include:

- occupational health and safety
- anti-discrimination
- equal opportunity
- privacy
- working with children
- duty of care.

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Organisational policies and procedures may include:	• occupational health and safety • communication protocols • principles of social justice • advocacy.
Resources may include:	• facilities • equipment • finance • personnel • marketing materials • transport and related logistical requirements.
Outcomes may include:	• increased participation • retention levels • feelings of inclusiveness.

Unit Sector(s)

Community Recreation

Competency Field

Community Recreation Development

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SISCCRD302A Recruit and manage volunteers

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recruit, induct, manage and retain volunteers according to organisational requirements and policies.

Application of the Unit

This unit applies to those working autonomously in a sport and recreation environment. This may include program staff working in a variety of after school activities in a range of locations or those working with a range of participants in aquatic programs, sport programs or recreation leisure centres.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Identify organisation's volunteer requirements.	1.1. Analyse the organisation's ***volunteer management policy*** to identify relevant procedures. 1.2. Identify organisation's ***volunteer requirements*** and ***target areas*** for recruitment.
2. Recruit volunteers.	2.1. Prepare and communicate call for volunteers according to ***organisational policies and procedures***. 2.2. Receive and process applications according to organisational policies and procedures. 2.3. Organise suitable venue and conduct ***selection processes*** according to organisational policies and procedures. 2.4. Analyse and record outcomes of selection process according to organisational policies and procedures and ***relevant legislation***. 2.5. Advise applicants of selection outcomes and ***follow-up processes***.
3. Induct volunteers.	3.1. Prepare and distribute ***relevant documentation*** to successful volunteers according to organisational policies and procedures. 3.2. Organise suitable time and venue for volunteer induction. 3.3. Provide induction to volunteers according to organisational policies, procedures and ***requirements***.
4. Manage volunteers.	4.1. Identify and arrange any training required by volunteers to meet allocated ***roles*** according to organisational policies and procedures. 4.2. Review volunteer performance and provide feedback and opportunities for additional training where required. 4.3. Maintain volunteer records according to organisational policies and procedures and relevant legislation.

Required Skills and Knowledge

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

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Required skills

- written and verbal communication skills to:
  - prepare and distribute documentation
  - provide induction and feedback
- planning and organisational skills to arrange selection, induction and monitoring of volunteers
- teamwork skills to build rapport with and between volunteers
- problem-solving skills to assess suitability of volunteers for different roles
- literacy skills to analyse organisational policies and procedures that enable all processes to be conducted appropriately.

Required knowledge

- legislation and organisational policies and procedures that enable the safe, legal and ethical participation of volunteers
- issues that affect the availability of volunteers to enable effective recruitment and management.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies and implements organisational requirements, policies and procedures for recruiting, inducting and managing volunteers • conducts volunteer induction and identifies and arranges any additional training required by volunteers • maintains records of recruitment, induction and management processes for volunteers.
Context of and specific resources for assessment	Assessment must ensure: • resourcing and implementation of volunteer induction sessions that are of a sufficient breadth to demonstrate competency and consistency of performance • access to real or simulated volunteers appropriate to local organisational volunteer requirements • access to a venue appropriate to the number of

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volunteers being recruited and inducted
- access to presentation equipment appropriate to the induction sessions being conducted
- access to documentation such as job descriptions and organisational policies and procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of candidate conducting induction sessions
- oral or written questioning to assess knowledge of organisational policies and procedures and their application to volunteer selection, recruitment and management
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Volunteer management policy may include:

- volunteer management philosophy
- volunteer eligibility
- rights and responsibilities
- expenses
- record keeping
- training and accreditation
- conflict of interest.

Volunteer requirements may include:

- operational area
- duties
- competencies required
- time involvement.

Target areas may include:

- past and present membership
- volunteer agencies

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- unemployed
- retired
- service organisations.

Organisational policies and procedures may include:

- occupational health and safety
- selection processes
- training procedures
- recording and reporting
- communication protocols
- administration procedures
- security
- emergency procedures.

Selection processes may include:

- appraisal tests
- interviews
- timelines
- notification procedures.

Relevant legislation may include:

- occupational health and safety
- working with children
- anti-discrimination
- privacy.

Follow-up processes may include:

- notification of selection outcome
- feedback to unsuccessful applicants
- induction time and location.

Relevant documentation may include:

- position description
- outline of duties
- licence
- proof of age
- police check.

Requirements may include:

- expectations
- authorities and responsibilities
- event or activity details
- cash handling
- security
- regulatory requirements
- grievance procedures
- reporting.

Roles may include:

- coach or instructor
- fundraiser
- official
- administrator
- organiser
- finance

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- administration
- technical assistance
- maintenance
- transport
- first aid.

Unit Sector(s)

Community Recreation

Competency Field

Community Recreation Development

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SISCCRD303A Facilitate inclusion for people with a disability

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist people with a disability to maximise their participation in recreation activities. It focuses on implementing strategies to facilitate participation in community recreation activities.

Application of the Unit

This unit applies to recreation officers in a community recreation environment with responsibility for facilitating programs for clients with a disability. Work would be undertaken in locations such as community recreation centres and indoor or outdoor recreation facilities with a focus on community development.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Identify needs of clients with a disability.	1.1. Identify individual preferences in consultation with client according to ***organisational policies and procedures*** and ***relevant legislation***. 1.2. Identify ***support requirements*** of people with a disability in consultation with appropriate personnel. 1.3. Identify potential and real ***barriers to participation*** and identify strategies to address them. 1.4. Access and provide information on options and services available to people with a disability. 1.5. Assist in developing community awareness of the needs of people with a disability.
2. Assist people with a disability to participate in networks.	2.1. Identify ***key people and organisations*** that can help people with a disability maximise their independence and inclusion. 2.2. Communicate roles and responsibilities of key people and their organisations to people with a disability using appropriate ***communication strategies***. 2.3. Assist people with a disability to participate in their own personal networks. 2.4. Identify opportunities to develop and maintain supportive connections with key people on an individual basis according to organisational policies and procedures.
3. Identify recreation opportunities for people with a disability.	3.1. Identify individual's current skills and interests and identify recreation opportunities which provide maximum chance of participation. 3.2. Identify strategies to link people with a disability to recreation opportunities. 3.3. Provide information and resources, including assistive technology, to facilitate participation in recreation activities. 3.4. Identify and establish effective environments for participation of people with a disability. 3.5. Monitor, review and adjust the strategies that link people with a disability to recreation opportunities. 3.6. Identify opportunities beyond the program or activity and communicate them to people with a disability.

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - interact and build rapport with people with a disability to identify their needs
  - consult key stakeholders to identify networks and opportunities for participation
  - convey information about available services and options
- problem-solving skills to:
  - identify recreation opportunities to enhance participation of people with a disability
  - apply and review strategies to link them to appropriate activities and networks
- research skills to identify sources of information and resources available to people with a disability
- teamwork skills to liaise with members of the community and other stakeholders to identify and source opportunities for participation

Required knowledge

- legislation and organisational policies and procedures that:
  - enable non-discriminatory treatment of people with a disability
  - identify and meet individual preferences according to the principles and practices of social justice
- social, political, cultural and historical issues that affect, or are relevant to, access and participation issues for people with a disability
- resources required for the effective participation of people with a disability
- specific recreation opportunities and activities appropriate to people with a disability
- relevant modified equipment and activities appropriate to people with a disability
- community organisations, services and activities that provide recreation opportunities for people with a disability
- barriers that affect the access and participation of people with a disability to enable the development of strategies to overcome these
- community inclusion principles to enable effective participation of clients with a disability

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies principles and practices of social justice, anti-discrimination and equal access to identify the needs and opportunities for participation in recreation activities and networks for people with a disability
- identifies strategies to align recreational opportunities with the specific requirements and needs of people with a disability and organisational objectives
- monitors strategies to facilitate recreational opportunities for people with a disability and adjusts accordingly.

Context of and specific resources for assessment

Assessment must ensure:

- identifying and addressing support requirements, within the bounds of legislative and organisational constraints, for those with the sort of disability or needs that are commonly encountered in the candidate's current or intended work environment
- access to people with disabilities to enable the identification of individual needs
- access to key people and organisations that support people with a disability
- access to relevant sources of information about recreational services and options for people with a disability
- access to relevant legislation and organisational policies and procedures concerning inclusion processes.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate interacting with people with disabilities and community organisations and networks to identify recreational opportunities
- oral or written questioning to assess candidate's knowledge of factors that affect access and participation of people with disabilities
- third-party reports from a supervisor detailing candidate's work performance.

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

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- SISCCRD301A Facilitate community development through recreational activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisational policies and procedures may include:	• occupational health and safety • community inclusion principles • communication protocols • ethical practices • principles of social justice • advocacy • practices to address cross cultural issues • roles of volunteer staff.
Relevant legislation may include:	• occupational health and safety • equal opportunity • anti-discrimination • privacy.
Support requirements may include:	• physical • sensory • intellectual • psychiatric • cultural and linguistic • logistical • income • family systems.
Barriers to participation may include:	• cultural • family • religious • community perceptions • impact of disability on participation • communication difficulties • transport • time and resource constraints • confidence

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	• support services available.
Key people and organisations may include:	• community groups • support groups.
Communication strategies may include:	• verbal • non verbal • visual • sensory • tactile.

Unit Sector(s)

Community Recreation

Competency Field

Community Recreation Development

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SISCCRD304A Work with key stakeholders

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and maintain an effective relationship with key stakeholders who contribute to and influence the delivery of sport and recreation services.

Application of the Unit

This unit applies to those working autonomously in a sport and recreation environment. This can include managers or program and recreation coordinators in recreation centres and facilities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Identify the role and function of key stakeholders.	1.1. Identify ***key stakeholders*** in the sport and recreation sector. 1.2. Access information on and analyse the ***roles and functions*** of key stakeholders in the sport and recreation sector. 1.3. Identify key stakeholders and personnel who impact on the organisation. 1.4. Identify decision-making processes within key stakeholder organisations and their impact on the sport and recreation organisation. 1.5. Research what ***information and resources*** are available from key stakeholder personnel.
2. Develop and implement strategies to promote effective working relationships with stakeholders.	2.1. Develop ***organisational strategies*** to facilitate an effective rapport with stakeholders. 2.2. Communicate with stakeholders to establish their needs according to ***organisational policies and procedures***. 2.3. Adopt communication approaches which are appropriate to the needs of stakeholders. 2.4. Implement organisational strategies in interactions with stakeholders according to organisational policies and procedures. 2.5. Maintain working relationships with stakeholders according to organisational policies and procedures.
3. Evaluate relationships with stakeholders.	3.1. Assess organisational strategies in developing effective working relationships with stakeholders according to organisational policies and procedures. 3.2. Make modifications to strategies in consultation with key organisational and stakeholder personnel.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - liaise with key stakeholder personnel to develop and maintain positive working relationships

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    - apply communication techniques appropriate to the needs of stakeholders
- language and literacy skills to source and analyse information about the roles and functions of key stakeholders
- problem-solving skills to:
    - identify issues impacting on stakeholder relationships
    - implement measures to improve working relationships.

Required knowledge

- organisational policies and procedures that enable the development and management of effective relationships which comply with organisational protocols and standards
- sources of information on stakeholders such as key agencies and government bodies to enable understanding of their role in the sport and recreation industry
- role and function of stakeholders such as government and other key agencies to enable the development of an effective rapport and understanding of stakeholder needs
- stakeholder organisational structures and dynamics to enable the development of an understanding of systems and structures that impact on the sport and recreation industry
- resources and information available from key stakeholders to assist in the planning and delivery of sport and recreation services
- changing role of stakeholders in the recreation industry.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • interacts with key stakeholders according to knowledge of roles, functions and requirements of stakeholders, as well as own organisational strategies, to develop and maintain an effective working relationship with key stakeholders • uses effective communication techniques to develop trust and confidence in dealings with stakeholders • applies a continuous improvement approach to evaluate relationships with stakeholders and recommend potential improvements.
Context of and specific resources for	Assessment must ensure participation in multiple

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assessment	interactions with a range of key stakeholders to demonstrate competency and consistency of performance. Assessment must also ensure access to: • relevant personnel in agencies that reflect local industry requirements • resources and information such as roles and functions of key stakeholders.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the candidate interacting with key stakeholder personnel in government and key agencies in forming and maintaining effective working relationships • oral or written questioning to assess candidate's knowledge of the functions and roles of key stakeholders • third-party reports from a supervisor detailing candidate's work performance over multiple applications • review a portfolio of evidence of information and resources accessed. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Key stakeholders may include:

- government agencies
- funding agencies
- community organisations
- peak bodies
- boards of management
- enterprises
- industry associations.

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Roles and functions may include:	• funding • management • decision making • sponsorship.
Information and resources may include:	• facilities • equipment • grants or funding • personnel • promotion • services.
Organisational strategies may include:	• communication processes • relationship management • roles and responsibilities • negotiation.
Organisational policies and procedures may include:	• communication protocols • evaluation measures and criteria • conflict resolution procedures • information management and security.

Unit Sector(s)

Community Recreation

Competency Field

Community Recreation Development

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SISCCRO301A Assist with recreation games not requiring equipment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist in the planning and conduct of recreation games not requiring equipment, in a community recreation setting.

Application of the Unit

This unit applies to those who work as assistants with limited responsibility in a range of roles and settings across the sport and recreation sector. This may include those working as assistants in after school or holiday care programs in a range of locations and settings.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range

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ELEMENT	PERFORMANCE CRITERIA
	Statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Assist in planning recreation games.	1.1. Confirm ***participant group*** and ***characteristics*** with ***appropriate personnel***. 1.2. Offer ***suggestions*** which are appropriate for the participants and support the ***aims of the recreation games*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Identify and select ***recreation games*** in consultation with appropriate personnel to encourage maximum participation and enjoyment of participants. 1.4. Clarify ***game requirements*** in consultation with appropriate personnel. 1.5. Plan recreation games appropriate to the abilities and needs of participants according to organisational policies and procedures. 1.6. Check and confirm suggested recreation games with a responsible person according to organisational policies and procedures.
2. Assist with the conduct of recreation games.	2.1. Communicate ***information*** required to safely participate in the session according to organisational policies and procedures. 2.2. Carry out ***allocated tasks*** promptly, efficiently and as directed. 2.3. Respond to participant queries according to own level of responsibility. 2.4. Monitor participants' performance in consultation with a responsible person. 2.5. Report ***problems*** in participant behaviour to responsible person as required. 2.6. Seek participant feedback and identify further needs.
3. Assist in the evaluation of the recreation games.	3.1. Provide personal feedback on the outcomes of the recreation games to appropriate staff. 3.2. Convey participant feedback on the recreation games to appropriate staff. 3.3. Review own work performance and identify potential improvements.

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - offer suggestions during planning for the recreation games
  - confirm arrangements with responsible staff
  - interact with participants and colleagues to clarify client requirements
  - convey information about the session
  - seek and convey feedback from participants
- problem-solving skills to:
  - select and plan recreational games to suit participants' interests and abilities
  - identify and report problems related to activities
  - implement contingencies for situations arising beyond area or responsibility
- planning and organisational skills to confirm arrangements with the responsible person
- self-management skills to:
  - recognise and act within boundaries of role and responsibilities
  - review and evaluate session outcomes in relation to personal performance
- teamwork skills to liaise with appropriate staff to carry out allocated tasks
- literacy and numeracy skills to interpret and seek clarification on recreational games requirements such as rules and regulations.

Required knowledge

- legislation and organisational policies and procedures that:
  - enable the safe and non-discriminatory conduct of recreation games
  - ensure compliance with roles and responsibilities of staff working in an assisting role
- potential hazards associated with the games to ensure safe conduct of the session
- techniques and skills appropriate to different recreation games to ensure participant needs are met according to their abilities
- techniques to motivate participants to interact and participate in recreation games
- information sources to access information about the requirements of recreation games.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies, confirms and carries out assigned duties according to own level of responsibility and refers tasks outside own level to appropriate personnel • carries out allocated tasks responsibly and in a non-discriminatory manner according to instructions of responsible person and reports any difficulties to the appropriate personnel • clarifies and conveys information about essential aspects of the games to assist and encourage participants to fully participate in the recreation games • contributes to the evaluation of the recreation games and suggests how they could be improved and reflects on own work performance.
Context of and specific resources for assessment	Assessment must ensure participation in the planning and conduct of multiple recreation games or sessions to enable the candidate to demonstrate competency and consistency of performance. Assessment must also ensure access to: • sport and recreation environments, venues or facilities that reflect local requirements • participants with varying needs • responsible staff or appropriate personnel • information about recreation games • legislation and organisational policies and procedures in relation to the conduct of recreation games.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the candidate interacting with a range of participants, including conveying information for safe participation in recreation games and assisting in delivery, supervision and evaluation of games according to own level of responsibility • observation of candidate dealing with contingencies such as situations arising beyond area or responsibility • oral or written questioning to assess knowledge of techniques and skills appropriate to different recreation games • third-party reports from a supervisor detailing

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appropriate work performed by the candidate.

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

- SISXCAI303A Plan and conduct sport and recreation sessions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant group may include:	• experienced • inexperienced • adults • children.
Characteristics may include:	• needs and interests • numbers • age and gender • previous experience • special requirements.
Appropriate personnel may include:	• coordinator • supervisor • manager.
Suggestions may include:	• type of games • content of games • methods of working with participants • timing and sequencing of games.
Aims of the recreation games may include:	• participation • confidence • motivation • self-improvement • fitness • lifestyle adjustment.
Relevant legislation may include:	• occupational health and safety • equal opportunity • privacy

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	• working with children.
Organisational policies and procedures may include:	• occupational health and safety • communication protocols • roles and responsibilities • duty of care • reporting channels.
Recreation games may include:	• competitive • non-competitive • traditional • cultural activities • individual or group.
Game requirements may include:	• safety • rules and regulations • resources • scheduling.
Information may include:	• game requirements • expected behaviour • clothing and footwear • hydration • instructions • potential hazards.
Allocated tasks may include:	• providing access to facilities or recreation areas • providing advance information to participants • organising refreshments.
Problems may include:	• aggressive or unacceptable behaviour • inappropriateness of game type or duration • participant injury.

Unit Sector(s)

Community Recreation

Competency Field

Community Recreation Operations

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SISCCRO302A Apply legal and ethical instructional skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and apply legal and ethical instructional skills that comply with activity-specific best practice principles.

Application of the Unit

This unit applies to those instructing or coordinating sessions for a range of activities such as swimming, recreational dance and self-defence in a range of facilities such as leisure centres, swimming pools and community recreation facilities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Apply legal responsibilities.	1.1. Identify ***legal responsibilities*** according to ***activity-specific requirements***, ***clients*** and ***organisational policies and procedures***. 1.2. Analyse how activity-specific legal responsibilities apply to own role. 1.3. Develop strategies to address possible or likely ***difficulties or issues*** that can arise during instruction.
2. Apply ethical responsibilities.	2.1. Identify ***ethical responsibilities*** according to activity-specific requirements, clients and organisational policies and procedures. 2.2. Analyse how activity-specific ethical responsibilities apply to own role. 2.3. Develop strategies to address possible or likely ethical difficulties or issues that can arise during instruction.
3. Develop instructional practices.	3.1. Identify the role of the instructor according to the required ***activity-specific skills*** and ***best practice principles*** of the activity or organisation. 3.2. Identify appropriate ***activity-specific instructional styles*** according to activity-specific skills and best practice principles of the activity or organisation. 3.3. Access ***relevant information*** according to organisational policies and procedures. 3.4. Prepare activity-specific session plans according to the requirements of specific skill development, client needs and ***learning styles***.

Required Skills and Knowledge

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

Required skills

- communication skills to enable effective non-judgemental instruction and cooperation with clients and colleagues
- research skills to identify activity-specific legal and ethical responsibilities
- literacy skills to interpret relevant information and to prepare session plans
- problem-solving skills to analyse responsibilities and develop instructional styles appropriate to the activity and the work role

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Required knowledge

- legal responsibilities and organisational policies and procedures that enable:
  - the safe conduct of all activities
  - ethical and legally compliant access, use and storage of information
- principles of session planning to develop activity-specific session plans
- activity-specific knowledge to identify and interpret legal, ethical and skills development requirements
- learning styles to enable the use of a variety of activities to cater for different client learning preferences
- principles of growth and development to select and sequence appropriate tasks and activities

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • accesses and interprets legal and ethical information relevant to the activity to anticipate possible legal and ethical issues and develop appropriate management strategies • determines instructional styles appropriate to the needs of clients and the skills • develops session plans for activity-specific skills according to the needs of clients, best practice principles of the activity and the organisation.
Context of and specific resources for assessment	Assessment must ensure the candidate applies legal and ethical responsibilities to own instructional role according to activity-specific requirements and the needs of clients on multiple occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • sources of legal and ethical information • relevant information for real or simulated client groups relevant to the candidate's intended work role.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral or written questioning to assess knowledge of activity-specific legal and ethical information
- portfolio of session plans
- third-party reports from a supervisor detailing candidate's work performance.

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

- SISCAQU309A Instruct clients in water safety and survival skills

or

- SISCCRO304A Plan and conduct disability recreation programs

or

- SISCSDF301A Instruct the basic skills of unarmed self-defence.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legal responsibilities may include:

- occupational health and safety
- working with children
- duty of care
- mandatory reporting
- negligence
- waivers and exclusion clauses
- insurance
- anti-discrimination
- equal opportunity
- privacy.

Activity-specific requirements may include:

- equipment
- ratio of staff to clients
- provision of first aid
- security.

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Clients may include:	• experienced • inexperienced • adults • children • groups.
Organisational policies and procedures may include:	• occupational health and safety • communication protocols • access and storage of information.
Difficulties or issues may include:	• unsafe equipment • injuries and illnesses • unlawful behaviour of clients or staff • suspected abuse • improper use of information • inappropriate behaviour of clients or staff • cheating • bullying • dealing with non-payment of fees.
Ethical responsibilities may include:	• reporting ethical breaches • maintaining professional standards of behaviour • responding to clients, colleagues and parents or guardians.
Activity-specific skills may include:	• motor skills • physical skills • sequencing of skills.
Best practice principles may include:	• activity-specific codes of conduct • Australian Coaching Council's Coaches Code of Conduct • national activity organisation regulations and guidelines • relevant national, state, territory or local government regulations and guidelines • the culture of the activity • preventative practices adopted by self or peers to minimise safety hazards and risks.
Activity-specific instructional styles may include:	• friendly and approachable • directive regarding not-negotiable issues • casual • critical friend • motivational • disciplinarian.
Relevant information may	• expectations and aspirations of clients

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include:	• numbers of clients • client background, experience and developmental stage • staff and financial resources • cultural and political influences • involvement and interest of parents • length and number of sessions • equipment, materials and provisions • precautions and other health and safety information.
Learning styles may include:	• auditory • kinaesthetic • visual • sensory.

Unit Sector(s)

Community Recreation

Competency Field

Community Recreation Operations

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SISCCRO303A Plan and conduct recreation programs for older persons

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and conduct recreation programs for older persons including frail and moderately active participants. It focuses on the application of planning skills to develop a program that takes into account the needs of older participants and the resources required to safely conduct and supervise a recreation program for older participants.

Application of the Unit

This unit applies to those working as recreation officers in a community recreation environment with responsibility for conducting programs for older clients. Work would be undertaken in locations such as community recreation centres and indoor or outdoor recreation facilities with a focus on community development.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify participant needs and expectations.	1.1. Identify ***participants' needs and aims*** according to ***organisational policies and procedures***. 1.2. Conduct relevant ***assessments*** to determine ***variations in status of participants*** in consultation with relevant support personnel according to organisational policies and procedures. 1.3. Identify any special requirements according to participants' needs. 1.4. Advise participants of any reasons for not participating in a given program. 1.5. Identify barriers to participation for older persons.
2. Plan a recreation program for older persons.	2.1. Identify ***equipment and resources*** appropriate to the program. 2.2. Design and document a ***program plan*** to meet the identified needs and abilities of participants according to ***relevant legislation*** and organisational policies and procedures. 2.3. Seek agreement on the program plan from staff, participants and organisations where relevant. 2.4. Assess the likely demands of the program on the participants in consultation with appropriate personnel. 2.5. Determine the range of ***activities*** to be included in the program according to participant needs and capabilities. 2.6. Identify support requirements for older persons according to relevant legislation and organisational policies and procedures.
3. Prepare for the program.	3.1. Communicate instructions and relevant information about the program and encourage participants to seek clarification as required. 3.2. Access required equipment from store and check for ***damage or deterioration*** and report where appropriate to the responsible person according to organisational policies and procedures. 3.3. Issue suitable equipment and aids and provide assistance with fitting where necessary.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Set up equipment according to organisational policies and procedures.
	3.5. Modify or condition equipment for use by different participant groups according to workplace policies and procedures.
4. Conduct the program.	4.1. Encourage participants to warm up and cool down through safe and appropriate exercises.
	4.2. Monitor technique and correct use of equipment, where relevant, and provide appropriate feedback to participants.
	4.3. Provide assistance with use of aids, including modification, as appropriate.
	4.4. Seek feedback from participants regarding their progress during the program and modify as required.
	4.5. Use techniques that motivate clients to maintain an appropriate participation rate.
	4.6. Identify ***risks*** to participant safety and take action to minimise these, according to relevant legislation and organisational policies and procedures.
	4.7. Modify the program, where necessary, based on an assessment of the conditions, status of older persons, facilities and equipment.
5. Conclude the program.	5.1. Conclude the program at a pace appropriate to the participants, their level of involvement and the duration of the program.
	5.2. Inform participants of follow-up programs and recreational opportunities.
	5.3. Collect and check issued equipment for damage and wear according to organisational policies and procedures.
6. Evaluate the program.	6.1. Seek and acknowledge feedback from participants and identify further needs.
	6.2. Evaluate all components of the program and record outcomes.
	6.3. Identify potential areas for improvement in future programs.
	6.4. Review own performance and identify potential improvements.

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants and personnel about recreation activities to meet participant needs
  - convey information and instructions to participants about the program and safe use of the equipment
  - seek feedback on the program
  - report missing or damaged equipment according to organisational requirements
- problem-solving skills to:
  - plan programs according to participants' needs, abilities and risk factors
  - select a range of activities and exercises and modify programs and equipment as required
- planning and organisational skills to source, allocate and coordinate the resources and equipment needed for the recreation program
- teamwork skills to liaise with support personnel and other appropriate staff and organisations to plan and conduct the program
- language and literacy skills to produce and document a program plan and complete documentation in relation to damaged or missing equipment or materials
- self-management skills to review and reflect on own work performance in facilitating personal development of older participants
- activity-specific skills to safely conduct recreation programs for older participants.

Required knowledge

- legislation and organisational policies and procedures relevant to:
  - designing a program for older participants that enables safe and non-discriminatory conduct
  - identifying support requirements and specific needs of older persons, such as use of modified equipment, aids and venues
  - producing and maintaining records for equipment use and maintenance
- principles of community development to enable inclusive client-centred practices
- stages and impact of ageing on participation in recreation activities and the variations in older people's abilities, to enable appropriate selection of activities for the program
- risk analysis processes for assessing the potential impact of a planned recreation program on participant safety
- activity-specific knowledge to match activities with client needs and capabilities, including suitable exercises for older persons such as stretching and mobility exercises
- factors affecting group dynamics and conflict resolution strategies
- modified equipment and aids for older participants and equipment testing and

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checking techniques
- social, political, cultural and historical issues that affect or are relevant to older persons
- screening processes of older persons for entry into programs or activities and general contraindications for participation evaluation processes to enable improvements to be made to the program.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • encourages participation and interaction of older persons using appropriate communication strategies that enhance emotional wellbeing • plans recreation programs that determine the range of activities or exercises for older persons and coordinates and allocates program resources to optimise their use by participants • applies contingency management techniques to deal with problems and issues that may arise during program implementation • delivers recreation programs safely and in a manner that reflects the needs and capabilities of older participants • monitors the progress of participants and provides feedback to enhance participant motivation and self-esteem.
Context of and specific resources for assessment	Assessment must ensure the delivery of multiple recreation programs of a sufficient duration to demonstrate techniques that balance individual and group needs and consistency of performance. Assessment must also ensure access to: • older persons to participate in program • an environment or facility appropriate to the specific program content • equipment, resources and support staff required for the delivery of the program • access to key people and organisations that support

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older people
- relevant legislation and organisational policies and procedures in relation to inclusion processes.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of candidate preparing for and resourcing recreation programs for older persons including developing program plans
- observation of candidate interacting with a range of older participants, conveying information for safe participation in programs and delivering and evaluating programs
- oral or written questioning to assess candidate's knowledge of the ageing process in relation to program design and delivery
- portfolio containing evidence of candidate's program plans and modifications
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

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

- SISCCRD301A Facilitate community development through recreational activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants' needs and aims may include:

- physical
- emotional
- motivational
- psychological.

Organisational policies and procedures may include:

- occupational health and safety
- privacy
- roles and responsibilities

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	• staff behaviour • risk minimisation • time constraints and scheduling requirements • budget allocation • use and maintenance of equipment.
Assessments may include:	• interviews with participants and carers • medical history • physical ability tests.
Variations in status of participants may include:	• impact of medication • chronological age • physiological age • medical conditions.
Equipment and resources may include:	• staff • equipment and aids • venues and facilities • music.
Program plan may include:	• objectives • date and time • resources • sessions • movement of people and equipment into and out of venue • timelines • pre-program information.
Relevant legislation may include:	• occupational health and safety • equal opportunity • privacy.
Activities may include:	• stretching and mobility • strengthening or conditioning • confidence building • posture • balance • chair based • floor work.
Damage or deterioration may include:	• damage to fabric • missing parts.
Risks may include:	• level of challenge and difficulty • behaviour of other participants • equipment failure.

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Unit Sector(s)

Community Recreation

Competency Field

Community Recreation Operations

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SISCCRO304A Plan and conduct disability recreation programs

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and conduct recreation programs for people with a disability including both frail and moderately active participants. It focuses on the needs of participants with a disability and the resources required to safely conduct and supervise a recreation program for participants with a disability.

Application of the Unit

This unit applies to those working as recreation officers in a community recreation environment with responsibility for facilitating programs for clients with a disability. Work would be undertaken in locations such as community recreation centres and indoor or outdoor recreation facilities with a focus on community development.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify participant needs and expectations.	1.1. Identify ***participants' needs and aims*** according to ***organisational policies and procedures***. 1.2. Conduct relevant ***assessments*** to determine ***variations in status of participants*** in consultation with relevant support personnel and according to organisational policies and procedures as required. 1.3. Identify any special requirements according to participants' needs. 1.4. Advise participants of any reason why they should not participate in a given program. 1.5. Identify barriers to participation by people with a ***disability***.
2. Plan a disability recreation program.	2.1. Identify ***equipment and resources*** appropriate for the program. 2.2. Design and document a ***program plan*** to meet the identified needs and abilities of participants, according to ***relevant legislation*** and organisational policies and procedures. 2.3. Seek agreement on the program plan from staff, participants and organisations where relevant. 2.4. Determine the range of ***activities*** for the program according to participant needs and capabilities. 2.5. Identify and access resources required for the program in advance. 2.6. Identify support requirements for people with a disability according to relevant legislation and organisational policies and procedures.
3. Prepare for the program.	3.1. Communicate instructions and relevant information about the program using appropriate ***communication strategies***. 3.2. Encourage participants to seek clarification of information as required. 3.3. Remove required equipment from store and check for ***damage or deterioration*** and report, where appropriate, to the responsible person. 3.4. Issue suitable equipment and aids and provide assistance with fitting where necessary. 3.5. Set up equipment according to approved procedures and instructions. 3.6. Modify or condition equipment for use by different participant groups according to workplace policies and procedures.
4. Conduct the program.	4.1. Encourage participants to warm up and cool down. 4.2. Monitor technique and correct use of equipment, where

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ELEMENT	PERFORMANCE CRITERIA
	relevant, and provide appropriate feedback to participants. 4.3. Provide assistance with use of aids, including modification, as appropriate. 4.4. Seek feedback from participants regarding their progress during the program and modify as required. 4.5. Employ appropriate techniques to motivate clients to maintain a reasonable participation rate. 4.6. Identify ***risks*** to participant safety and take action to minimise these according to relevant legislation and organisational policies and procedures. 4.7. Modify the program, where necessary, based on an assessment of the conditions, status of persons with a disability, facilities and equipment.
5. Conclude the program.	5.1. Conclude the program at a pace appropriate to the participant, their level of involvement and the duration of the program. 5.2. Inform participants of follow-up programs and recreational opportunities. 5.3. Collect and check issued equipment for damage and wear according to organisational policies and procedures.
6. Evaluate the program.	6.1. Seek and acknowledge feedback from participants and identify further needs. 6.2. Evaluate all relevant components of the program and record outcomes. 6.3. Identify potential areas for improvement in future programs. 6.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants and personnel about recreation activities that will meet participant needs
  - convey information and instructions to participants about the programs and safe use of equipment
  - seek feedback on the program
  - report missing or damaged equipment
- problem-solving skills to:

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    - plan programs according to participants' needs, abilities and risk factors
    - select a range of activities and exercises and modify programs and equipment as required
- planning and organisational skills to source, allocate and coordinate resources and equipment for planned recreation program
- teamwork skills to liaise with support personnel and other appropriate staff and organisations to plan and conduct programs
- language and literacy skills to produce and document program plans and complete documentation in relation to damaged or missing equipment or materials
- self-management skills to review and reflect on own performance in facilitating personal development for participants with a disability
- activity-specific skills to conduct disability recreation programs safely and effectively

Required knowledge

The following knowledge must be assessed as part of this unit:

- legislation and organisational policies and procedures relevant to:
    - designing a safe and non-discriminatory recreation program for people with a disability
    - identifying support requirements and specific needs of people with a disability
    - recording and maintaining records for equipment use and maintenance
- principles of community development regarding inclusive client-centred practices
- impact of disability on participation in recreation activities and the variation in abilities of people with a disability
- appropriate selection of activities for the program
- risk analysis processes for assessing the potential impact of planned recreation program on participant safety
- activity-specific knowledge to match activities with client needs and capabilities, including exercises suitable for people with a disability, such as stretching and mobility exercises
- factors affecting group dynamics and conflict resolution strategies to enable constructive engagement of participants
- modified equipment and aids for participants with a disability and equipment testing and checking techniques to enable safe use of all equipment
- social, political, cultural and historical issues that affect or are relevant to people with a disability
- individual structural and functional variations to the human body and barriers to participation for people with a disability
- screening processes for entry into programs or activities and general contraindications to participation
- evaluation processes to enable improvements to be made to the program

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- encourages participation and interaction of people with a disability using appropriate communication strategies that enhance emotional wellbeing
- plans recreation programs that determine the range of activities or exercises for people with a disability and coordinates and allocates program resources to optimise their use by participants
- applies contingency management techniques to deal with problems and issues that may arise during program implementation
- delivers recreation programs safely and in a manner that reflects the needs and capabilities of participants with a disability
- monitors the progress of participants and provides feedback to enhance client motivation and self-esteem.

Context of and specific resources for assessment

Assessment must ensure the candidate delivers multiple recreation programs of a sufficient duration to demonstrate techniques that balance individual and group needs and consistency of performance.

Assessment must also ensure access to:

- people with a range of disabilities to participate in the program
- an environment or facility appropriate to the specific program content
- equipment, resources and support staff required for the delivery of the program
- key people and organisations that support people with a disability
- relevant legislation and organisational policies and procedures in relation to inclusion processes.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of candidate preparing for and resourcing

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a disability recreation program, including developing program plans
- observation of candidate interacting with a range of participants with disabilities, conveying information for safe participation in programs, and delivering and evaluating programs
- observation of candidate dealing with contingencies such as the changing availability of equipment or venues
- oral or written questioning to assess candidate's knowledge of techniques and activity skills in relation to program aims and community development principles
- portfolio containing evidence of candidate's program plans and modifications
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

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

- SISCCRD303A Facilitate inclusion for people with a disability.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants' needs and aims may include:
- physical
- emotional
- motivational
- psychological.

Organisational policies and procedures may include:
- occupational health and safety
- risk minimisation
- privacy
- roles and responsibilities
- staff behaviour
- time constraints and scheduling requirements
- budget allocation

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	• use and maintenance of equipment.
Assessments may include:	• interviews with participants and carers • medical history • physical ability tests.
Variations in status of participants may include:	• impact of medication • chronological age • physiological age • medical conditions.
Disability may include:	• physical • sensory • intellectual • psychiatric.
Equipment and resources may include:	• staff • equipment and aids • venues and facilities • music.
Program plan may include:	• objectives • date and time • resources • sessions, stages or structure • movement of people and equipment into and out of venue • timelines • pre-program information.
Relevant legislation may include:	• occupational health and safety • equal opportunity • privacy.
Activities may include:	• stretching and mobility • strengthening or conditioning • confidence building • back care • balance • chair based • floor work.
Communication strategies may include:	• verbal • modelling or demonstration • hand or arm signals • braille • audio tape.
Damage or deterioration may include:	• damage to fabric • missing parts.

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Risks may include:

- level of challenge and difficulty
- behaviour of other participants.

Unit Sector(s)

Community Recreation

Competency Field

Community Recreation Operations

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SISCCRO305A Develop a budget for a recreation initiative

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to collect and prepare data to be used in developing budgets for community recreation activities, events and programs.

Application of the Unit

This unit applies to those working as recreation officers or program instructors who are involved in conducting community-based recreation programs in locations such as community recreation centres and indoor or outdoor recreation facilities with a focus on community development.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Determine range of resources required for initiative.	1.1. Obtain data identifying resources required to conduct similar initiatives over similar timeframes from the ***responsible person***. 1.2. Obtain and confirm budget allocation from responsible person. 1.3. Identify potential ***sources of income*** according to ***organisational policies and procedures***. 1.4. Determine realistic projections of income based on information obtained.
2. Undertake costing for initiative.	2.1. Obtain relevant data identifying ***costs*** for similar initiatives from responsible person. 2.2. Calculate costs according to organisational policies and procedures. 2.3. Determine break-even analysis as required. 2.4. Determine unit cost or product price as required. 2.5. Maintain and document costing system to ensure all relevant information is up to date, accurate and confidential. 2.6. Identify and plan for likely contingencies according to organisational policies and procedures.
3. Draft budgets.	3.1. Prepare a draft budget from data obtained according to organisational policies and procedures. 3.2. Submit budget to responsible person for approval within designated timelines. 3.3. Adjust budget in response to feedback.
4. Review budget against actual results.	4.1. Compare original budget to actual results and identify variances according to organisational policies and procedures. 4.2. Record and maintain information to allow retrieval for the development of future budgets. 4.3. Review own work performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

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- numeracy skills to:
  - analyse and compare financial data
  - determine income projections
  - calculate costs for initiatives
  - prepare a budget for a recreation initiative
  - identify variances against original budget
- literacy skills to:
  - gather and analyse financial data
  - record and maintain financial information
- problem-solving skills to:
  - assess resources required for the initiative
  - estimate projected income
  - allocate financial resources within organisational limits
  - adjust costings in response to feedback
- planning and organisational skills to:
  - develop and submit the budget within designated timeframes
  - plan responses for contingencies
- technology skills to set up appropriate formats to record financial information
- communication skills to liaise with responsible personnel to obtain data and information

Required knowledge

- organisational policies and procedures that:
  - enable sound and responsible financial management
  - maintain confidentiality and security of financial information
- principles of budgetary control to enable the development of a responsible budget
- forecasting techniques to enable the projection of potential income
- principles of statistical analysis and measures of variance to enable accurate analysis of data
- resources required for a recreation initiative to enable accurate costings to be determined

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consults with appropriate personnel to gather and analyse data to determine required resources for a recreation initiative
- utilises data obtained to calculate income and to prepare, document and submit a budget, including costings for the initiative, using an appropriate format and within required organisational timeframes
- applies effective contingency management techniques to respond to problems and makes adjustments in response to feedback
- applies a continuous improvement approach to review own performance and recommend potential improvements.

Context of and specific resources for assessment

Assessment must ensure development of a budget for a recreation initiative that reflects local requirements and is of sufficient breadth to enable the candidate to demonstrate competency.

Assessment must also ensure access to:

- recreation environments and facilities that reflect local requirements and activities
- data required to develop the budget
- organisational policies and procedures related to budgeting
- appropriate personnel
- organisational documentation and appropriate technology requirements.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of forecasting techniques for projected income
- portfolio containing evidence of candidate's documentation relating to the costing and preparation of a budget for a recreation initiative
- third-party reports from a supervisor detailing candidate's work performance over multiple applications.

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

- SISCCRD301A Facilitate community development through recreational activities.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Responsible person may include:

- supervisor
- manager
- finance manager
- chief executive officer
- board of management.

Sources of income may include:

- grants
- sponsorship
- client contributions
- donations.

Organisational policies and procedures may include:

- designated timelines for presentation to nominated person for authorisation
- approval processes
- record keeping
- contingency planning
- confidentiality
- security of information
- sources of income
- format.

Costs may include:

- material
- labour
- overheads.

Unit Sector(s)

Community Recreation

Competency Field

Community Recreation Operations

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SISCCRO306A Organise participant travel

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to organise and supervise travel for participants and equipment in relation to recreation activities.

Application of the Unit

This unit applies to those working as recreation officers or program instructors who are involved in conducting community-based recreation programs in locations such as community recreation centres and indoor or outdoor recreation facilities with a focus on community development.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Make arrangements for travel.	1.1. Identify travel requirements and needs of ***participants*** in consultation with ***appropriate personnel***.
	1.2. Identify ***resource and logistical requirements*** for travel.
	1.3. Identify cost factors for travel arrangements according to organisational policies and procedures.
	1.4. Identify ***risks*** associated with travel arrangements and develop contingency plans according to organisational policies and procedures.
	1.5. Plan travel schedule and provide information about ***travel arrangements*** to participants and members of staff according to organisational policies and procedures.
	1.6. Confirm travel arrangements with appropriate personnel according to organisational policies and procedures.
2. Supervise travel.	2.1. Monitor travel schedule according to organisational policies and procedures.
	2.2. Identify and implement ***strategies for effective group management*** and communication according to organisational policies and procedures.
	2.3. Secure equipment and travel documents, where appropriate, according to organisational policies and procedures.
	2.4. Apply contingency plans to manage difficulties according to organisational policies and procedures.
	2.5. Maintain travel documentation according to organisational policies and procedures.
3. Review travel arrangements.	3.1. Conduct a review of travel arrangements according to organisational policies and procedures.
	3.2. Make recommendations for future travel based on review outcomes.
	3.3. Review own work performance and identify potential improvements.

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - identify travel requirements of participants
  - convey travel information and confirm travel arrangements with appropriate personnel
- planning and organisational skills to:
  - make and confirm logistical arrangements for travel
  - develop travel schedules
  - manage groups according to the travel schedule
- literacy skills to record and maintain required documentation relating to travel
- numeracy skills to identify and monitor travel costs in order to ensure cost effectiveness
- problem-solving skills to:
  - identify potential risks during travel
  - develop courses of action to respond to these risks
  - conduct a review of travel arrangements and make recommendations for improvements

Required knowledge

- relevant legislation and organisational policies and procedures that enable safe and compliant implementation of travel arrangements
- risks associated with travel activities and locations to enable implementation of safe travel arrangements and effective contingency planning
- principles and techniques for effective group management to enable positive interaction and cohesiveness amongst participants
- roles and responsibilities of participants to enable appropriate behaviour during travel
- travel arrangements appropriate to the needs of different participant and suited to the journeys for recreation activities
- safe handling and storage techniques of equipment and or luggage to avoid injury and damage
- transport options for various journeys to enable cost effectiveness and efficiency of travel

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • makes and implements travel arrangements and schedules, including contingency plans, appropriate to the travel requirements of participants balancing efficiency, cost effectiveness, comfort and safety • uses communication techniques to convey information about travel schedules and arrangements to all participants and maintains the safety and wellbeing of participants during the journey • applies a continuous improvement approach to evaluate travel outcomes and recommend potential improvements.
Context of and specific resources for assessment	Assessment must ensure implementation and maintenance of documentation for multiple travel arrangements which are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a group of participants involved in recreation activities • logistical resources and equipment required for travel • support staff and personnel to assist in travel • organisational policies and procedures related to making travel arrangements • required travel documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of candidate's interaction with appropriate personnel to plan, supervise and review travel arrangements for participants in recreation activities • oral or written questioning to assess candidate's knowledge of the principles and techniques for effective group management • portfolio containing evidence of documentation created by candidate relating to the planning and supervision of travel arrangements • third-party reports from a supervisor detailing candidate's work performance over multiple

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applications.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants may include:

- experienced
- inexperienced
- adults
- children
- groups.

Appropriate personnel may include:

- managers
- carers.

Relevant legislation may include:

- occupational health and safety
- duty of care
- anti-discrimination
- road safety and transport
- working with children
- privacy
- consumer protection.

Organisational policies and procedures may include:

- occupational health and safety
- roles and responsibilities of staff
- communication protocols
- liability
- insurance
- codes of behaviour
- protocols for making travel arrangements
- reporting obligations.

Resource and logistical requirements may include:

- bookings
- licensing
- insurance
- equipment
- clothing

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	• meals • medical.
Risks may include:	• disruption to travel arrangements • injury or illness • alterations to schedule • misplaced or lost equipment • accidents • staff unavailability.
Travel arrangements may include:	• method of transport • route • departure and arrival times • comfort and hygiene • overnight accommodation • supervision and support • transport of equipment and belongings.
Strategies for effective group management may include:	• head counts • rolls • buddy systems • travel partners • codes of behaviour • communication strategies.

Unit Sector(s)

Community Recreation

Competency Field

Community Recreation Operations

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SISCDAN301A Teach recreational dance

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and teach recreational dance classes. It focuses on using methods for teaching dance in a community, social or recreational context and implementing injury prevention strategies.

Application of the Unit

This unit applies to those working as community dance instructors in a community recreation environment with responsibility for teaching recreational dance programs. Work would be undertaken in locations such as community recreation centres, indoor or outdoor recreation facilities or dance studios with a focus on community development.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Identify participant needs and expectations.	1.1. Identify the ***characteristics***, needs and expectations of participants according to ***organisational policies and procedures*** and the ***roles and functions of dance***.
	1.2. Identify any special requirements according to participants' needs.
	1.3. Advise participants of any reasons why they should not participate in the recreational ***dance program***.
2. Plan a recreational dance program.	2.1. Identify and access ***equipment and resources*** appropriate for the program according to organisational policies and procedures.
	2.2. Design and document a recreational dance program to meet the identified needs and abilities of participants according to ***relevant legislation*** and organisational policies and procedures.
	2.3. Identify effective and safe ***teaching strategies*** appropriate to the teaching context.
	2.4. Select music and choreography appropriate to the teaching context.
	2.5. Identify ***risks*** to participant safety and take action to minimise these according to relevant legislation and organisational policies and procedures.
	2.6. Identify ***injury prevention strategies*** according to organisational policies and procedures.
	2.7. Identify and provide a ***safe dance environment*** according to organisational policies and procedures.
3. Conduct the recreational dance program.	3.1. Communicate instructions and relevant information to participants in a suitable manner.
	3.2. Monitor participants' progress against program aims.
	3.3. Implement identified teaching methods and strategies and modify as required.
	3.4. Assist participants to perform dance moves and make appropriate corrections according to organisational policies and procedures.
	3.5. Encourage participants to seek and provide feedback regarding their progress during the program, according to organisational policies and procedures.
	3.6. Implement injury prevention strategies according to organisational policies and procedures.
4. Identify community performance	4.1. Identify appropriate ***community performance opportunities*** for participants according to

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ELEMENT	PERFORMANCE CRITERIA
opportunities.	organisational policies and procedures. 4.2. Apply selection procedures for performance roles according to organisational policies and procedures. 4.3. Assist participants to prepare for community recreational dance performances.
5. Evaluate the program.	5.1. Seek and acknowledge feedback from ***relevant stakeholders*** involved in the program. 5.2. Evaluate all relevant components of the program according to organisational policies and procedures. 5.3. Identify potential areas of improvement for future programs. 5.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants and elicit the information required to design a recreational dance program to meet participant needs
  - convey information and instructions about safe participation in the program
  - seek and provide feedback about the recreational dance program
- problem-solving skills to:
  - plan program according to participants' needs, abilities and risk factors
  - identify and implement effective teaching strategies to promote self-expression and self-confidence
  - evaluate and modify the program as required
- planning and organisational skills to source, access and coordinate resources and equipment necessary for the implementation of the recreational dance program
- literacy skills to produce and document a recreational dance program
- self-management skills to review and reflect on own work performance in facilitating personal development and self-confidence in participants
- skills in the chosen genre and style of dance

Required knowledge

- legislation and organisational policies and procedures that enable safe and non-discriminatory conduct of the recreational dance program

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- philosophies and principles of community development, to enable inclusive client-centred practices
- health and other factors affecting ability to participate in dance classes, to enable design of appropriate dance movements and techniques
- anatomy and physiology of basic body structures to enhance safe dance practice
- common dance injuries, to enable the implementation of effective injury prevention strategies
- sources of information and resources on dance safety
- basic first aid procedures to enable effective management of injuries that may occur during the program
- risk analysis processes to enable assessment of the potential impact of planned dance program on participant safety
- genre and style of dance to instruct the participants the skills or movements during sessions
- teaching methods to promote self-expression and self-confidence
- factors affecting group dynamics and conflict resolution strategies to enable constructive engagement of participants
- equipment testing and checking techniques to enable safe use of all equipment
- evaluation processes to enable improvements to be made to the program
- principles of group management to build group cohesion and encourage participation
- fundamental principles of dance analysis to enable accurate corrections to be made to technique
- fundamental principles of dance such as choreography, performance and appreciation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and conducts recreational dance programs in response to the needs and capabilities of participants • uses teaching methods and strategies that are safe and supportive, monitors the progress of participants and makes adjustments in response to changing situations • applies contingency management techniques to deal with a range of problems and issues that may arise during program implementation

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- provides positive feedback to encourage motivation, self-esteem and self-expression
- evaluates and reflects on own performance to identify ways in which program outcomes can be improved.

Context of and specific resources for assessment

Assessment must ensure candidate plans and conducts multiple recreational dance programs of a sufficient duration to enable demonstration of techniques that balance individual and group needs and ensure consistency of performance.

Assessment must also ensure access to:

- range of participants to participate in the program
- an environment or facility appropriate for recreational dance sessions
- equipment, resources and support staff required for the delivery of the dance program
- relevant legislation and organisational policies and procedures in relation to personal development.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of candidate preparing for and conducting a recreational dance program
- observation of candidate interacting with a range of participants, including conveying information for safe participation in programs, and monitoring and evaluating programs
- observation of candidate dealing with contingencies such as the changing availability of equipment or venues
- oral or written questioning to assess candidate's knowledge of dance forms and techniques
- portfolio containing evidence of dance program planning and modification
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

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

- SISCCRD301A Facilitate community development through recreational activities.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:

- age
- skill level
- fitness
- emotional, physical and intellectual development
- existing injuries.

Organisational policies and procedures may include:

- occupational health and safety
- reporting of hazards and risks
- risk minimisation
- selection of participants for performances
- scheduling requirements
- communication protocols
- budget allocation.

Roles and functions of dance may include:

- artistic
- social
- ritual or ceremonial
- spiritual
- self-expression and creativity.

Dance program may include:

- ballet
- contemporary
- jazz
- folk
- latin
- ballroom
- classical dance forms
- ethnic dance forms
- Indigenous dance
- social dance
- frequency
- intensity
- duration.

Equipment and resources may include:

- dance studio or community hall
- music
- technological aids

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	• electronic equipment • teaching aids.
Relevant legislation may include:	• occupational health and safety • privacy • duty of care • working with children • equal opportunity.
Teaching strategies may include:	• whole skill • progressive • demonstration • command and response • directive approaches through specific set tasks • experiential or problem-solving.
Risks may include:	• level of challenge and difficulty • behaviour of other participants.
Injury prevention strategies may include:	• warm-up and cool-down • stretching for flexibility • suitable footwear and clothing.
Safe dance environment may include:	• size of floor area • ventilation • unobstructed space • appropriate heating, cooling and lighting • appropriate floor coverings • security.
Community performance opportunities may include:	• community concerts • class performances.
Relevant stakeholders may include:	• participants • staff • colleagues • community organisations.

Unit Sector(s)

Community Recreation

Competency Field

Dance

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SISCSDF301A Instruct the basic skills of unarmed self-defence

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct basic unarmed self-defence skills against an opponent. This unit does not include self-defence against multiple attackers or armed attackers.

Application of the Unit

This unit applies to those working as self-defence instructors working in a community recreation environment with responsibility for teaching self-defence programs. Work would be undertaken in locations such as community recreation centres or halls and indoor or outdoor recreation facilities with a focus on community development.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Identify participant needs and expectations.	1.1. Identify the ***characteristics***, ***needs and expectations*** of ***participants*** according to ***organisational policies and procedures***. 1.2. Identify any participants with specific requirements according to organisational policies and procedures. 1.3. Advise participants of any reasons why they should not participate in self-defence activities.
2. Plan an unarmed self-defence program.	2.1. Gather ***relevant information*** to plan a ***basic unarmed self-defence program*** according to organisational policies and procedures. 2.2. Identify and access ***equipment*** and ***resources*** appropriate for the program according to organisational policies and procedures. 2.3. Design and document a self-defence program to meet the identified needs and abilities of participants according to ***relevant legislation*** and organisational policies and procedures. 2.4. Identify effective and safe ***teaching strategies*** appropriate to the teaching context. 2.5. Identify ***risks*** to participant safety and take action to minimise these according to relevant legislation and organisational policies and procedures. 2.6. Identify ***injury prevention strategies*** according to organisational policies and procedures. 2.7. Inspect and confirm setup of equipment for self-defence sessions according to organisational policies and procedures.
3. Instruct the program.	3.1. Communicate instructions and relevant information in a manner suitable for the participants. 3.2. Use appropriate methods of self-defence instruction to develop the basic skills of a self-defence system according to ***best practice principles*** and organisational policies and procedures. 3.3. Instruct participants in technically correct exercises and skills of unarmed self-defence according to organisational policies and procedures. 3.4. Demonstrate safe methods of handling training equipment to trainees and assistants according to organisational policies and procedures. 3.5. Observe clients' execution of basic skills of unarmed self-defence and apply correction techniques to

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ELEMENT	PERFORMANCE CRITERIA
	improve individual or group skills. 3.6. Monitor participants' progress against program aims and modify session as required. 3.7. Encourage participants to seek and provide feedback regarding their progress during the program according to organisational policies and procedures. 3.8. Implement injury prevention strategies according to organisational policies and procedures.
4. Utilise assistants during a self-defence session.	4.1. Instruct assistant or assistants to set up equipment for the self-defence activity safely and correctly according to organisational policies and procedures. 4.2. Direct assistants to instruct basic skills of unarmed self-defence within the specific self-defence system using appropriate communication strategies. 4.3. Monitor assistants during instruction of basic skills of unarmed self-defence according to organisational policies and procedures.
5. Evaluate the program.	5.1. Seek and acknowledge feedback from ***relevant stakeholders*** involved in the program. 5.2. Evaluate all relevant components of the program according to organisational policies and procedures. 5.3. Identify potential areas for improvement in future programs. 5.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants and elicit information required to design an appropriate self-defence program to meet participant needs
  - convey information and instructions to participants and assistants about safe participation in the program
  - seek and provide feedback about the self-defence program
- problem-solving skills to:
  - plan self-defence programs according to participants' needs, abilities and risk

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factors
    - identify and implement effective teaching strategies to promote skills development
    - analyse self-defence technique to provide instructions for improvement
    - evaluate and modify programs as required
- planning and organisational skills to source, access and coordinate resources and equipment necessary for the implementation of the self-defence program
- literacy skills to produce and document programs for unarmed self-defence
- self-management skills to review and reflect on own work performance to facilitate personal development and self-confidence
- application of manoeuvres, techniques and methods of a self-defence system
- application and demonstration of injury prevention strategies

Required knowledge

- relevant legislation to enable safe and non-discriminatory conduct of the self-defence program
- principles of community development to enable inclusive client-centred practices
- health and other factors affecting ability to participate in self-defence classes, to enable design of safe and effective self-defence movements and techniques
- organisational policies and procedures regarding the planning and conduct of an unarmed self-defence program such as those related to appropriate use of equipment and venues
- biomechanics associated with the unarmed self-defence skills of the particular self-defence system being taught to enable safe and effective instruction
- common injuries sustained through self-defence drills and activities to enable the implementation of effective injury prevention strategies
- basic first aid procedures to enable effective management of injuries that may occur during the program
- manoeuvres, techniques and methods of the self-defence system being taught to enable accurate demonstration and correction of skills
- risk analysis processes to enable assessment of the potential impact of planned techniques and manoeuvres on participant safety
- self-defence principles, strategies, teaching methods and factors that affect skills acquisition, to promote effective skills development and confidence
- factors affecting group dynamics and conflict resolution strategies to enable constructive engagement of participants
- equipment testing and checking techniques to enable safe use of all equipment
- evaluation processes to enable improvements to be made to the program
- fundamental principles of technique analysis to enable accurate and prompt corrections to technique
- physiology and psychology of pain and danger to enable an appropriate response

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- carries out community self-defence instruction professionally and safely, in a non-discriminatory manner using a client-centred approach and appropriate communication strategies to encourage participation and interaction
- uses knowledge of self-defence systems, techniques and manoeuvres to plan and conduct unarmed self-defence programs in response to the needs and capabilities of participants
- uses teaching methods and strategies that are safe, supportive, encouraging and non-threatening; monitors the progress of participants and makes adjustments in response to changing situations
- coordinates and allocates program resources to optimise their use by participants
- applies effective contingency management techniques to deal with problems and issues that may arise during the program, including motivation and participation levels and injuries to participants
- provides positive feedback to encourage motivation and self development
- evaluates and reflects on own performance to identify ways in which program outcomes and benefits to participants can be improved.

Context of and specific resources for assessment

Assessment must ensure candidate plans and conducts multiple unarmed self-defence sessions of sufficient duration to demonstrate techniques that build group cohesion and balance individual and group needs and consistency of performance.

Assessment must also ensure access to:

- a range of participants to undertake an unarmed self-defence program
- an environment or facility appropriate and safe for the conduct of unarmed self-defence sessions
- equipment and resources required for the delivery of the program including assistants and equipment

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- documentation such as program plans, forms relating to equipment checks and documentation relating to equipment damage
- relevant legislation and organisational policies and procedures in relation to the conduct of self-defence sessions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of candidate interacting with a range of participants, including conveying information about safe participation in programs, monitoring and evaluating programs
- observation of candidate dealing with contingencies such as the changing availability of equipment or venues
- oral or written questioning to assess candidate's knowledge of biomechanical principles as they apply to the self-defence techniques and manoeuvres being instructed
- portfolio containing evidence of self-defence program planning and modification
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

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

- SISCCRD301A Facilitate community development through recreational activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:

- age
- skill level
- fitness
- emotional, physical and intellectual

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	development • existing injuries • stage of development • personality • body type and composition.
Needs and expectations may include:	• physical • emotional • motivational • psychological.
Participants may include:	• experienced or inexperienced • adults • children • school or youth groups • club or group members.
Organisational policies and procedures may include:	• occupational health and safety • risk minimisation • privacy • duty of care • extent and limitations of responsibilities • staff behaviour • time constraints and scheduling requirements • budget allocation • hire of equipment.
Relevant information may include:	• needs and expectations of organisation • needs and expectations of participants • numbers, ages and gender of participants • previous experience and developmental stage of participants • available time • staff, physical and financial resources • suitable attire • safe use of equipment • safe and responsible behaviour • emergency procedures.
Basic unarmed self-defence program may include:	• manoeuvres, techniques and methods • grouping and progression of fundamental skills • teaching methods • exercises • basic skills.
Equipment and resources may	• jigsaw mats • hand-held punching bags, kicking bags, focus

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include:	mitts • free-standing or structural types of striking or kicking equipment • plastic training knives or other simulation equipment • body guards, face guards and other forms of face and body protection equipment • hand, shin, instep, forearm, groin, chest, elbow and knee guards.
Relevant legislation may include:	• occupational health and safety • privacy • duty of care • working with children • equal opportunity • sexual harassment.
Teaching strategies may include:	• whole skill • voice command and response • reciprocal or peer tutoring • feedback and refinement • explanation • demonstration • partner application.
Risks may include:	• level of challenge and difficulty • behaviour of other participants • incorrect use of equipment • inappropriate floor coverings • conflict with others.
Injury prevention strategies may include:	• warm-up, cool-down • stretching for flexibility • suitable footwear and clothing.
Best practice principles may include:	• accepted preventative practice adopted throughout the self-defence or martial arts industry to minimise safety hazards or risks • instructors' code of conduct policies developed by the peak bodies responsible for the teaching of self-defence • national activity organisation regulations and guidelines • national code of conduct for martial arts centres and instructors.
Relevant stakeholders may include:	• participants • staff • parents or caregivers

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- colleagues
- community organisations.

Unit Sector(s)

Community Recreation

Competency Field

Self-Defence

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SISCSDF302A Instruct the intermediate skills of unarmed self-defence

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct unarmed intermediate self-defence skills including partner applications against an opponent. It focuses on planning, conducting and evaluating an intermediate unarmed self-defence program.

Application of the Unit

This unit applies to those working as self-defence instructors in a community recreation environment and whose responsibilities include teaching self-defence programs. Work would be undertaken in locations such as community recreation centres or halls and indoor or outdoor recreation facilities with a focus on community development.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify participant needs and expectations.	1.1. Identify the ***characteristics***, ***needs and expectations*** of ***participants*** according to ***organisational policies and procedures***. 1.2. Identify any participants with specific requirements according to organisational policies and procedures. 1.3. Advise participants of any reasons why they should not participate in self-defence activities.
2. Plan an intermediate unarmed self-defence program.	2.1. Gather ***relevant information*** to plan an ***intermediate unarmed self-defence program*** according to organisational policies and procedures. 2.2. Identify and access ***equipment*** and ***resources*** appropriate for the program according to organisational policies and procedures. 2.3. Design and document an intermediate self-defence program to meet the identified needs and abilities of participants according to ***relevant legislation*** and organisational policies and procedures. 2.4. Identify effective and safe ***teaching strategies*** appropriate to the teaching context. 2.5. Identify ***risks*** to participant safety and take action to minimise these according to relevant legislation and organisational policies and procedures. 2.6. Identify ***injury prevention strategies*** according to organisational policies and procedures. 2.7. Inspect and confirm set-up of equipment for self-defence session according to organisational policies and procedures.
3. Instruct the self-defence program.	3.1. Communicate instructions and relevant information to participants in a suitable manner. 3.2. Use appropriate methods of self-defence instruction to develop the intermediate skills of a self-defence system according to ***best practice principles*** and organisational policies and procedures. 3.3. Instruct participants in technically correct exercises and skills of intermediate unarmed self-defence according to organisational policies and procedures. 3.4. Demonstrate safe methods of handling training equipment to trainees and assistants according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational policies and procedures. 3.5. Observe participants' execution of intermediate skills of unarmed self-defence and apply correction techniques to improve individual or group skills. 3.6. Encourage participants to seek and provide feedback regarding their progress during the program according to organisational policies and procedures. 3.7. Implement injury prevention strategies according to organisational policies and procedures. 3.8. Respond to accident and or emergency situations according to organisational policies and procedures.
4. Utilise assistants during a self-defence session.	4.1. Instruct assistant or assistants to set up equipment for the self-defence activity safely and correctly according to organisational policies and procedures. 4.2. Direct assistants to instruct participants in the intermediate skills of unarmed self-defence within the specific self-defence system using appropriate communication strategies. 4.3. Monitor assistants during instruction of intermediate skills of unarmed self-defence and intervene as required according to organisational policies and procedures.
5. Evaluate the program.	5.1. Seek and acknowledge feedback from ***relevant stakeholders*** involved in the program. 5.2. Evaluate all relevant components of the program according to organisational policies and procedures. 5.3. Identify potential areas for improvement in future programs. 5.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants and elicit information required to design an appropriate intermediate self-defence program to meet participant needs
  - convey information and instructions to participants and assistants about safe

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participation in the program
    - seek and provide feedback about the program
- problem-solving skills to:
    - plan an intermediate self-defence program according to participants' needs, abilities and risk factors
    - identify and implement effective teaching strategies to promote skills development
    - analyse self-defence technique to provide instructions for improvement
    - evaluate and modify the program as required
- planning and organisational skills to source, access and coordinate resources and equipment necessary for the implementation of the self-defence program
- literacy skills to produce and document a program for intermediate unarmed self-defence
- self-management skills to review and reflect on own work performance to facilitate personal development and self-confidence
- application of manoeuvres, techniques and methods of a self-defence system
- application of first aid treatment to deal with accidents or emergencies that arise during self-defence sessions

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of the self-defence program
- risk analysis processes to enable assessment of the potential impact of planned techniques and manoeuvres on participant safety
- equipment testing and checking techniques to enable safe use of all equipment
- fundamental principles of technique analysis to enable accurate and prompt corrections to technique to prevent injury
- common injuries sustained through self-defence drills and activities to enable the implementation of effective injury prevention strategies
- basic first aid procedures to enable effective management of injuries that may occur during the program
- physiology and psychology of pain and danger to enable an appropriate response
- principles of community development to enable inclusive client-centred practicesfactors commonly affecting ability to participate in self-defence classes, to enable design of appropriate self-defence movements and techniques
- biomechanics associated with the intermediate unarmed self-defence skills pertaining to the particular self-defence system being taught
- factors affecting group dynamics and conflict resolution strategies to enable constructive engagement of participants
- self-defence principles, strategies and teaching methods to promote skills development and confidence
- factors that affect acquisition of self-defence skills to enable use of appropriate teaching strategies
- manoeuvres, techniques and methods of the particular self-defence system being

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taught
- drills, activities and exercises to develop appropriate intermediate self-defence skills
- evaluation processes to enable improvements to be made to the program

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and conducts intermediate unarmed self-defence programs in response to the needs and capabilities of participants, using safe and supportive teaching methods and strategies • monitors the progress of participants and makes adjustments in response to changing situations to improve skills development • applies effective contingency management techniques to deal with problems and issues that may arise during the program including motivation and participation levels and injuries to participants • evaluates and reflects on own performance to identify ways in which program outcomes and benefits to participants can be improved.
Context of and specific resources for assessment	Assessment must ensure candidate plans and conducts multiple intermediate unarmed self-defence sessions of sufficient duration to demonstrate techniques that build group cohesion and balance individual and group needs, and consistency of performance. Assessment must also ensure access to: • a range of participants wishing to undertake an intermediate unarmed self-defence program • an environment or facility appropriate for the conduct of unarmed self-defence sessions • resources required for the delivery of the program including assistants and equipment • legislation and organisational policies and procedures relevant to the conduct of self-defence sessions.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of candidate interacting with a range of participants, including conveying information about safe participation in programs, monitoring and evaluating programs
- observation of candidate dealing with contingencies such as the changing availability of equipment or venues
- oral or written questioning to assess candidate's knowledge of self-defence techniques and manoeuvres
- portfolio containing evidence of intermediate self-defence program planning and modification
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:

- age
- skill level
- fitness
- emotional, physical and intellectual development
- existing injuries
- stage of development
- personality
- body type and composition.

Needs and expectations may include:

- physical
- emotional
- motivational
- psychological.

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Participants may include:

- experienced or inexperienced
- adults
- children
- school or youth groups
- club or group members.

Organisational policies and procedures may include:

- occupational health and safety
- collection and use of information
- privacy
- duty of care
- extent and limitations of responsibilities
- staff behaviour
- risk minimisation
- emergency procedures
- time constraints and scheduling requirements
- budget allocation
- hire of equipment.

Relevant information may include:

- needs and expectations of organisation
- needs and expectations of participants
- numbers, ages and gender of participants
- previous experience and developmental stage of participants
- available time
- special requirements
- staff, physical and financial resources
- suitable attire
- safe use of equipment
- occupational health and safety requirements
- safe and responsible behaviour
- emergency procedures.

Intermediate unarmed self-defence program may include:

- manoeuvres, techniques and methods
- grouping and progression of intermediate skills
- teaching methods
- exercises
- skills and strategies:
  - six basic locks
  - six movement lock flow
  - direct attack
  - indirect attack
  - timing
  - counter attack

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- mobile defence.

Equipment and resources may include:

- jigsaw mats
- hand-held punching bags, kicking bags, focus mitts
- free-standing or structural types of striking or kicking equipment
- plastic training knives or other simulation equipment
- body guards, face guards and other forms of face and body protection equipment
- hand, shin, instep, forearm, groin, chest, elbow and knee guards.

Relevant legislation may include:

- occupational health and safety
- privacy
- duty of care
- working with children
- equal opportunity.

Teaching strategies may include:

- whole skill
- voice command and response
- reciprocal or peer tutoring
- feedback and refinement
- explanation
- demonstration
- partner application.

Risks may include:

- level of challenge and difficulty
- behaviour of other participants
- physical risks such as incorrect use of equipment
- inappropriate floor coverings
- movements or manoeuvres
- emotional risks such as conflict with others.

Injury prevention strategies may include:

- warm-up and or cool-down
- stretching for flexibility
- suitable footwear and clothing.

Best practice principles of self-defence activities may include:

- accepted preventative practice adopted throughout the self-defence or martial arts industry to minimise safety hazards or risks
- instructors' code of conduct developed by the peak bodies responsible for the teaching of self-defence
- national activity organisation regulations and guidelines
- national code of conduct for martial arts

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	centres and instructors.
Relevant stakeholders may include:	• participants • staff • colleagues • community organisations.

Unit Sector(s)

Community Recreation

Competency Field

Self-Defence

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SISFFIT301A Provide fitness orientation and health screening

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify clients' general fitness requirements though the use of a screening form and advise clients on appropriate fitness facilities and services.

Application of the Unit

This unit applies to front-of-house customer service staff who are exercise instructors and who work in facilities that provide a range of exercise programs such as aqua, group or gym based to general populations including older clients and children who present with no major health conditions. This unit is applicable to those working in fitness venues, gyms or other exercise environments.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify general client fitness requirements.	1.1. Identify general ***client*** fitness requirements 1.2. Identify and assess client ***requirements and expectations*** according to ***organisational policies and procedures***. 1.3. Explain available ***services and facilities*** relevant to the client's requirements and expectations. 1.4. Greet client in a friendly and courteous manner
2. Advise client on the benefits of fitness appraisal and exercise prescription.	2.1. Explain the ***benefits*** of fitness activities relevant to the needs of the client. 2.2. Advise the client of the benefits of fitness appraisals and exercise programs. 2.3. Advise the client on specific fitness activities to meet identified needs.
3. Administer and process a health screening questionnaire.	3.1. Briefly explain the ***purpose*** of a pre-exercise health-screening questionnaire to the client. 3.2. Provide and administer an industry standard health screening questionnaire to the client according to organisational policies and procedures. 3.3. Review the questionnaire in consultation with the client and clarify **screening information** provided as required. 3.4. Refer the client to ***appropriate personnel*** for further appraisal as required. 3.5. Provide information to the client on the selected exercise program. 3.6. Process or file the screening questionnaire according to organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - obtain information from clients about their needs and expectations
  - convey information about fitness activities and services
  - clarify screening information provided by clients

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    - refer clients to appropriate personnel as appropriate
- problem-solving skills to match client needs to appropriate fitness activities and services
- literacy skills to administer a health screening questionnaire and clarify screening information.

Required knowledge

- organisational policies and procedures to enable the collection, use and storage of personal client information
- purpose and content of basic health screening questionnaires to enable accurate information to be communicated to clients and accurate responses to be made to client queries
- fitness industry standards and practices for client health screenings
- features and benefits of exercise programs and services provided to enable clients to receive accurate advice about the most appropriate programs and services for their needs and fitness goals
- process of identification of risk stratification and appropriate referral.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • accurately identifies client's fitness requirements and provides clear information about appropriate exercise programs and services • interacts with the client in a friendly and courteous manner using appropriate communication strategies and organisational channels to collect, handle and clarify sensitive information and to respond to client queries • works within role and responsibilities to administer, review and process a health screening questionnaire and makes arrangements for clients to follow up appraisal with appropriate personnel as required.
Context of and specific resources for assessment	Assessment must ensure the provision of orientation to multiple clients with a range of fitness goals and expectations to demonstrate consistency of performance. Assessment must also ensure access to:

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- a facility where a variety of exercise programs and services are available
- a range of clients with a range of real or simulated fitness needs and expectations and relevant personnel for follow-up appraisals
- documentation such as health screening questionnaires, written facility information about available exercise programs and services and organisational policies and procedures relating to client orientation.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of consulting with clients to convey information about exercise programs and respond to queries
- oral or written questioning to assess knowledge of fitness industry standards and practices for health screening of clients
- third-party reports from colleagues or supervisors detailing work performance.

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

- SISFFIT307A Undertake client health assessment

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Client may include:

- experienced or inexperienced
- older clients
- children
- adolescents
- active or inactive.

Requirements and expectations may include:

- fitness goals
- specific exercise preferences

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	• expected outcomes • perceived benefits • cost • time availability • scheduling • range of facilities and equipment.
Organisational policies and procedures may include:	• records management • privacy • screening of clients • referral requirements.
Services and facilities may include:	• group exercises • one-on-one training • healthy eating information • lifestyle advice • fitness equipment • memberships.
Benefits may include:	• general fitness and wellbeing • strength and balance • flexibility • stamina • mental health.
Purpose may include:	• information general health and fitness goals • possible barriers to participation.
Screening information must include:	• medical conditions • prescribed medications • existing injuries • current fitness level • functional limitations • lifestyle factors • exercise history.
Appropriate personnel may include:	• supervisors • co-ordinators • duty managers • fitness instructors.

Unit Sector(s)

Fitness

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Competency Field

Fitness

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SISFFIT302A Provide quality service in the fitness industry

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, interpersonal, communication and customer service skills and knowledge required to work in the fitness industry. It requires the ability to use appropriate communication techniques, maintain high personal presentation standards, establish rapport with clients, determine and address client needs and expectations and deal with complaints.

Application of the Unit

This unit describes fundamental communication and customer service skills for those working within the fitness industry and applies to the full range of industry sectors and environments. The fitness service could be for one-on-one or small group and service provision could be face-to face, via electronic means or over the telephone.

This unit underpins effective performance for all skills involving client interaction at all levels.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Communicate with clients.	1.1. Conduct ***communication*** with ***clients*** in a polite, professional and friendly manner. 1.2. Use language and tone appropriate to a given situation in both written and spoken communication. 1.3. Source relevant information about products and services and provide information clearly to clients. 1.4. Use appropriate ***non-verbal communication*** in all situations. 1.5. Observe and take into consideration non-verbal communication of clients. 1.6. Show sensitivity to ***cultural and social differences***. 1.7. Use active listening and questioning to facilitate effective two-way communication. 1.8. Select an appropriate ***medium of communication*** for the particular audience, purpose and situation, taking into consideration the characteristics of each medium and the ***relevant factors involved***. 1.9. Use selected communication medium correctly and according to standard ***protocols and organisation procedures***.
2. Maintain personal presentation standards.	2.1. Practise high standards of ***personal presentation*** according to organisation requirements, work location, impacts on different types of clients and specific requirements for particular work functions.
3. Provide service to clients.	3.1. Identify client needs and expectations correctly, including ***clients with special needs***, and provide appropriate products, services or information. 3.2. Meet all reasonable client needs and requests within acceptable organisation timeframes. 3.3. Identify and take all opportunities to enhance service quality.
4. Develop a client	4.1. Create and update client records according to

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ELEMENT	PERFORMANCE CRITERIA
relationship.	organisation protocols. 4.2. Develop a rapport with and provide empathy and special assistance to the client who is faced with special needs or circumstances. 4.3. Promote repeat business by the offer of ***promotional services***. 4.4. Encourage clients to voice queries and or fears and address these appropriately. 4.5. Take into consideration cultural and personal factors when consulting or interacting with clients. 4.6. Exercise discretion and confidentiality appropriately, outlining and explaining to clients boundaries of confidentiality as required. 4.7. Define and apply boundaries of the exercise instructor and client relationship.
5. Respond to conflicts and client complaints.	5.1. Identify potential and existing conflicts and seek solutions in conjunction with parties involved. 5.2. Recognise client dissatisfaction promptly and take action to resolve the situation according to individual level of responsibility and organisation procedures. 5.3. Respond to ***client complaints*** positively, sensitively and politely and in consultation with the client. 5.4. Resolve or refer escalated complaints to the appropriate person according to individual level of responsibility and organisation policy and procedures. 5.5. Maintain a positive and cooperative manner at all times. 5.6. Present relevant information clearly. 5.7. Discuss unresolved concerns. 5.8. Make appointments for clients according to workplace guidelines when required
6. Use ***basic counselling skills***.	6.1. Determine needs for basic counselling. 6.2. Provide basic counselling.

Required Skills and Knowledge

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

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Required skills

- communication techniques
  - non-verbal communication,
  - active listening and
  - open and closed questioning
- basic writing skills to write clear and concise messages, notes, emails and faxes
- basic literacy skills to read messages, notes, emails and faxes and to locate and understand specific information required by the client and or employer
- telephone skills to correctly operate the equipment and to use correct vocal tone, pace and volume
- problem-solving skills to:
  - identify and respond to different cultural and special needs and expectations
  - select and use appropriate language according to client differences
  - identify and resolve:
    - conflict situations,
    - client complaints and
    - misunderstandings within scope of responsibility
  - assess the need for professional counselling
- use basic counselling skills to facilitate various goals and to recognise the limitations of own counselling skills
- customer service techniques to meet client requirements and requests, develop rapport and promote suitable products and services.

Required knowledge

- protocol and service rituals of the industry, sector and organisation
- ethics of professional fitness industry behaviour
- characteristics, uses and conventions of different types of communication mediums
- stresses faced by clients
- promotional products and services provided by the fitness industry and the specific organisation
- local professional counselling resources
- legal and ethical issues relating to exercise instructors and client relations
- procedures for the provision of services
- standards of personal presentation that apply to the fitness industry and the organisation in particular
- knowledge of different cultural groups and appropriate communication protocols
- complaint handling policies and procedures that generally operate within the fitness industry and the organisation in particular.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- understanding of communication and customer service and its importance in a fitness industry context
- ability to communicate effectively with a variety of clients including those with special needs and difficult or complaining ones
- ability to provide quality customer service on multiple occasions. This should occur over a period of time and cover a range of diverse customer service situations, including the resolution of complaints, to ensure consistency of performance and ability to respond to different circumstances.
- completion of service within commercial time constraints so that all clients are served effectively.

Context of and specific resources for assessment

Assessment must ensure:

- that the candidate has accessed a fully equipped fitness environment using appropriate telephones, computers, printers, information programs, product publications and software programs currently used in the fitness industry to assist with communication and service provision
- interaction with clients to demonstrate the interpersonal communication requirements of the unit
- the presence of sufficient client traffic that allows for prioritisation of tasks.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate providing service to clients
- project or work activities that show the candidate's ability to provide quality customer service that meets the requirements of differing industry contexts
- role-plays about communication situations and the resolution of complaints and misunderstandings
- review of simple messages written by the candidate

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for various situations
- review of client feedback
- written and oral questioning or interview to test knowledge of effective communication techniques and personal presentation requirements

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Communication may be:

- verbal
- by written format, such as handwritten, electronic (e.g. email) or hard copy (e.g. letter)
- by telephone
- face-to-face
- varied according to the needs of the client including:
  - use of appropriate voice tonality and volume
  - use of languages other than English
  - use of a family interpreter
  - use of basic gestures
  - use of visual aids such as photographs, sketches or product information sheets
  - formal
  - informal using abbreviations.

Clients may be:

- team members and colleagues in a large internal structure
- external customers and clients
- business to business client
- new
- regular

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	• retail • corporate.
Non-verbal communication may involve:	• body language • dress and accessories • gestures and mannerisms • use of space • culturally specific communication, customs and practices. • eye contact
Cultural and social differences may include:	• modes of greeting, farewelling and conversation • body language, including use of body gestures • formality of language • clothing.
Medium of communication may be via:	• letter • promotional materials such as newsletters • fax • email or other electronic communication • simple written messages, such as writing down the price of display items or telephone messages • face-to-face • telephone • two-way communication systems • standard forms and proformas • assistive technology, e.g. telephone typewriter (TTY).
Factors affecting the selection of appropriate medium *may include*:	• technical and operational features • access of the sender and receiver to necessary equipment • technical skills required to use the medium • required format • degree of formality required • urgency and timeframes.
Protocols and organisation procedures may include:	• modes of greeting and farewelling • addressing the person by name • required timeframe for addressing and serving clients • required timeframe for response to an enquiry • style manual requirements • use of standard letters • use of proformas e.g. tickets, labels, signs and

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	quotations • relationship with referral organisation.
Personal presentation may include:	• attire, shoes and accessories • wearing of uniform items within the organisation's policy requirements • complying with organisation's policy for personal presentation • hair and grooming • hands and nails • jewellery • personal hygiene.
Clients with special needs may include:	• those with a disability • those with special cultural or language needs • overweight or obese • those with challenging behaviour • unaccompanied children or adolescents • parents with young children • pregnant women • older clients.
Promotional services may include:	• client loyalty programs • newsletters • email notification of sales or promotional packages • sale of gift vouchers • marketing events and activities • discount vouchers.
Client complaints may relate to:	• problems with the service • communication barriers or misunderstandings • communication via email or other electronic means, telephone, mail or face-to face contact.
Boundaries may refer to:	• confidentiality • privacy • respect • acknowledgement of individual needs • appropriate sexual boundaries • appropriate physical boundaries • use of enquiry only as appropriate and necessary • exercise instructor awareness of possibilities of client transference • exercise instructor staying within area of expertise.

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Relevant information may include:	• confirmation of appointment date and time • number, length and costs of membership services • location directions • costs and payment options • referrals • health Practitioner referral • procedure and practices • information about general health and self care • background information about the scope of service • information about the limitation of the service provider.
The needs for basic counselling may include:	• to support client • to facilitate negotiation with client • to facilitate education of client • to facilitate information giving • to assess the need for referral to an appropriate medical or allied health professional.
Basic counselling skills may include:	• attending skills, use of body language • paraphrasing • reflecting feelings • open and closed questioning or probing • summarising • reframing • exploring options • normalising statements.
Organisation specific guidelines may include:	• clients requiring professional counselling are referred • basic counselling is used as a communication tool and for emotional support when necessary • client boundaries are respected at all times • counselling is provided in accordance with level of training.

Unit Sector(s)

Fitness

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Competency Field

Fitness

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SISFFIT303A Develop and apply an awareness of specific populations to exercise delivery

Modification History

Not Applicable

Unit Descriptor

This unit covers the skills and knowledge to provide appropriate advice to specific population clients on participation in fitness appraisals and fitness activities. It covers the pathology of the more common disease states and conditions encountered within the fitness industry and the limiting effects of the condition on exercise performance and functional capacity.

Application of the Unit

This unit applies to exercise instructors who work in facilities that provide a range of exercise programs and services, such as aqua, group or gym-based to specific populations. This unit is applicable to those working in fitness venues, gyms or other exercise environments under the supervision of a medical or allied health professional.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify specific population clients.	1.1. Recognise possible medical conditions, possible injuries and possible use of prescribed medications that should exclude an individual from undertaking a fitness appraisal or participating in exercise without a medical clearance and discuss with client. 1.2. Apply a recognised risk stratification process to the client's information to determine the risk status of the client and the ***level of risk*** associated with participation in exercise. 1.3. Recommend clients who need to make an appointment with a ***medical or allied health professional*** as required and implement actions resulting from evaluation of risk status. 1.4. Identify specific populations common to the fitness industry requiring modification to exercise or exercise programs.
2. Provide advice to specific population clients regarding exercise testing and participation.	2.1. Explain to the client, the legal and ethical limitations of a fitness instructor in prescribing and delivering exercise to identified specific populations, and the need for a suitably qualified exercise, medical or allied health professional to design an exercise program is acknowledged. 2.2. Apply an understanding of the specific requirements of individuals with specific disease states or conditions when providing information about exercise testing or exercise participation. 2.3. Apply an understanding of the ***pathology*** of the identified disease state, condition or injury to exercise. 2.4. Investigate the effects of ***medications*** commonly used to manage the disease or condition through consultation or research. 2.5. Promote the ***benefits of exercise for specific populations*** and discuss the anticipated structural and physiological improvements with clients. 2.6. Recommend suitable fitness activities and exercises and identify unsuitable or contraindicated activities and exercises. 2.7. Provide advice regarding exercise programs currently available in the fitness industry for specific

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ELEMENT	PERFORMANCE CRITERIA
	population ***clients*** or groups.
3. Deliver exercise programs for specific populations under the guidance of medical or allied health professionals.	3.1. Apply exercise considerations and exercise prescription guidelines relevant to the identified specific populations to the delivery of fitness activities undertaken by specific population ***clients*** who are under the supervision of an appropriate medical or allied health professional. 3.2. Advise ***clients*** that exhibit ***signs of poor exercise tolerance*** to any fitness activity to stop the exercise immediately and make an appointment to see a medical or allied health professional. 3.3. Identify modifications to ***exercise or exercise programs***, fitness programs and facilities in consultation with a medical or allied health professional.
4. Identify a network of medical and allied health professionals.	4.1. Refer fitness clients to medical or allied health professionals when ***contraindications to exercise*** are identified in accordance with organisational policies and procedures. 4.2. Use appropriate documentation and terminology to communicate information to medical or allied health professionals when referring fitness ***clients***. 4.3. Maintain client confidentiality at all times. 4.4. Identify and access suitable reference points to develop awareness of specific populations. 4.5. Identify medical or allied health professional suitable for referral of the client. 4.6. Determine the most appropriate medical or allied health professional for referral according to the specific condition or needs of the client.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - obtain and provide information (within scope) related to common medical conditions, disorders, disabilities or impairments.
  - enable consultation, advice and monitoring of client performance

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  - provide clear instruction and constructive feedback to a range of clients with specific needs
  - liaise with medical and allied health professionals
- problem-solving skills to:
  - identify exercises targeted to specific fitness components
  - assess and adjust client performance
  - identify professional limitations and refer clients to relevant medical or allied health professional
- numeracy skills to manage the time of clients and facility schedules
- observation skills to identify potential issues that require action
- literacy skills to record and update client information.

Required knowledge

- principles of exercise program design to enable safe and effective program design
- client induction and screening processes
- structure and function of major body systems to enable the selection, instruction and adjustment of exercises appropriate to client needs including:
  - musculoskeletal
  - cardiovascular
  - nervous
  - digestive
  - pathology of common medical conditions or disorders
  - exercise modification requirements of specific population groups
- effects of different exercise components on the major body systems to enable safe and appropriate exercise planning
- motivational techniques to support client adherence to the exercise program
- fitness industry or organisation guidelines, policies and procedures to support safe and effective operations
- industry standard risk stratification process
- common medical conditions prevalent in children and young adolescents and older clients

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential:

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competency in this unit	• confirm sufficient knowledge of exercise modifications for specific populations. • identify specific population clients • apply knowledge of the pathology of the disease, condition or injury to exercise delivery • provide suitable advice to specific population clients about exercise participation • deliver exercise delivery for specific population clients after referral and under the supervision of health professionals.
Context of and specific resources for assessment	Assessment must ensure: • demonstration of skills within a facility where a variety of exercise modes and equipment are available, such as a weights gym, pool, exercise to music room and an outdoor environment • access to a range of clients with a range of real or simulated fitness needs and expectations.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of consulting with clients to determine their preferences and needs and designing and instructing an appropriate fitness program • oral or written questioning to assess knowledge of exercise program principles and their use in developing client specific exercise programs • third-party reports from colleagues or supervisors detailing work performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISFFIT304A Instruct and monitor fitness programs • SISFFIT307A Undertake client health assessment • SISFFIT308A Plan and deliver gym programs • SISFFIT309A Plan and deliver group exercise sessions • SISFFIT310A Plan and deliver water based fitness activities

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Actions resulting from evaluation of risk status may include:	• referral to a medical or allied health professional for further medical evaluation and clearance • referral for clinical test • medical or allied health professional present for sub-maximal testing • suitably qualified fitness professional conducts sub-maximal testing
Medical or allied health professionals may include:	• sports physician • sports doctor • general practitioner • physiotherapist • accredited exercise physiologist • occupational therapist • remedial massage therapist • chiropractor • osteopath • accredited practising dietician • psychologist • continence nurse advisor
Benefits of exercise for specific populations may include:	• improved functional capacity • improved quality of life • independence • decreased mortality • decreased morbidity • decrease in medication dosage • relief of symptoms.
Clients may include:	• experienced or inexperienced • adult or children • pre-natal • post-natal • menopausal • specific populations with medical or allied health clearance • medical conditions or injury under the

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	supervision of an appropriate medical or allied health professional • healthy active older clients.
Contraindications to exercise may include:	• absolute • relative • risk of participation outweighs any perceived benefits.
Exercise programs may include:	• resistance training • circuit training • gym training • endurance training • aerobic fitness • group exercise fitness session • aqua fitness session • spinning • gentle exercise • aqua therapy • stretching session.
Level of risk may include:	• low risk • moderate risk • high risk.
Common medical conditions may include:	• hypertension • high cholesterol • continence issues • asthma • metabolic disease or conditions • diabetes • obesity • pregnancy (pre and post natal) • musculoskeletal conditions • rheumatoid arthritis • osteoarthritis • osteoporosis • lower back pain • neck issues • knee injuries • depression • menopause.
Medications may include:	• lipid lowering agents • bronchodilators • anti hypertensive agents • insulin

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	• oral hypoglycaemic • anti inflammatory • analgesic • anti-depressants • non-prescribed • multiple medicine interactions.
Pathology may include	• the pathophysiology of the condition • variations of the pathophysiology of the disease and or condition • the physical or physiological effects of the disease and or condition • the psychological effects of the disease and or condition • method of how a sufferer should be managed if complications arise during a fitness activity • effect of the condition on exercise behaviour.
Signs of poor exercise tolerance may include:	• shortness of breath • pallor • dizziness or light-headedness • swelling of ankles • nausea or vomiting • fatigue • leg cramps • claudication • redness • unusual heart rate response • loss of coordination.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT304A Instruct and monitor fitness programs

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop, instruct, supervise and evaluate fitness programs for a range of fitness clients, including older adults and older adolescents.

Application of the Unit

This unit applies to exercise instructors who work in facilities that provide a range of fitness programs and services, such as aqua, group or gym-based to general populations including older clients and older adolescents who present with no major health conditions.

This unit is applicable to those working in fitness venues, gyms or other exercise environments.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify client needs and expectations.	1.1. Clarify the ***preferences***, ***needs and expectations*** of the ***client***. 1.2. Identify any special requirements according to the client's fitness level and any medical or injury problems. 1.3. Identify any ***additional factors*** that will affect the client's ability to perform in a fitness program. 1.4. Recommend client seek ***external assistance*** where required before proceeding with fitness programming according to organisational policies and procedures. 1.5. Identify a range of ***exercises*** to target specific fitness components. 1.6. Develop a balanced client exercise profile to meet identified client needs and limitations.
2. Develop an ***exercise plan*** and design a fitness program for a client.	2.1. Identify appropriate ***fitness environments*** according to client needs, preferences and organisational policies and procedures. 2.2. Utilise ***principles of fitness program design*** to develop a ***fitness program*** or general activity program, maximising the positive aspects of their environment and personal attributes for long-term adherence to the program and minimise risk of injury. 2.3. Incorporate ***motivation techniques*** to maximise fitness program adherence. 2.4. Apply programming guidelines to developing aerobic, strength, endurance and stretching programs relevant to the ***client's goals*** and fitness and the relative benefits desired from the program. 2.5. Provide appropriate safety and adherence recommendations to the client. 2.6. Discuss and confirm the ***fitness program*** with the client and record this information according to ***organisational policies and procedures***. 2.7. Explain the relative contribution to aerobic and anaerobic fitness of recommended activities to the client. 2.8. Use energy, water and other resources effectively when cleaning, preparing and maintaining equipment

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ELEMENT	PERFORMANCE CRITERIA
	and activity areas to reduce negative environmental impacts.
3. Motivate clients.	3.1. Apply ***motivation techniques*** to help a client identify barriers to adherence and to set effective exercise goals. 3.2. Use motivational techniques to positively influence the performance of clients during fitness activities. 3.3. Use ***arousal control techniques*** to improve the performance of clients during fitness activities. 3.4. Provide positive ***feedback*** to clients on their progress and any recommended changes.
4. Supervise fitness activities.	4.1. Provide ***clear and accurate instruction*** of exercises to the client. 4.2. Monitor and address any ***negative attitudinal behaviour*** or ***personal difficulties*** exhibited by the client. 4.3. Monitor and address any incorrect performance of the activities within the fitness program. 4.4. Monitor and adjust motivation techniques to meet client needs.
5. Review and adapt the client's fitness program.	5.1. Evaluate parameters of the fitness level being developed in the program. 5.2. Obtain feedback from clients on their own personal progress and their degree of satisfaction with the program. 5.3. Undertake relevant ***fitness appraisals*** to monitor a client's fitness development. 5.4. Provide feedback to the client on their progress and any changes recommended. 5.5. Record the clients amended or adapted fitness program according to organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- communication skills to:

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  - enable consultation, advice and monitoring of client performance
  - provide clear instruction and constructive feedback to clients
- problem-solving skills to:
  - identify exercises targeted to specific fitness components
  - assess and adjust client performance and exercise technique
- numeracy skills to manage the time of clients and facility schedules
- literacy skills to record and update client information.

Required knowledge

- principles of fitness program design to enable safe and effective program design
- effects of different exercise components on the major body systems to enable safe and appropriate exercise planning
- motivational techniques to support client adherence to the fitness program
- fitness venue policy and procedures to support safe and effective operations
- methods of monitoring exercise intensity
- anatomical terminology and application to exercise technique.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consults with a range of clients including older clients and older adolescents to develop fitness programs specific to individual client needs, expectations and limitations • clearly and safely demonstrates, explains and supervises fitness programs appropriate to local fitness industry and organisation requirements • evaluates and adjusts fitness programs in consultation with clients • monitors and maintains the behaviour of clients according to the requirements and expectations of the facility.
Context of and specific resources for assessment	Assessment must ensure: • demonstration of skills within a facility where a variety of exercise modes and equipment are available, such as a weights gym, pool, exercise to

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music room and an outdoor environment
- access to a range of clients with a range of real or simulated fitness needs and expectations.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of consulting with clients to determine their preferences and needs and designing and instructing an appropriate fitness program
- oral or written questioning to assess knowledge of fitness program principles and their use in developing client specific fitness programs
- third-party reports from colleagues or supervisors detailing work performance.

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

- SISFFIT301A Provide fitness orientation and health screening.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Preferences, ***needs and expectations*** may include:

- cultural considerations
- fitness goals
- perceived benefits
- cost
- time availability.

Client may include:

- pre-natal
- post-natal
- menopausal
- experienced or inexperienced
- those aged 50 years and over
- de-conditioned adults
- older adolescents
  - 16 years and over

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- active or inactive
- pregnant.

Additional factors may include:

- medical conditions
- prescribed medications
- existing injuries
- current fitness level
- functional limitations
- lifestyle evaluation
- exercise history.

Exercise plans may include:

- cardiovascular exercise
- water-based exercise
- resistance training
- flexibility
- circuit training
- gym training
- endurance training
- aerobic fitness
- group exercise fitness session
- aqua fitness session
- spinning
- gentle exercise
- stretching session.

Feedback may include:

- exercise purpose and technique
- appropriate exercise intensity
- improvements in training and technique
- fitness activity aims and objectives
- client satisfaction
- suitability and safety of facilities and equipment.

Arousal control techniques may include:

- anxiety and stress management
- progressive relaxation.

External assistance may include:

- sports physician
- sports doctor
- general practitioner
- physiotherapist
- accredited exercise physiologist
- occupational therapist
- remedial massage therapist
- chiropractor
- osteopath
- accredited practising dietician

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- podiatrist
- psychologist
- aboriginal health worker.

Exercises may include:

- circuit training
- gym training
- repetitions.

Fitness environments may include:

- indoor
- outdoor.

Motivational techniques may include:

- arousal control techniques
  - anxiety management
  - progressive relaxation
  - stress management
- arousal theories
  - drive theory
  - inverted 'u'
  - zone of optimal function.

Organisational policies and procedures may include

- Occupational Health and Safety
- records management
- medical clearance
- client age requirements
- parental or guardian consent
- use, care and maintenance of equipment and facilities
- use of outdoor locations.

Principles of fitness program design may include:

- FITT formula
- program phases:
  - preparation
  - conditioning
  - recovery
  - adaptation
- program types:
  - flexibility
  - muscular endurance
  - cardiorespiratory endurance
  - strength.

Client's goals may include:

- improved health
- enhanced appearance
- reduced body fat
- cardiovascular endurance
- improved flexibility

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	• increased strength.
Clear and accurate instruction may include	• simple explanations • demonstration of effective exercise technique • setting of intensity and loading • clear communication techniques: • reinforcement of correct technique and attitude.
Negative attitudinal behaviour may include:	• aggression • competitiveness • discourtesy to other clients
Personal difficulties may include:	• discomfort • embarrassment.
Fitness program may include:	• motivational strategies • phases • specific exercises • expected outcomes • aerobic fitness • body fat reduction • cardiovascular endurance • stretching • range of movements • flexibility • strength • power, activity or sports specific • muscle endurance • muscle hypertrophy.
Fitness appraisals may include:	• cardiovascular response • heart rate, such as tri-level aerobic response • blood pressure • range of movement • strength • girth measurements • skin folds.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT305A Apply anatomy and physiology principles in a fitness context

Modification History

Not Applicable

Unit Descriptor

This unit describes the skills and knowledge required to apply an understanding of human body structure and systems and terminology as they relate to exercise instruction. It applies to fitness professionals who may operate with some level of autonomy or under limited supervision and incorporates the self directed application of knowledge and skills.

Application of the Unit

This unit requires the exercise instructor to demonstrate during exercise delivery the application of an understanding of body structure and systems and terminology as they apply to identifying and analysing client needs, exercise selection and modification.

Licensing/Regulatory Information

No licensing, legislative regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Apply knowledge of anatomical and physiological terminology to fitness instruction.	1.1. Identify ***relevant anatomical and physiological terminology*** and apply to the development of a fitness program. 1.2. Apply relevant anatomical and physiological terminology to fitness instruction. 1.3. Apply relevant anatomical and physiological terminology in the provision of ***fitness advice***.
2. Apply knowledge of anatomy and physiology to fitness instruction	2.1. Identify and apply the ***structural levels of organisation*** in the study of anatomy and physiology to the development of a ***fitness program or fitness instruction***. 2.2. Apply the relevant principles of the structural levels of organisation in the study of anatomy and physiology to ***fitness instruction***. 2.3. Identify ***contra-indications*** fitness activities, and where to refer to appropriate ***medical and allied health professionals*** is indicated. 2.4. Apply the principles of anatomy and physiology as they relate to fitness instructions in the provision of fitness advice. 2.5. Use ***anatomical terminology*** and describe and demonstrate movements of the body to clients.
3. Apply the relevant principles of the body's systems to fitness instruction	3.1. Apply the relevant principles of the body's systems to the performance delivered from fitness instructions. 3.2. Apply the relevant principles of the body's systems as they relate to fitness instructions in the provision of aftercare service and advice.
4. Apply an understanding of the structure and function of the musculoskeletal system when providing information about exercise programs.	4.1. Describe the structure, growth and development of bone tissue and factors affecting growth to clients. 4.2. Relate the type and the structure of joints to joint mobility, joint integrity and risk of injury when planning exercise programs and providing information to clients. 4.3. Identify and describe the movements allowed at the major joints of the body when providing information about exercise programs. 4.4. Identify the major bones, bony landmarks, major joints and major muscles when providing

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ELEMENT	PERFORMANCE CRITERIA
	information about fitness testing and exercise programs.
	4.5. Use knowledge of the structure of skeletal muscle and the process of muscle contraction to plan and develop exercise programs.
	4.6. Apply knowledge of major muscles and their actions, and the role of the muscle during contraction, to select suitable exercises when planning exercise programs.
	4.7. Analyse common exercises to identify to clients, the joint action occurring, the muscle responsible and the type of contraction
	4.8. Discuss the interplay between muscle innervation and muscle contraction.
	4.9. Relate the oxidative capacity of different muscle fibres to different fitness activities.
	4.10. Describe ideal postural alignment and common pathological postures to fitness clients.
5. Relate the structure and function of the cardiovascular system and respiratory system to fitness activities.	5.1. Explain the structure and function of the cardiovascular system and the respiratory system when providing information to clients.
	5.2. Describe the process of gaseous transport and gaseous exchange occurring during fitness activities to clients.
	5.3. Explain the role of the cardio-respiratory system in the carrying, delivery and extraction of oxygen for muscle contraction and relate to exercise intensity.
	5.4. Investigate the oxygen demands of various fitness activities to identify the relationship between exercise intensity and the circulatory and ventilation responses.
	5.5. Relate the differences in individual respiratory volumes and basic circulatory responses, and the regulation of these physiological responses to the client's fitness levels.
6. Apply knowledge of the structure and function of the nervous system to fitness activities.	6.1. Describe the basic structure of the nervous system and its role in the control of movement and exercise to clients.
	6.2. Apply the process of excitation and conduction of nerve impulses during muscle contraction, when providing information about fitness activities.
	6.3. Explain the role of the sensory receptors during movement, in stretching and flexibility to clients.

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ELEMENT	PERFORMANCE CRITERIA
	6.4. Explain to clients the relationship between the composition of motor units and motor unit innervation to the strength of muscle contraction, during fitness activities.
7. Apply knowledge of the body's energy systems to exercise instruction.	7.1. Explain the effect of exercise intensity on the energy substrate to clients during exercise instruction. 7.2. Apply the limiting factors of the body's energy systems to the setting of exercise intensities when instructing fitness activities.

Required Skills and Knowledge

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

Required skills

- applying the structure and function of anatomy and physiology to the performance of fitness instructions.
- literacy skills to source, read ,comprehend and apply relevant information on the anatomy and physiology of the human body in a fitness context.
- communication skills required to translate information on the anatomy and physiology of the human body when providing advice, responding to questions and providing information and reassurance to the client.

Required knowledge

- Occupational Health and Safety regulations and requirements.
- workplace policies and procedures in regard to the performance of fitness instructions
- terminology of anatomy and physiology as it relates to fitness.
- anatomy and physiology in relation to fitness, including:
  - the structural levels of organisation in the study of anatomy and physiology
  - the functions of the internal transportation systems of the body
  - the gas exchange that occurs within the respiratory system
  - role of the nervous system
  - role of the skeletal system
  - role of the muscular system
- body systems in regard to their interdependence and purpose in relation to a healthy body and their relationship to the muscles and nerves:
  - skeletal and muscular, including muscle contractibility and motor points
  - lymphatic, digestive, respiratory, and circulatory systems
- the appearance and management of contra-indications and adverse effects.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- knowledge and consistent application of relevant workplace policies and procedures.
- knowledge and consistent application of safe work practices and the safe use of equipment according to Occupational Health and Safety regulations or requirements.
- structure and functions of anatomy and physiology as they apply to fitness instructions.
- basic anatomical terminology for the development of the fitness program, the performance of the exercise instructor and the provision of aftercare service and advice.
- knowledge and consistent application of the principles of the body's systems as they apply to fitness.
- applying knowledge of anatomy and physiology to analyse and identify client requirements and or needs and develop and record a fitness program including:
  - areas requiring special treatment
  - range of appropriate fitness instructions
  - review of previous exercise programs
- applying knowledge of anatomy and physiology to evaluate the clients needs and requirements and to advise the client on future fitness instructions.
- accurately and legibly recording relevant data.

Context of and specific resources for assessment

Assessment must ensure that the candidate:

- demonstrates competency in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training

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Package

- has access to relevant documentation, such as workplace policy and procedures manuals.
- has access to a range of clients with different requirements.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his or her handling of a range of contingencies. Tasks may include:
  - identifying client characteristics and developing a fitness program according to client needs
  - performance of fitness instructions according to client requirements
  - providing advice on fitness activities according to client needs.
- written and oral questioning or interview to assess knowledge and understanding of anatomy and physiology as it relates to planning and provision of exercise programs, including aftercare advice. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to the provision of fitness instructions
- third-party reports from experienced fitness professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer or coach or supervisor.

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

- SISFFIT304A Instruct and monitor fitness programs

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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RANGE STATEMENT

wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant anatomical and physiological terminology must include:

- definitions of anatomy and physiology
- anatomical terminology
- tissue types
- global and local muscular systems:
  - functions
  - types and classifications
  - disorders of muscular systems
- nervous system:
  - functions
  - anatomy of nervous system
  - nerves
  - reflex arc
  - disorders of the nervous system
- skeletal system:
  - function
  - types of bones
  - gross and microscopic anatomy
  - disorders of skeletal system
- circulatory system:
  - heart anatomy
  - functions
  - circulation pathways
  - blood vessels
  - blood
  - disorders of the circulatory system
- respiratory system:
  - functions
  - anatomy
  - mechanics of breathing
  - disorders of respiratory system
- lymphatic system:
  - function
  - anatomy
  - disorders of lymphatic system

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RANGE STATEMENT

- endocrine system:
  - function
  - anatomy.

The structural levels of organisation may include
- the human cell
- human tissues
- body organs
- body systems.

The development of ***a fitness program*** must include but is not limited to:
- frequency and duration
- techniques
- equipment
- contra-indications
- relevant medical history and or medications
- outcomes of previous exercise programs.

Contra-indications may include but are not limited to:
- disorders of the:
  - skeletal system
  - muscular system
  - nervous system
  - circulatory system
  - respiratory system
  - lymphatic system.

Medical and allied health professional may include:
- sports physician
- sports doctor
- general practitioner
- physiotherapist
- accredited exercise physiologist
- occupational therapist
- remedial massage therapist
- chiropractor
- osteopath
- accredited practising dietician
- podiatrist
- psychologist
- aboriginal health worker.

Fitness advice may include but is not limited to:
- lifestyle changes
- additional fitness activities

The relevant functions of the body's systems may include:
- circulatory
- lymphatic
- respiratory
- nervous

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RANGE STATEMENT

	• skeletal • muscular.
The performance of ***fitness instructions*** may include but is not limited to:	• one-on-one • small group • electronic.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT306A Provide healthy eating information to clients in accordance with recommended guidelines

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake a risk-management process in relation to an activity and in accordance with an organisation's risk-management policies and procedures. In this context, the risk-analysis process is conducted using structured analysis methodology according to the current Australian and New Zealand standard.

Application of the Unit

This unit applies to exercise instructors who work in facilities that provide a range of exercise programs to general populations who present with no major health conditions.

This unit is applicable to those working in fitness venues, gyms or other exercise environments.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the	Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Explain the relationship between healthy eating, health and fitness to clients.	1.1. Discuss with ***clients***, the adverse effect of poor nutrition on health and identify common ***chronic diseases***. 1.2. Briefly explain the ***general features of healthy eating*** to clients. 1.3. Convey the concept of a well balanced diet and regular exercise to promote good health when providing information to clients. 1.4. Explain the interaction between healthy eating options and physical activity and obtain information about current nutritional intake and physical activity levels of clients.
2. Provide basic information to clients about the fundamental principles of healthy eating.	2.1. Provide information to clients about the ***fundamental principles of healthy eating*** to improve overall health. 2.2. Apply knowledge of the general principles of healthy eating to provide basic information to clients about healthy eating options and requirements for exercising individuals. 2.3. Identify the advantages and disadvantages of current ***dietary trends*** appearing in the media with clients. 2.4. Observe the ***industry standards*** for giving healthy eating information to clients and refer clients with ***healthy eating or dietary concerns*** to suitably qualified accredited practising dieticians.
3. Provide healthy eating information to clients regarding body composition management.	3.1. Evaluate information collected in the fitness appraisal of clients about current body composition using relevant ***body composition measures***. 3.2. Provide basic information about the relationship between diet and the ***management of body composition*** to ***clients***. 3.3. Describe briefly the role of the body's ***energy systems*** in the storage and utilisation of ***energy substrates*** for energy production. 3.4. Refer clients requiring more extensive dietary information to a suitably qualified accredited practising dietician
4. Support fitness clients with body	4.1. Implement strategies to promote body satisfaction when providing information about exercise, fitness

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image issues.	testing and healthy eating options. 4.2. Provide information about healthy eating options that fosters a positive attitude towards food and eating. 4.3. Recognise indicators of poor body image and discuss body satisfaction with clients, providing referral to an appropriate ***medical or allied health professional***, if required. 4.4. Show sensitivity to ***cultural and social differences***.
5. Refer clients to medical or allied health professionals for further information or consultation.	5.1. Recognise and acknowledge the current legal and ethical limitations of a fitness instructor in providing healthy eating information. 5.2. Identify ***gastrointestinal disorders*** or other ***medical conditions***, disclosed by the clients during a screening process, which may affect nutritional intake, and refer clients to a suitably qualified medical or allied health professional. 5.3. Identify healthy eating or dietary concerns and refer clients to contact suitably a qualified accredited practising dietician or medical or allied health professional in accordance with organisational policies and procedures maintaining confidentiality of ***clients***.
6. Provide information about the structure and function of the digestive system.	6.1. Use knowledge of the structure and function of the ***digestive system*** when providing information to ***clients***. 6.2. Describe to clients the process of digestion and absorption, including the production and action of ***enzymes*** during the breakdown of foodstuffs for energy. 6.3. Explain the process of ***energy metabolism*** in relation to muscle contraction.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - discuss and negotiate the fitness and healthy eating requirements of clients
  - provide clear and accurate information to support body composition goals
  - provide information related to body image issues in an appropriate manner

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- problem-solving skills to analyse clients dietary and lifestyle patterns against recognised guidelines
- literacy and numeracy skills to enable the completion of plans, records and other related documentation
- characteristics of the main social and cultural groups in Australian society and the key aspects that relate to their cultural and religious protocols and preferences for exercise in relationship to healthy eating options and body image

Required knowledge

- the relationship between healthy eating options and health and current Australian dietary guidelines for a balanced diet to enable the provision of accurate information to clients
- structure and function of the digestive system and the effect of healthy eating on other major body systems
- factors that influence fat loss response to exercise to enable effective goal setting
- appropriate protocols for advising clients on healthy eating
- own role and limitations in providing healthy eating information and situations requiring advice from or referral to suitably credentialed medical or allied health professionals
- body composition measurement methods and the relationship between body composition, fat distribution and health to enable the development of realistic and achievable exercise and healthy eating plans aligned to client needs and targets
- guidelines for developing exercise plans to improve body composition.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • communicates effectively with clients to ascertain needs and goals • provides current and accurate healthy eating information appropriate to the needs and goals of clients and recognises and refers situations outside own scope of practice • correctly measures body composition for clients using appropriate measures • designs, implements and reviews exercise plans appropriate to the body composition needs and goals of multiple clients

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	• applies all organisational policies and procedures and legislative requirements.

Context of and specific resources for assessment	• Assessment must ensure provision of healthy eating advice for multiple clients.
	• Assessment must also ensure access to:
	  • clients able to provide information regarding diet and lifestyle and pre-appraisal screening information
	  • appropriate documentation and resources normally used in the workplace, such as organisational policies and procedures

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of consulting with clients to determine body composition goals and to provide information on the relationship between healthy eating and health • oral or written questioning to assess knowledge of healthy eating standards and national dietary guidelines • portfolio demonstrating evidence of accurate body composition appraisals • third-party reports from supervisors detailing work performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended: • SISFFIT301A Provide fitness orientation and health screening

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Medical or allied health professional may include:	• sports physician • sports doctor • general practitioner • accredited practising dietician

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	• psychologist • aboriginal health worker • diabetes educator.
Body composition measures may include:	• weight • height • waist circumference • hip circumference • skin folds
Chronic diseases may include:	• cardiovascular disease • hypertension • diabetes • gallstones • celiac • lactose intolerant • obesity • stroke • arthritis.
Clients may include:	• pre-natal • post-natal • menopause • experienced or inexperienced • adult • active or inactive • no major dietary or health concerns.
Healthy eating information may include:	• government endorsed national dietary guidelines • government endorsed campaigns promoting healthy eating options • healthy eating information from nutrition peak bodies.
Dietary trends may include:	• fad' or popular diets • nutritional supplementation • healthy eating ergogenic aids.
Energy substrates may include:	• lipids • carbohydrate • protein • alcohol.
Energy systems may include:	• alactic • lactic • aerobic.
Fundamental principles of	• enjoy a wide variety of nutritious food

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healthy eating may include:	• eat plenty of vegetables, legumes and fruits • eat plenty of cereals preferably wholegrain • include lean meat, fish, poultry and alternatives • include milks, yogurts, cheese or alternatives. reduced fat varieties should be chosen where possible • drink plenty of water • take care to limit saturated fat and moderate total fat intake • choose foods low in salt • limit your alcohol intake alcohol if you choose to drink • consume only moderate amounts of sugars and food containing added sugars.
Gastrointestinal disorders may include:	• gastrointestinal reflux • ulcers • inflammatory bowel disease • irritable bowel syndrome • coeliac disease • lactose intolerance • chrons disease.
General features of balanced healthy eating may include:	• energy balance • recommended daily intake of nutrients • fuel for exercise • fuel for minimising post-exercise fatigue and maximising recovery • hydration levels.

General principles of healthy eating may include:	• food groups
	  • dairy
	  • meat, poultry, fish, eggs, nuts, legumes
	  • fruit
	  • vegetables
	  • breads and cereals
	• national dietary guidelines
	• carbohydrates
	  • role of carbohydrates
	  • recommended daily intake
	  • simple sugars
	  • fibre
	  • resistant starch
	  • glycemic index
	• lipids

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    - role of triglycerides
    - recommended daily intake
    - saturated fats
    - monounsaturated fats
    - polyunsaturated fats
    - trans fats
  - cholesterol
    - high density lipoproteins
    - low density lipoproteins
  - protein
    - role of protein
    - recommended daily intake
    - essential amino acids
    - non-essential amino acids
    - sources including plant based
    - plant proteins
  - minerals
    - types
  - vitamins
    - water soluble
    - fat soluble
  - fluid and electrolytes
  - intake of nutrients
    - recommended quantities
    - effect of nutrient excess
    - effect of nutrient deficiency
  - balanced diet
  - food labelling
    - legislative requirements
    - ingredient list
    - ingredient order
    - interpretation of label
    - preservatives
    - additives
  - food preparation
    - methods of cooking
    - effect on nutrient value of food
    - modification of recipes
    - safe food handling and hygiene practices
  - myths and fallacies

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- nutritional supplementation.

Cultural and social differences may include:

- modes of greeting, farewelling and conversation
- body language, including use of body gestures
- formality of language
- clothing.

Industry standards may include:

- professional associations
- government recommendations, guidelines or legislation
- fitness industry regulations.

Management of body composition may include:

- metabolism
- balance between energy intake and energy expenditure
- energy expenditure
  - resting metabolic rate
  - thermogenesis
  - thermic effect of food
  - thermic effect of exercise
  - adaptive thermogenesis
- energy intake
  - kilojoule value of nutrients
- body fat changes and body composition
- changes to body composition
  - fat loss
  - muscle gain.

Medical conditions may include:

- diabetes
- gallstones
- cancer
- gout
- pregnancy.

Healthy eating or dietary concerns may include:

- anorexia
- bulimia
- overweight or obesity
- nutritional deficiencies including iron, calcium
- dehydration
- diabetes
- gastrointestinal disorders for example celiac disease, irritable bowel syndrome
- food allergy and or intolerances
- weight gain.

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Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT307A Undertake client health assessment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to review client screening information, discuss fitness goals with the client, and conduct a basic fitness appraisal in preparation for a exercise program.

Application of the Unit

This unit applies to exercise instructors who work in facilities that provide a range of exercise programs and services such as aqua, group or gym-based to general populations including older clients and older adolescents who present with no major health conditions. It requires the ability to recognise and work within professional limitations.

This unit is applicable to those working in fitness venues, gyms or other exercise environments.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Review pre-test screening information.	1.1. Access and review initial client ***pre-test screening information*** according to ***legislation and regulatory requirements*** and ***organisational policies and procedures***. 1.2. Advise the client of the relevance of the screening and appraisal process to developing an individualised exercise program. 1.3. Ascertain additional ***health information*** about the ***client*** prior to ***fitness appraisal*** and identify any factors requiring medical clearance according to organisational policies and procedures. 1.4. Recommend client seek ***medical or allied health professional*** assistance, where required before proceeding with fitness appraisal according to organisational policies and procedures.
2. Determine the fitness goals of clients.	2.1. Determine the ***perceived benefits*** clients expect from the exercise program. 2.2. Discuss the client's habits, cultural expectation lifestyle, family situation, likes and dislikes which might impact on the prescription of an appropriate exercise program. 2.3. Provide relevant information on the impact of poor lifestyle behaviours on health and fitness to the client. 2.4. Consult with the client to develop and document short and long-term ***fitness goals***. 2.5. Match fitness goals to products and services available in the fitness industry.
3. Conduct a basic fitness appraisal.	3.1. Select appropriate tools and ***appraisal methods*** according to the clients' current fitness capacity. 3.2. Organise ***fitness assessment equipment*** required for the appraisal as appropriate. 3.3. Conduct basic fitness appraisals ensuring the safety of the client according to organisational policies and procedures. 3.4. Explain the results of the fitness appraisals to the client and recommend an appropriate ***exercise***

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ELEMENT	PERFORMANCE CRITERIA
	program.
	3.5. Record recommendations for the client's exercise program according to organisational policies and procedures.
	3.6. Develop a client profile that can be used to develop an individualised exercise program.
	3.7. Identify signs of poor exercise tolerance and reason for discontinuation of a fitness appraisal.
	3.8. Use energy, water and other resources effectively when cleaning, preparing and maintaining equipment and activity areas to reduce negative environmental impacts.
4. Motivate and encourage clients.	4.1. Determine the client's level of commitment to the exercise program.
	4.2. Apply ***motivation techniques*** to help the client identify barriers to adherence and to set effective and manageable exercise goals according to ***fitness levels***.
	4.3. Assist the client to identify behavioural changes to improve long-term adherence to an exercise program.
	4.4. Advise the client on techniques that may increase their adherence to exercise.
	4.5. Recognise and use the factors that encourage people to adhere to exercise programs when instructing clients.
	4.6. Recognise and apply common reasons for discontinuation of exercise programs when settling program guidelines.
	4.7. Discuss habits, lifestyle, family situation likes, dislikes which might impact on writing an appropriate exercise program with the client.
	4.8. Use the physical and the psychological characteristics that apply to each stage of fitness, stages of change and the most appropriate form of motivation at each level when instructing clients.
	4.9. Direct clients to understand and overcome their own barriers to the continuation of an exercise program.
	4.10. Identify the steps involved in establishing a behavioural change that results in their long term adherence to an exercise program to the client and use when instructing clients.
	4.11. Take into account people's idiosyncrasies, ***cultural***

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ELEMENT	PERFORMANCE CRITERIA
	and social differences, behavioural patterns and industry standards when instructing clients.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - elicit information from clients about their needs and expectations
  - consult with clients about fitness goals
  - clarify screening information provided by clients
  - convey information about the fitness appraisal process and appraisal results
- problem-solving skills to:
  - select fitness tools and methods appropriate to the client's fitness capacity
  - assist the client to identify techniques to adhere to an exercise program
- literacy skills to review and clarify information in a health screening questionnaire, determine further information required and develop a client profile
- ability to recognise and refer to medical or allied health professionals.

Required knowledge

- organisational policies and procedures to enable ethical and compliant collection, use and storage of client information
- factors that motivate people to commence and stay with a long term exercise program
- purpose and process of fitness appraisals to enable accurate information to be communicated to clients and accurate responses to be made to client queries
- fitness industry standards and practices for the conduct of safe fitness appraisals
- tools and methods to conduct fitness appraisals that enable client fitness capabilities to be assessed accurately
- medical and health conditions indicating the need for a medical clearance
- own professional limitations relating to safe operation and scope of practice
- physical and psychological characteristics that apply to each stage of fitness (such as preparation, conditioning, recovery and adaptation phases) to enable fitness appraisals to provide accurate information for the development of an appropriate exercise program
- motivational techniques to support client adherence to the exercise program
- stages of change and appropriate motivational strategies for each stage
- exercise adherence and behaviour change
- general characteristics of the main social and cultural groups in Australian society

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and the key aspects that relate to their cultural and religious protocols and preferences for exercise.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • develops a rapport with a range of clients based on gender, age, physical capacity, fitness goals and level of motivation • treats client information with sensitivity and discretion, displays client empathy and puts clients at ease during the fitness appraisal process • undertakes fitness assessments based on the fitness goals and physical capacity of the client and makes informed recommendations on appropriate exercise programs or the need to seek medical or allied health assistance • identifies motivational techniques and strategies appropriate to a range of clients with different needs to support and encourage adherence to an exercise program • applies effective contingency management techniques to deal with a range of problems and issues that may arise during the appraisal process such as difficult or demanding clients with unrealistic fitness expectations
Context of and specific resources for assessment	Assessment must ensure completion of client induction and screening processes for a range of clients with different needs to demonstrate competency and consistency of performance Assessment must also ensure access to: • a facility where appropriate fitness appraisal equipment is available • a range of clients with a range of real or simulated fitness needs and expectations and fitness assessment equipment to conduct the appraisal • documentation such as initial client health screening

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information, written facility information about available exercise programs and services and organisational policies and procedures relating to client fitness appraisals.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of client consultations to determine their fitness goals
- oral and or written questioning to assess knowledge of fitness industry standards and practices for fitness appraisal of clients
- portfolio of completed fitness appraisals
- third-party reports from colleagues or supervisors detailing work performance.

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

- SISFFIT304A Instruct and monitor fitness programs.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Pre-test screening information may include:

- lifestyle evaluation
- fitness goals
- time availability
- exercise history
- likes and dislikes
- medical history
- medications
- informed consent
- clearance letter from an allied health professional or medical practitioner.

Legislation and regulatory requirements may include:

- occupational health and safety
- duty of care
- privacy

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- anti-discrimination
- copyright
- licensing
- child protection
- trade practices
- consumer protection
- environmental
- business registration and licences.

Organisational policies and procedures may include:

- privacy
- confidentiality
- medical clearance
- risk management
- client record systems
- collection and use of client information
- client referral procedures
- recording appraisal information.

Health information may include:

- medical conditions
- injuries
- prescribed medication
- medical and exercise history
- functional limitations.

Client may include:

- experienced or inexperienced
- various ages
- screened
- active or inactive
- pre-natal
- post-natal
- menopausal.

Fitness appraisal may include:

- cardiorespiratory endurance
- blood pressure
- range of movement
- strength
- body composition
- waist- hip ratio
- girth measurements
- skin folds.

Medical or allied health professional may include:

- sports medicine physician or staff specialist
- general practitioner
- physiotherapist
- accredited exercise physiologist
- occupational therapist

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- remedial massage therapist
- chiropractor
- osteopath
- accredited practising dietician
- psychologist
- aboriginal health worker
- diabetes educator.

Perceived benefits may include:

- cosmetic
- health
- social or recreational
- athletic.

Fitness goals may include:

- improved health
- enhanced appearance
- increase muscle mass
- body fat reduction
- cardiovascular endurance
- improved flexibility
- increased strength.

Appraisal methods may include:

- heart rate response
- pulse response
- blood pressure response
- respiration rate response
- skin colour response
- rate of perceived exertion
- exercise form
- work output.

Fitness assessment equipment may include:

- tape measure
- stadiometer
- scales
- sit and reach box
- bicycle ergo meter
- heart rate monitor
- bio-impedance machine
- camera
- goniometer
- stethascope
- spirometer
- dynanometer
- sphygmomanometer (manual and digital)
- skin fold callipers
- step up

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	• stop watch.
Exercise program may include:	• motivational strategies for a client • realistic goals • phases • specific exercises • expected outcomes.
Motivation techniques may include:	• arousal control techniques • zone of optimal function.
Cultural and social differences may include:	• modes of greeting, farewelling and conversation • body language, including use of body gestures • formality of language • clothing
Fitness levels may include:	• beginner • relatively fit • advanced.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT308A Plan and deliver gym programs

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan, demonstrate, supervise and monitor a range of gym programs customised for clients with specific fitness requirements and respond appropriately to the changing needs of clients.

Application of the Unit

This unit applies to exercise instructors who work in facilities that provide a range of exercise programs and services such as aqua, group or gym-based to general populations including older clients and older adolescents who present with no major health conditions.

This unit is applicable to those working in fitness venues, gyms or other exercise environments and those working in community setting.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop customised gym programs.	1.1. Identify the current fitness profile, training history, exercise preferences, exercise contraindications and ***specific fitness goals*** of the ***client***. 1.2. Establish the physical, psychological and social reasons for the client's participation in an exercise program. 1.3. Use ***motivational techniques*** to help the client identify barriers to adherence and to set effective exercise goals. 1.4. Relate the training requirements of the client to their long-term ***fitness plan***. 1.5. Integrate the client's resistance ***training program*** with their flexibility and cardiorespiratory programs as required. 1.6. Customise ***exercise variables*** and ***program variables*** according to ***principles of training*** to create a training program to meet the client's specific fitness goals. 1.7. Identify the joint movements and muscles that the client needs to target or strengthen. 1.8. Perform an ***exercise analysis*** to determine suitable resistance exercises to meet specific needs of the client. 1.9. Record the training program according to ***organisational policies and procedures***.
2. Instruct resistance exercises.	2.1. Demonstrate the correct technique for performing specific ***resistance exercises*** to the client and explain their purpose and expected results. 2.2. Explain ***misconceptions*** that are commonly held about resistance training programs. 2.3. Use ***instructional techniques*** to teach the correct technique for specific resistance exercises. 2.4. Advise the client of safety considerations for specific resistance exercises and equipment according to organisational policies and procedures. 2.5. Encourage feedback from the client to confirm their understanding of the program and to identify any foreseeable difficulties.

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ELEMENT	PERFORMANCE CRITERIA
3. Supervise training sessions.	3.1. Observe client training sessions to ensure all activities are performed according to organisational policies and procedures and with due consideration of other facility users. 3.2. Adjust incorrect or unsafe exercise technique as required according to ***safety considerations***. 3.3. Apply spotting techniques to ensure safety and enhance performance. 3.4. Supervise ***resistance exercise equipment*** usage to minimise conflict and maximise access for all clients. 3.5. Identify aspects of client exercise behaviour to develop effective motivational strategies for the client.
4. Develop a circuit training session plan.	4.1. Identify the ***aims*** of the circuit training session. 4.2. Define expected outcomes of the circuit training session. 4.3. Identify a broad and varied ***exercise repertoire***. 4.4. Plan and document a ***circuit training session plan*** for clients using the ***principles of exercise planning*** according to ***legislation and regulatory requirements*** and ***industry guidelines***. 4.5. Design clear and structured forms or cards for use in a circuit training session.
5. Instruct a circuit training session.	5.1. Confirm appropriate ***exercise area*** according to legislation and regulatory requirements and organisational policies and procedures. 5.2. Check ***circuit equipment*** is in good working order prior to commencement of session. 5.3. Use energy, water and other resources effectively when preparing and maintaining equipment and activity areas to reduce the environmental impact. 5.4. Communicate session objectives and the principles and ***benefits*** of circuit training to clients. 5.5. Explain ***common types of injuries*** that would prevent participation in the session and confirm that clients are not affected. 5.6. Instruct session according to circuit training plan and legislation and regulatory requirements and organisational policies and procedures. 5.7. Demonstrate and instruct correct use of equipment during circuit training session, according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational policies and procedures and manufacturer instructions.
	5.8. Demonstrate exercises within the circuit training session using appropriate ***instructional techniques***.
	5.9. Monitor client intensity, technique and safety during the session and suggest modifications where required.
	5.10. Recognise signs and symptoms of overtraining and ***potentially harmful practices*** and implement appropriate ***intervention strategies*** according to organisational policies and procedures.
6. Review circuit training session.	6.1. Seek and acknowledge feedback from clients.
	6.2. Identify relevant changes to address required improvements.
	6.3. Modify the circuit training session plan where relevant to meet client needs.
	6.4. Review own performance and identify potential improvements.
7. Monitor client progress.	7.1. Identify when a review of a client's exercise program and or overall fitness plan is necessary according to ***re-evaluation criteria***.
	7.2. Recognise the signs and symptoms of ***overtraining***.
	7.3. Reassess fitness levels of the client to determine the effectiveness of their current exercise program.
	7.4. Re-establish the specific fitness goals of the client.
	7.5. Modify the client's exercise program according to results of fitness reassessments and any changing requirements.
	7.6. Provide positive and constructive feedback to the client on their progress and any recommended changes.

Required Skills and Knowledge

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

Required skills

- ability to move in a controlled and efficient manner while demonstrating to clients
- communication skills to:
  - consult, advise and monitor client performance

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  - provide clear instruction and constructive feedback to clients
  - convey information to clients about circuit class or gym program objectives, safe exercise techniques and use of equipment
  - interact with clients during the circuit class or gym program
- problem-solving skills to:
  - clarify client requirements and develop, monitor and adjust exercise programs to meet the changing needs and requirements of clients
  - identify client problems during the session and address these through appropriate intervention
  - identify improvements to energy, water and other resources for environmental sustainablity
- organisational skills to enable the collection and analysis of information on fitness levels and exercises and to manage the effective use of facilities and equipment
- planning and organisational skills to:
  - plan a circuit class
  - plan a gym program
  - prepare the exercise area and equipment
  - manage the time of clients and facility schedules time effectively.
  - make modifications to the session
- language and literacy skills to produce and document a circuit training session plan for the session and gym programs for an individual client
- technology skills to enable selection and correct use of applicable equipment
- self-management to review and reflect on own work performance in effectively planning and instructing circuit classes and gym program according to client expectations
- literacy and numeracy skills to complete workplace documentation such as client fitness records and plans.

Required knowledge

- structure and function of joints and muscles to enable accurate identification of joints and muscles that require strengthening and stability and accurate assessment of the degree of difficulty in performing the proposed exercises
- legislative and organisational requirements to enable safe and effective conduct of activities including safe use of equipment and managing facility schedules in the context of the requirements of other facility users
- motivational techniques and strategies to support client adherence to programs
- a range of resistance exercises and exercise programs to enable selection and implementation of appropriate programs to improve or maintain the fitness of clients
- a range of suitable warm up and cool down activities
- principles of exercise planning to enable sound planning for the circuit classes and gym programs
- structure and function of the musculoskeletal, cardiorespiratory and metabolic body systems to determine the benefits and appropriateness of different exercise to meet

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client needs
- health and other reasons affecting ability to participate in a circuit class to enable clients to be advised appropriately
- organisational policies and procedures to enable safe planning and instruction of circuit classes and gym programs
- conflict resolution strategies to support group cohesion and interaction
- manufacturer-equipment specifications for use and techniques to check the safe use of session equipment
- potentially harmful practices and the reasons why they are avoided in circuit training sessions to enable safe client participation in the circuit classes and gym programs
- instructional and motivational techniques suitable for circuit classes and gym programs to enable use of strategies to produce positive outcomes for clients
- physiological, psychological and biomechanical changes that occur with circuit and resistance training to enable informed planning and instruction of session and prompt response to client difficulties.
- use, care and maintenance of gym equipment to maximise benefits for clients and enable safe conduct
- environmental and resource efficiency practices related to the use of activity areas and gym equipment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans, demonstrates, supervises and adjusts gym programs incorporating safe and effective equipment use and exercise prescription for a range of clients, including older clients to address their fitness goals
- communicates effectively with a range of clients to explain the exercise program, its expected benefits and safety considerations and provides constructive feedback
- identifies individual client behaviours and applies appropriate motivational techniques and strategies to support exercise adherence
- plans circuit class with interrelated components, monitors the progress of the session and applies effective contingency management techniques to deal

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	with a range of problems and issues that may arise during the session, such as equipment failure or client overtraining, and makes adjustments in response to changing situations • instructs circuit class that meet client expectations, comply with legislative and organisational requirements, and are of sufficient duration to allow the candidate to demonstrate techniques to instruct and review a circuit class • evaluates and reflects on own work performance to identify ways in which session outcomes and benefits to clients can be improved. • manages the timing and conduct of gym programs to enable effective and efficient use of facilities, respecting the needs of other facility users.
Context of and specific resources for assessment	Assessment must ensure planning and delivery of gym programs including circuit sessions for multiple clients to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a fitness facility where equipment such as cardiovascular, free weight, pin-loaded and circuit is available • a range of clients, including older clients, with a range of real or simulated fitness goals and needs • relevant documentation such as programming cards relevant to the specific program format. • documentation such as circuit training session plans and manufacturer specifications for equipment use.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of client consultation • observation of effective training sessions, incorporating feedback and appropriate motivational techniques • oral or written questioning to assess knowledge of the structure and function of joints and muscles and their relationship to effective exercise planning • portfolio of customised training plans developed, monitored and adjusted in the workplace • third-party reports from supervisors detailing work performance. Holistic assessment with other units relevant to the

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industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Specific fitness goals may include:	• sports, cardio and muscle conditioning • increased strength or endurance • flexibility and mobility • decrease stress • increase functional capacity.
Client may include:	• experienced or inexperienced • older adult • de-conditioned • older adolescents: • 16 years and over • active or inactive • pre-natal • post-natal • menopausal.
Motivational techniques may include	• arousal control techniques and theories • zone of optimal function.
Fitness plan may include:	• long and short term goals • periodisation and training phases • time and commitment to training sessions • exercise adherence.
Aims may include:	• competition or performance targets • self improvement • fitness targets • lifestyle adjustments.
Exercise repertoire may include:	• cardio • strength and conditioning • flexibility.
Training programs may include:	• warm up • cool down

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- resistance specification:
  - exercises
  - equipment
  - repetitions
  - sets
  - resistance
  - intensity
  - frequency
  - variations
- cardiorespiratory specifications:
  - exercises
  - equipment
  - intensity
  - duration
  - frequency
  - heart-rate training zones
- flexibility specifications:
  - target muscles
  - range of motion
  - duration
  - type of stretch
  - static
  - dynamic
  - Proprioceptive neuromuscular facilitation (PNF).

Exercise variables may include:

- range of motion
- speed of movement
- source of resistance
- level of impact on the body
- equipment selection
- exercise order
- exercise selection - machines vs free weights.

Benefits may include:

- physiological
- psychological
- social.

Program variables may include:

- training frequency and session duration
- exercise order
- repetitions
- sets
- resistance

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- intensity
- overload techniques:
- cardiorespiratory and flexibility training.

Principles of training may include:

- training thresholds
- progressive overload
- specificity
- individuality
- reversibility
- recovery
- variation
- diminishing returns.

Exercise analysis may include:

- identification of joints where movement is occurring
- classification of the exercise as being isolation or compound
- identification of working muscles and the joints on which they act
- identification of joints and body parts that require stability - antagonists, agonists, stabilisers
- identification of the muscles responsible for stabilising the joints and body parts
- assessment of the degree of difficulty in performing the exercise
- assessment of how well the exercise meets the functional requirements of the client.

Organisational policies and procedures may include:

- Occupational Health and Safety
- client supervision
- communication protocols
- privacy
- records management and security
- use, care and maintenance of equipment.

Resistance exercises may include:

- bench and chest press
- flye
- cable crossover
- shoulder press
- lateral and front-arm raise
- shrug
- upright row
- shoulder internal and external rotation
- biceps, preacher and hammer curl
- overhead triceps press
- lying triceps extensions and press

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- triceps kickback
- bent over and one-arm row
- supported and t-bar row
- pullover
- wrist curl
- bent over lateral raises and reverse flye
- squat
- lunge
- deadlift - bent and stiff leg
- calf raise
- hip abduction and adduction
- leg curl, extension and press
- hack squat
- back and hip extension (glute-ham raise)
- abdominal, including oblique and reverse, crunch
- abdominal isometric hold
- basic core stability and proprioceptive exercises
- lat pull-downs
- seated row.

Misconceptions may include:

- hypertrophy outcomes
- slowness
- reduced flexibility
- spot reduction of body fat.

Instructional techniques may include:

- clear and accurate explanation
- demonstration of correct technique
- observation of client performance
- positive feedback
- spotting techniques.

Resistance exercise equipment may include:

- machines
- free weights
- body weight
- benches
- racks
- exercise balls
- elastic resistance
- proprioception and stability training devices.

Circuit training session plan may include:

- phases of:
  - preparation
  - conditioning

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	• recovery • adaptation • rest intervals • required equipment • floor plan for equipment arrangement.
Principles of exercise planning may include:	• frequency • intensity • duration • movement • environment • program type.
Common types of injuries may include:	• *muscle or soft tissue* • *back* • *heart condition* • *joint*.
Re-evaluation criteria may include:	• signs and symptoms of overtraining • loss of motivation • lifestyle factors • illness or injury • plateau in performance • time elapsed since last evaluation • client satisfaction • change in fitness goals.
Legislation and regulatory requirements may include:	• Organisational Health and Safety • duty of care • privacy • anti-discrimination • copyright • licensing • child protection • trade practices • consumer protection • environmental • business registration and licences.
Industry guidelines may include:	• Peak-body guidelines • national standards for the use of electrical equipment • number of machines on a single circuit.
Potentially harmful practices may include:	• hyperextension • exercising while sick or in extremes of temperature

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- multiple repetitions
- ballistic movements
- spinal hyperextension
- loaded knee hyperflexion
- on-the-spot pounding
- straight leg sit-ups
- lever length
- additional equipment.

Intervention strategies may include:

- stopping or modifying the exercise
- modifying equipment.

Equipment may include:

- cardiovascular:
  - bikes
  - treadmills
  - elliptical trainers
  - steppers
  - rowing machines
- free weight:
  - bars
  - dumbbells
  - collars
  - straps
  - barbells
  - benches
- hydraulic
- innovative
- exercise, medicine and swiss balls
- bars and body bars
- steps
- bands:
  - dyna
  - tethers
  - tubing
- specific muscle targets:
  - abdominal assisters
  - rotator cuff
- plyometric training systems
- resistance
- pin-loaded equipment
- electronically braked
- air-braked

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	• pool-based • sound and microphone systems.
Overtraining may include:	• fatigue • elevated resting heart rate • loss of motivation to exercise and exercise form • plateau or decrease in performance • development of over-use injuries.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT309A Plan and deliver group exercise sessions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to plan and instruct group exercise session to music. It focuses on the planning, selection, sequencing and progression of exercises and appropriate music, and instructing and monitoring client to ensure safe conduct of activities.

Application of the Unit

This unit applies to exercise instructors who provide a range of exercise programs to diverse populations.

This unit is applicable to those working in fitness venues, gyms or other exercise environments.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan and develop the group exercise session.	1.1. Determine the expected fitness outcomes and ***session type*** for the client group. 1.2. Plan appropriate ***phases*** of the session and a varied ***exercise repertoire*** or choreography to meet the needs of the client group. 1.3. Provide for a beginner, intermediate or advanced level of workout appropriate to the needs and levels of the client group. 1.4. Select and sequence ***music*** according to duration, concepts and phases and type of session. 1.5. Develop sequence of choreography to suit session type 1.6. Access music according to ***organisational policies and procedures*** and ***legislation and regulatory requirements***. 1.7. Incorporate ***motivational techniques*** to maximise exercise program adherence.
2. Deliver the session.	2.1. Prepare exercise environment according to organisational policies and procedures. 2.2. Explain ***common types of injuries*** that would prevent participation in the session and confirm that clients are not affected. 2.3. Deliver ***pre-session instructions*** according to effective ***instructional principles***. 2.4. Deliver the selection of exercises using appropriate instructional methodologies, sequencing and progression. 2.5. Monitor the performance of clients and adjust any ***technical errors*** to ensure safety. 2.6. Monitor ***exercise intensity*** and adjust as required. 2.7. Use ***motivational techniques*** and arousal control techniques to positively influence the performance of clients during exercise sessions. 2.8. Recognise and respond to inappropriate client behaviour to effectively manage group cohesion. 2.9. Provide constructive and positive encouragement to clients, showing sensitivity to ***cultural and social differences***.

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ELEMENT	PERFORMANCE CRITERIA
	2.10. Modify exercises to meet individual needs.
3. Develop a circuit training session plan.	3.1. Identify the ***aims*** of the circuit training session. 3.2. Define expected outcomes of the circuit training session. 3.3. Identify a broad and varied ***exercise repertoire***. 3.4. Plan and document a ***circuit training session plan*** using the ***principles of exercise planning*** according to ***industry guidelines***. 3.5. Design clear and structured forms or cards for use in a circuit training session.
4. Deliver a circuit training session.	4.1. Confirm appropriate ***exercise area*** according to legislation and regulatory requirements and organisational policies and procedures. 4.2. Check ***circuit equipment*** is in good working order prior to commencement of session. 4.3. Use energy, water and other resources effectively when preparing and maintaining equipment and activity areas to reduce negative environmental impact. 4.4. Communicate session objectives and the principles and ***benefits*** of circuit training to clients. 4.5. Explain common types of injuries that would prevent participation in the session and confirm that clients are not affected. 4.6. Instruct session according to circuit training plan and legislation and regulatory requirements and organisational policies and procedures. 4.7. Demonstrate and instruct correct use of equipment during circuit training session, according to organisational policies and procedures and manufacturer instructions. 4.8. Demonstrate exercises within the circuit training session using appropriate ***instructional principles***. 4.9. Monitor client intensity, technique and safety during the session and suggest modifications where required. 4.10. Recognise signs and symptoms of overtraining and ***potentially harmful practices*** and implement appropriate ***intervention strategies*** according to organisational policies and procedures.
5. Evaluate the session.	5.1. Seek and acknowledge ***feedback*** from clients. 5.2. Evaluate ***client response*** and feedback.

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ELEMENT	PERFORMANCE CRITERIA
	5.3. Evaluate ***own performance*** according to planned outcomes and organisational policies and procedures. 5.4. Identify potential improvements to enhance future sessions. 5.5. Modify the session plan where relevant to meet client needs.

Required Skills and Knowledge

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

Required skills

- ability to move in a controlled and efficient manner while instructing or participating in a variety of exercise-to-music sessions
- communication skills, including safe and effective cueing to:
  - provide clear and accurate instructions
  - encourage clients
  - effectively manage group cohesion
- problem-solving skills to:
  - identify improvements to energy, water and other resources for environmental sustainability
  - select and sequence exercises and music to meet client needs
  - identify client problems during the session
  - address client issues through appropriate intervention
- self-management to review and reflect on own work performance in effectively planning and instructing a session according to client expectations
- conflict resolution skills to identify and respond to inappropriate behaviour to enable effective management of group cohesion
- planning and organisational skills to:
  - plan a circuit session
  - plan a group exercise session
  - prepare the exercise area and equipment
  - select appropriate instructional techniques
  - make modifications to the session
- language and literacy skills to produce and document a circuit training session plan for the session
- technology skills to operate music equipment
- ability to maintain timing to beat of music when appropriate
- numeracy skills to manage the time of clients and facility schedules

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- ability to apply injury prevention strategies and resources for group exercise sessions.

Required knowledge

- signs and symptoms of harmful practices and overtraining
- organisational policies and procedures and relevant legislation to enable the safe and effective conduct of group exercise sessions
- music beat, tempo and phrasing to select appropriate music for exercise sessions
- the physical, psychological and social reasons for participating in group exercise to enable the application of effective motivational techniques
- injury prevention strategies related to group exercise
- principles of exercise planning and repertoires to enable the selection and sequencing of exercises appropriate for beginner, intermediate and advanced clients
- principles of instruction to enable instruction of an effective session
- potentially harmful practices and the reasons why they are avoided to enable safe client participation in the circuit or group exercise session
- instructional and motivational techniques suitable for group exercise and circuit training sessions to support client adherence to exercise
- physiological, psychological and biomechanical changes that occur with circuit training to enable informed planning
- Group exercise session types and their suitability for meeting client needs
- Group management techniques to assist individuals within the group to achieve desired outcomes
- Common injuries which may preclude participation
- Environmental and resource efficiency practices related to the use of activity areas and group exercise equipment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plan, instructs and monitors client performance, and responds appropriately to client behaviour to maintain an effective exercise environment • applies appropriate techniques to motivate group • selects and uses music effectively within group exercise sessions

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- safe and effective cueing
- plans circuit sessions with interrelated components, monitors the progress of the session.
- applies effective contingency management techniques to deal with a range of problems and issues that may arise during the session, such as equipment failure or client overtraining, and makes adjustments in response to changing situations
- instructs sessions that meet client expectations, comply with legislative and organisational requirements, and are of sufficient duration to allow the candidate to demonstrate techniques to instruct and review circuit sessions
- evaluates client and own performance and identifies improvements for future sessions
- uses appropriate delivery technique to enhance client learning and performance.

Context of and specific resources for assessment

Assessment must ensure planning and instruction of a variety of exercise session, including circuit and group exercise for different client groups which are of sufficient duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a facility where an exercise area with access to audio equipment is available
- appropriate documentation and resources used in the workplace
- documentation such as circuit training session plans and manufacturer specifications for equipment use
- a range of client groups with a range of exercise needs and expectations.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of instruction of exercise sessions to music
- oral or written questioning on knowledge of the principles of instruction
- third-party reports from supervisors detailing work performance.

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

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- SISFFIT311A Deliver approved community fitness programs

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Session type may include:

- beginners
- step
- low and high impact
- new body or sculpt
- circuit
- pre-choreographed
- routine format
- muscle conditioning
- flexibility
- relaxation
- free weights.

Phases may include:

- planning
- warm up
- conditioning
- recovery
- adaptation.

Exercise repertoire may include:

- contraindications and modifications
- variations to provide differing intensities
- potential for combinations.

Music may include:

- beats per minute
- rhythm
- tempo
- motivational value
- phrasing
- quality
- volume.

Organisational policies and procedures may include:

- pre-session screening
- overcrowding
- ventilation

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- hygiene
- client to instructor ration
- climate control
- emergency
- risk management
- standards of personal presentation
- clients' clothing and footwear
- use care and maintenance of equipment.

Legislation and regulatory requirements may include:

- Occupational Health and Safety
- duty of care
- privacy
- anti-discrimination
- copyright
- licensing
- child protection
- trade practices
- consumer protection
- environmental
- business registration and licences.

Aims may include:

- competition or performance targets
- self improvement
- fitness targets
- lifestyle adjustments.

Exercise repertoire may include:

- cardio
- strength and conditioning
- flexibility.

Circuit training session plan may include:

- phases of:
  - preparation
  - conditioning
  - recovery
- adaptation
- rest intervals
- required equipment
- floor plan for equipment arrangement.

Principles of exercise planning may include:

- frequency
- intensity
- duration
- movement
- environment
- program type.

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Industry guidelines may include:	• peak-body guidelines • national standards for the use of electrical equipment • number of machines on a single circuit.
Exercise area may include:	• indoor • outdoor.
Cultural and social differences may include:	• modes of greeting, farewelling and conversation • body language, including use of body gestures • formality of language • clothing.
Motivational techniques may include:	• arousal control techniques and theories • zone of optimal function.
Pre-session instructions must include:	• verbal pre-screen • personal introduction • outline of session level • pain or discomfort • rests • correct exercise techniques and breathing.
Instructional principles may include:	• establishing rapport • teaching positioning • session organisation and formation • visual and verbal cueing with variety • visual previewing • verbal communication • body language • mirror imaging • demonstration • pre-cueing • rehearsal • combinations • movement breakdown techniques • use of learning curves • monitoring and encouraging session response.
Technical errors may include:	• hyperextension • limb position • ballistic movements.
Exercise intensity may include:	• heart-rate response • perceived rate of exertion • form and fatigue • motivation and enthusiasm suitable to the

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	session format.
Feedback may include:	• structured • unstructured • verbal • non-verbal.
Client response may include:	• education • motivation • exercise technique • satisfaction.
Own performance may include:	• instructional and choreographic techniques • session format • appropriate intensity • managing client behaviour • responding to feedback • managing time allocation.
Benefits may include:	• physiological • psychological • social.
Common types of injuries may include:	• *muscle or soft tissue injury* • *back injury* • *heart condition.*
Potentially harmful practices may include:	• hyperextension • exercising while sick or in extremes of temperature • multiple repetitions • ballistic movements • spinal hyperextension • loaded knee hyperflexion • on-the-spot pounding • straight leg sit-ups • lever length.
Intervention strategies may include:	• stopping or modifying the exercise • modifying equipment or its use.

Unit Sector(s)

Fitness

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Competency Field

Fitness

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SISFFIT310A Plan and deliver water based fitness activities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, knowledge and skills required to plan, deliver and evaluate water based fitness activities for mainstream clients. It requires the application of effective aquatic instructional techniques and the application of the hydrodynamic principles on muscles, joints and cardiorespiratory system to ensure safe and effective fitness outcomes for clients.

Application of the Unit

This unit applies to exercise instructors who provide a range of exercise programs to diverse population groups who are able to independently enter and exit the water environment. This unit is applicable to those employed in fitness environments such as fitness facilities, public swimming pools, private swim schools or other aquatic fitness venues.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Determine needs.	1.1. Identify the ***characteristics of the participant group*** and clarify their short and long term fitness goals. 1.2. Screen clients for health status and water familiarisation according to ***legislation and regulatory requirements*** and ***organisational policies and procedures***. 1.3. Recommend clients seek advice from ***medical or allied health professionals*** to clarify any ***concerns or conditions*** which may affect safe participation in an aquatic environment. 1.4. Determine the ***instructional techniques*** appropriate to the participant group.
2. Develop the session plan.	2.1. Identify a suitable range of ***water based fitness activities*** according to the ***identified needs*** of the participant group. 2.2. Analyse ***site aspects and pool design*** and identify issues which impact on the conduct of activities. 2.3. Select and sequence appropriate ***specific purpose aqua activities*** for the participant group. 2.4. Select appropriate ***participant equipment*** and ensure it is in good working order. 2.5. Allocate sufficient pool space and prepare instructor and safety ***resources*** for the session according to legislation and regulatory requirements, organisational policies and procedures and ***conditions and external influences***. 2.6. Prepare a ***session plan*** and where appropriate incorporate a ***music*** mapping sheet. 2.7. Use energy, water and other resources effectively when planning, preparing and maintaining equipment and activity areas to reduce environmental impact.
3. Develop a water based circuit training session plan.	3.1. Identify the ***aims*** of the circuit training session. 3.2. Define expected outcomes of the circuit training session. 3.3. Identify a broad and varied ***exercise repertoire***. 3.4. Plan and document a ***circuit training session plan*** using the ***principles of exercise planning***. 3.5. Design clear and structured forms or cards for use in

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ELEMENT	PERFORMANCE CRITERIA
	a circuit training session.
4. Deliver water based fitness activities including circuit sessions.	4.1. Explain ***common types of injuries*** that would prevent participation and confirm that clients are not affected. 4.2. Demonstrate ***water familiarisation techniques and skills*** to assist clients as required. 4.3. Show sensitivity to ***cultural and social differences***. 4.4. Conduct activities according to ***best practice principles of aquatic activities***. 4.5. Demonstrate ***water based fitness activities*** using appropriate instructional techniques and provide explanations of the functionality of the activities to clients. 4.6. Demonstrate and instruct correct use of equipment during water based fitness sessions, according to organisational policies and procedures and manufacturer's instructions. 4.7. Recognise signs and symptoms of overtraining and ***potentially harmful practices*** and implement appropriate ***intervention strategies*** according to organisational policies and procedures. 4.8. Emulate water movement patterns when instructing from pool deck. 4.9. Incorporate, where appropriate, the effective use of music.
5. Monitor, evaluate and modify the session.	5.1. Monitor exercise intensity, technique and safety of clients during the session and address difficulties as required according to participant responses. 5.2. Recognise the ***signs and signals*** of a participant in difficulty and provide ***basic water assistance*** according to ***accepted best practice principles***. 5.3. Apply appropriate ***motivational techniques*** to encourage clients and make any required modifications to activities. 5.4. Seek and acknowledge ***feedback*** from clients on the effectiveness of the water based fitness session. 5.5. Evaluate ***own performance*** according to planned outcomes and organisational policies and procedures. 5.6. Identify aspects needing further emphasis and attention in future sessions. 5.7. Identify modifications to future sessions in response

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ELEMENT	PERFORMANCE CRITERIA
	to feedback and review of participant progress.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - determine participant needs
  - provide explanations of the benefits of specific water based fitness activities
  - instruct safe and effective water based fitness sessions on pool-deck and in the water
  - demonstrate effective use of music for purposes of motivation and exercise intensity
  - determine any necessary basic water safety skills
  - seek feedback from clients
- transferability of hydrodynamic principles whilst on pool-deck which emulate demonstration of exercises at water speed
- problem-solving skills to:
  - evaluate participant characteristics and needs to develop and monitor appropriate water based fitness sessions
  - identify any medical conditions requiring further clarification
- identify improvements to energy, water and other resources for environmental sustainability
- conflict resolution skills to identify and respond to inappropriate behaviour to enable effective management of group cohesion
- planning and organisational skills to:
  - plan a circuit session
  - prepare the exercise area and equipment
  - make modifications to the session
- language and literacy skills to produce and document a circuit training session plan for the session
- self-management and learning to maintain currency of knowledge and to provide effective water based exercise formats to clients
- technology skills to enable the use of water based and instructor equipment
- ability to perform non contact basic water assistance
- general characteristics of the main social and cultural groups in Australian society and the key aspects that relate to their cultural and religious protocols and preferences for exercise

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- environmental and resource efficiency practices related to aquatic environments and fitness equipment.

Required knowledge

- organisational policies and procedures and legislation relevant to enable the safe and effective conduct of water based exercise
- concerns or conditions commonly considered as an impediment to safe participation in planned aquatic activities
- physiological and biomechanical adaptation to exercising in water
- hydrodynamic principles to enable safe and effective water based exercise
- instructional techniques appropriate to participant characteristics and hydrodynamic effects of movement.
- motivational techniques to provide appropriate encouragement and feedback to participant groups
- instructional techniques suitable for circuit training sessions to enable use of strategies to produce positive outcomes for clients
- a range of water-based fitness formats applicable to a wide range of clients to provide a variety of appropriate activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans, explains, demonstrates and conducts activities for multiple water based fitness sessions that are of sufficient duration to demonstrate competency and consistency of performance whilst in the water and on pool deck
- monitors clients and provides feedback and intervention to improve individual skill performance as appropriate
- modifies instructional methods, styles and activities on an individual and group basis to enhance skill development as required
- addresses cultural needs in planning and instruction of water based fitness sessions
- plans circuit sessions with interrelated components, monitors the progress of the session and applies effective contingency management techniques to deal

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	with a range of problems and issues that may arise during the session, such as equipment failure or client overtraining, and makes adjustments • identifies common signs and signals of a participant experiencing difficulties in the water based fitness session and promptly determines possible contributing factors and formulates a suitable assistance plan including referring to suitably qualified personnel • applies all organisational policies and procedures and legislation and regulatory requirements to ensure safety of clients and other facility users.
Context of and specific resources for assessment	Assessment must ensure planning and conducting activities for multiple participant groups of a size and nature that reflect current local and industry conditions. Assessment must also ensure: • demonstration of skills within a facility with access to a suitable aquatic environment with appropriate depth, surfaces, entry, exit, water quality and temperature • access to appropriate documentation and resources normally used in the workplace such as equipment checklists and session plan proformas • access to equipment for water based fitness activities • access to a safe pool deck including instructor and safety resources • access to documentation such as manufacturer specifications for equipment use • access to a range of clients with a range of fitness needs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of instructing, monitoring and adjusting a range of water based fitness sessions appropriate to the needs and characteristics of a range of participant groups • oral or written questioning to assess knowledge of the application of the physiological and biomechanic adaptation for the safe planning, conduct and modification of safe and effective water based fitness activities • portfolio showing participation in, planning and delivery of multiple water based fitness activities for

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clients with differing characteristics and needs.

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

- SISCAQU202A Perform basic water rescues
- SISAQU308A Instruct water familiarisation, buoyancy and mobility skills

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics of the participant group may include:

- age
- gender
- culture
- physical fitness
- body type and composition
- water familiarisation

Legislation and regulatory requirements may include:

- Occupational Health and Safety
- duty of care
- working with children
- copyright and licensing
- industry registration.

Organisational policies and procedures may include:

- Occupational Health and Safety
- duty of care
- privacy
- anti-discrimination
- copyright
- licensing
- child protection
- trade practices
- consumer protection
- environmental
- business registration and licences
- facility users.

Medical or allied health

- sports physician

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professionals may include:	• sports doctor • general practitioner • physiotherapist • accredited exercise physiologist • occupational therapist • remedial massage therapist • chiropractor • osteopath • accredited practising dietician • psychologist • aboriginal health worker • diabetes educator • podiatrist.
Concerns or conditions may include:	• chronic disease state • medical condition or injury • prescribed medication • dependent upon assistance to enter and exit the pool.

Instructional techniques may include:	• formations
	• instructor preservation
	• visual and verbal cueing
	• mirror imaging
	• emulating water movements
	• anchored or weighted movement
	• active or energetic movement
	• propulsion or turbulent actions
	• suspended movements in deep or shallow water
	• efficient learning curves
	• establishing rapport
	• communication
	• teaching positioning:
	  • in the water
	  • on pool deck
	  • in relation to clients, sound system, sun glare
	  • encouragement
	  • motivation
	  • voice clarity
	  • pitch
	  • non-verbal.

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Water-based fitness activities may include:	• interval • circuit • drills • exercises • games • choreographed sessions to music • deep water session • equipment based.
Session plan may include	• participant characteristic • goals • formations • exercises • music • phases.
Identified needs may include:	• sports, respiratory and muscle conditioning • resistance training • flexibility, mobility and coordination • social and enjoyment.
Water Properties may include:	• mass • density • viscosity • hydrostatic pressure.
Forces that act upon the body in water may include:	• buoyancy • resistance • turbulence • propulsion • inertia.
Site and pool design may include:	• change rooms, toilets and showers • participant and instructor storage cupboard • pool deck seating, towel hooks and surface • pool surface • gradient • pool temperature • location of steps or ladders • pool depths • rails • wall surface and ledge • lane ropes.
Specific purpose aqua activities may include:	• fitness • balance and coordination • drills

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- fun and aquatic games
- social
- movement functionality.

Client Equipment may include:

- kickboards
- flotation belts and vests
- flippers
- balls
- dumbbells
- paddles
- webbed gloves
- noodles, woggles, cookies, wafers and kick rollers
- resistance bands
- clothing and sun protection
- ankle cuffs
- shoes
- water-resistant heart rate monitors and stop watches.

Conditions and external influences may include:

- weather conditions
- angle of sun-glare or sun protection
- other facility users
- spectators
- noise levels
- turbulence or eddy from users.

Signs and signals may include:

- call for help
- muscle cramp
- dizziness
- localised pain.

Instructor and Safety Resources may include:

- ropes
- reach poles
- flotation devices
- whistle
- ratio of instructors and or equipment to clients.
- access to hydration
- non slip pool deck instructor mat
- instructor aqua frame
- microphone
- circuit breaker power cord
- sound system
- circuit card holders
- equipment storage.

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Music may include:	• motivational • themed • phrased, unphrased • cultural • beats per minute • selection should consider copyright and legal procedures.
Water familiarisation skills may include:	• entering and exiting the pool • ability to remain balanced and stable in moving water • aquatic exercise familiarity • movements in a variety of depths of water • water safety awareness.

Basic water assistance may include:	• non-swimming assistance techniques
	  • reach
	  • throw
	  • wade
	• call for assistance from lifeguard or industry recognised employer.

Cultural and social differences may include:	• modes of greeting, farewelling and conversation • body language, including use of body gestures • formality of language • clothing.
Best practice principles of aquatic activities may include:	• accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards and risks • Instructors Code of Conduct policies developed by the peak bodies responsible for the teaching of swimming and water safety such as AUSTSWIM Incorporated, Australian Swimming Incorporated, Australian Swimming Coaches and Teachers Association, The Royal Life Saving Society Australia and Surf Life Saving Australia, and Sports Medicine Australia • national activity organisation regulations and guidelines.
Motivational techniques may include:	• arousal theories and control techniques • zone of optimal function.
Feedback may include:	• verbal • written

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	• visual • tactile.
Aims may include:	• competition or performance targets • self improvement • fitness targets • lifestyle adjustments.
Exercise repertoire may include:	• cardio • strength and conditioning • flexibility.

Circuit training session plan may include:	• phases of:
	  • preparation
	  • conditioning
	  • recovery
	• adaptation
	• rest intervals
	• required equipment
	• floor plan for equipment arrangement.

Principles of exercise planning may include:	• frequency • intensity • duration • movement • environment • program type.
Common types of injuries may include:	• *muscle or soft tissue injury* • *back injury* • *heart condition*.
Potentially harmful practices may include:	• hyperextension • exercising while sick or in extremes of temperature • multiple repetitions • ballistic movements • spinal hyperextension • straight leg sit-ups • lever length • additional equipment.
Intervention strategies may include:	• stopping or modifying the exercise • modifying equipment.

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Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT311A Deliver approved community fitness programs

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to deliver an approved community fitness program designed to promote wellbeing and increase physical activity levels. This unit focuses on the skills needed to deliver programs that are low intensity, in order to minimise risk and enable delivery to general populations, and to monitor and report on the program outcomes to the approving authority. Program evaluation remains the responsibility of the approving authority.

Application of the Unit

This unit applies to exercise trainers and recreation program instructors working in a range of locations and with a range of clients in diverse environments including aquatic, recreation, leisure, fitness and community centres.

This unit is applicable to those working in fitness venues, gyms or other exercise environments.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for program delivery.	1.1. Obtain confirmation that the program is approved by an ***approving authority***. 1.2. Confirm ***venue or facility requirements*** and ***resources*** required for program delivery. 1.3. Confirm ***access*** to the venue or facility meets the needs and requirements of the ***clients*** according to ***organisational policies and procedures*** and ***legislation and regulatory requirements***.
2. Deliver approved community fitness program.	2.1. Screen clients according to program guidelines and organisational policies and procedures. 2.2. Deliver ***pre-session instructions*** according to program and venue or facility requirements. 2.3. Explain and demonstrate the program using a appropriate ***instructional techniques***. 2.4. Explain and demonstrate the correct use of any ***equipment*** required for the program according to manufacturer's instructions and organisational policies and procedures. 2.5. Show sensitivity to ***cultural and social differences***.
3. Monitor and modify the activities.	3.1. ***Monitor*** exercise intensity, technique and safety of clients continuously throughout the program according to program guidelines. 3.2. Deliver effective and positive ***feedback*** to clients regarding correct program intensity or technique. 3.3. Modify activities as required to ensure program continues to meet the needs and requirements of clients and minimise injuries.
4. Monitor and report on the effectiveness of the program.	4.1. Seek and respond to feedback from clients. 4.2. Identify modifications to instructional technique in response to feedback. 4.3. Identify aspects needing further emphasis or development and document for reporting to

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ELEMENT	PERFORMANCE CRITERIA
	approving authority as required. 4.4. Maintain ***records*** according to program guidelines and organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - provide clear and accurate instructions and pre-session information
  - encourage clients
  - elicit feedback
  - effectively manage group cohesion
- language and literacy skills to:
  - read and interpret the program plan
  - create reports on aspects of the program that need emphasis or development as a result of program monitoring
  - read manufacturer's instructions for equipment
  - maintain records
- planning and organising skills to ensure venue or facility and required equipment are available and suitable for specific program requirements
- problem-solving skills to identify allowable modifications to meet the needs of the participant group while maintaining the integrity of the program.

Required knowledge

- the purpose, aims and target group of the approved program to enable effective program delivery and identification of acceptable program modifications to meet group needs
- legislation, organisational policies and procedures to enable safe and effective delivery of the program
- equipment usage to enable the safe and effective incorporation of equipment as required by the specific program
- instructional techniques to enable the effective delivery and monitoring of the program
- general characteristics of the main cultural and social groups in Australian society and the key aspects that relate to their cultural and religious protocols and preferences for exercise
- injury prevention strategies to maximise client participation in the program.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- delivers, monitors and adjusts an approved community fitness program which effectively meets the needs and requirements of the participant group while maintaining the integrity of the program
- identifies and implements organisational, program and facility requirements, including the safe use of any required equipment, to maintain the safety of clients.
- maintains accurate records of program delivery and modification
- shows sensitivity to social and cultural differences.

Context of and specific resources for assessment

Assessment must ensure access to:

- clients in an approved community fitness program
- resources for the conduct of the community fitness program such as a venue or facility and any required equipment
- documentation related to an approved community fitness program.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of delivery of approved community fitness programs
- oral or written questioning to assess knowledge of the purpose, aims and allowable modifications to the program to meet the needs of the target group
- third-party reports from a supervisor detailing work performance.

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

- SISFFIT309A Plan and deliver group exercise

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sessions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Approving authority may include:	• state or federal government department • peak fitness body • community organisation • statutory authority.
Venue or facility may include:	• community hall • council facility • fitness centre • aquatic centre.
Venue or facility requirements may include:	• entry charge • needs of other facility users • emergency evacuation • access.
Resources may include:	• facilities • equipment • finance • personnel • transport and related logistical requirements.
Access may include:	• stairs • ramps • lift • vicinity to public transport • parking.
Clients may include:	• inactive • active • age specific groups • gender specific groups • experienced or inexperienced • specific cultural or social groups.
Organisational policies and procedures may include	• Occupational Health and Safety • training

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	• privacy • venue hire • recording and reporting • communication protocols • security • emergency • first aid • use care and maintenance of equipment and facilities.
Legislation and regulatory requirements may include:	• Occupational Health and Safety • duty of care • privacy • anti-discrimination • copyright • licensing • child protection • trade practices • consumer protection • environmental • business registration and licences.
Cultural and social differences may include	• modes of greeting, farewelling and conversation • body language, including use of body gestures • formality of language • clothing
Pre-session instructions must include:	• personal introduction • verbal pre-screen • session level outline • emergency procedures • appropriate and safe footwear and clothing • rests • correct exercise techniques and breathing.
Instructional techniques may include:	• teaching position • session organisation and formation • mirror imaging • verbal and non-verbal communication • demonstration • motivational strategies,
Equipment may include:	• balls, rings and sticks • dumbbells and barbells • noodles • resistance bands

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- stability balls and discs
- mats
- chairs
- benches
- heart rate monitors
- sound and microphone.

Monitor may include:

- talk test
- heart rate
- breathing frequency
- rate of perceived exertion.

Feedback may include:

- verbal
- written.

Records may include:

- written
- electronic
- oral recording.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT312A Plan and deliver an endurance training program

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and deliver indoor and outdoor endurance training programs for a range of clients utilising a broad range of equipment and motivational and instructional techniques.

Application of the Unit

This unit applies to coaches working with individuals or teams. It also applies to exercise instructors who provide a range of exercise programs and services to individuals and or groups.

The unit is applicable to those working with sporting groups, and to those working in fitness venues, gyms or other exercise environments.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop an endurance training program.	1.1. Identify and document ***goals*** of ***client*** for an ***endurance training program***. 1.2. Incorporate a varied repertoire of training methods appropriate to the characteristics and goals of the client. 1.3. Allocate ***phases*** of the session within the exercise program. 1.4. Identify required ***equipment*** and confirm its availability and serviceability ***according to organisational policies and procedures***.
2. Prepare for program delivery.	2.1. Access client ***pre-exercise screening*** information prior to participation according to organisational policies and procedures and ***legislation and regulatory requirements***. 2.2. Redirect non screened participants according to organisational policies and procedures. 2.3. Evaluate the ***exercise environment*** to ensure client safety according to organisational policies and procedures. 2.4. Arrange equipment according to exercise program and legislation and regulatory requirements and organisational policies and procedures.
3. Deliver the program.	3.1. Explain and demonstrate endurance training exercises using appropriate ***instructional techniques*** and ***anatomical terminology***. 3.2. Demonstrate and instruct correct use of equipment during endurance training sessions according to organisational policies and procedures and manufacturer instructions. 3.3. Continuously monitor the client's ***performance*** and correct any ***potentially harmful practices***. 3.4. Provide ongoing feedback to clients and apply ***motivational techniques*** to maximise adherence to the endurance program. 3.5. Recognise ***signs and symptoms of overtraining*** and implement appropriate intervention and prevention strategies.
4. Evaluate endurance	4.1. ***Evaluate*** the program according to client ***feedback***

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ELEMENT	PERFORMANCE CRITERIA
training program.	and self evaluation. 4.2. Implement modifications to the program where relevant to meet identified client needs and preferences. 4.3. Periodically review the endurance training program and adjust to allow for clients to adapt to the program.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - establish client goals
  - instruct effective endurance programs
  - give and receive feedback
- problem-solving skills to:
  - select and sequence appropriate endurance training activities to meet client goals
  - identify and correct potentially harmful practices
  - identify adjustments required as a result of client adaptation to program
- planning and organising skills to:
  - sequence sessions within the program
  - ensure required equipment is available and functional
- literacy and numeracy skills to enable accurate documentation of program schedules and the timely completion of sessions.

Required knowledge

- the major body systems, bones, joints muscles and their function to enable the selection, instruction and adjustment of appropriate exercises to meet the needs of clients
- organisational policies and procedures and legislation and regulatory requirements to enable the safe delivery of endurance training programs including the safe use of equipment and a safe learning environment
- motivational techniques to provide appropriate encouragement to clients to maximise program adherence
- principles of exercise planning to enable a range of activities appropriate to different client goals to be incorporated into the endurance training program to maximise client success

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- physiological, psychological and biomechanical changes that occur with endurance training to enable informed planning and instruction of sessions and prompt response to client difficulties during the session
- injury prevention strategies and resources for endurance training programs.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • planning and conducting endurance training programs that meet the specific needs of individuals, groups or sports • applying effective communication techniques to instruct, monitor, motivate and evaluate multiple endurance training programs • selecting, sequencing and monitoring the safe and appropriate use of a range of current equipment in endurance training.

Context of and specific resources for assessment	Assessment must ensure:
	• demonstration of skills to plan and instruct endurance training sessions within an environment with appropriate facilities, equipment and materials such as free weight or hydraulic equipment .
	• Assessment must also ensure access to:
	  • access to a range of clients with real or simulated fitness goals
	  • access to documentation such as manufacturer specifications for equipment use.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interaction with a range of clients, including conveying information for safe participation in endurance training sessions and motivating clients to achieve desired outcomes • oral or written questioning to assess knowledge of physiological, psychological and biomechanical

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changes that occur during endurance training
- oral or written questioning to assess knowledge of body systems, bones, joints and muscles and their relationship to effective exercise
- third-party reports from a supervisor detailing work performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Goals may include:
- physiological
- psychological
- social
- increased capability in sport or activity.

Client may include:
- experienced or inexperienced
- absence of diagnosed disease
- older clients
- de-conditioned adults
- older adolescents:
  - 16 years and over
- those with specific conditioning goals
- athletes
- pre-natal
- post-natal
- menopausal.

Endurance training program may include:
- aerobic
- interval
- circuit
- gym
- fartlek
- anaerobic threshold
- strength
- speed

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	• lactate tolerance • power.
Phases must include	• *preparation* • *conditioning* • *recovery* • *adaptation* • *transition*.
Equipment may include:	• resistance equipment • heart rate monitor • program card • resistance bands.
Organisational policies and procedures may include:	• Organisational Health and Safety • emergency • risk management • use of client record systems • collection and use of client information • equipment use and maintenance • client supervision • incident reporting • client screening • client referral.
Legislation and regulatory requirements may include:	• Occupational Health and Safety • duty of care • privacy • anti-discrimination • copyright • licensing • child protection • trade practices • consumer protection • environmental • business registration and licences.
Pre-exercise screening may include:	• questionnaire • interview • medical clearance • informed consent • medical and exercise history • functional limitations • medication • lifestyle evaluation • fitness goals

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- injuries
- time availability.

Exercise environment may include:

- indoors
- outdoors
- aquatic.

Instructional techniques may include:

- establishing rapport
- instructional position
- verbal and non-verbal communication
- demonstration and motivational strategies.

Anatomical terminology may include:

- flexion
- extension
- rotation
- abduction
- adduction
- circumduction
- protraction
- retraction
- inversion
- eversion
- pronation
- supination
- horizontal flexion and extension.

Performance may include:

- intensity
- technique
- safety
- interaction with other clients.

Potentially harmful practices may include:

- hyperextension
- hyperflexion
- exercising while sick
- exercising in extremes of environmental conditions
- multiple repetitions
- addition of equipment
- overextension.

Motivation techniques may include:

- communication
- body language
- listening skills
- building rapport
- questioning and observational techniques
- feedback
- reinforcement.

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Signs and symptoms of overtraining may include:	• increased incidence of injuries • chronic muscle or joint soreness • reduced appetite • disturbed sleep patterns • increased RPE during workouts • increased incidence of colds or infections • impaired recovery from exercise • reduced enthusiasm for training and work.
Evaluate may include:	• program aims and objectives • client satisfaction • suitability and safety of facilities and equipment.
Feedback may include:	• exercise purpose and technique • appropriate exercise intensity and methods of monitoring • safety • muscle involvement • improvements in training and technique.

Adaptations may include:	• physiological
	  • cardiovascular changes
	  • thermoregulation
	  • energy system and substrate utilisation
	  • pulmonary and nervous system changes
	  • musculoskeletal
	  • respiratory
	• psychological
	• biomechanical.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT313A Plan and deliver exercise to apparently healthy children and adolescents

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and deliver exercise for children and young adolescents. It involves planning, demonstration, instruction, review and modification of activities and instructional techniques to meet participant needs.

Application of the Unit

This unit applies to exercise instructors who work in facilities that provide a range of exercise programs to general populations, including children and young adolescents who present with no major health conditions.

This unit is applicable to those working in fitness venues, gyms or other exercise environments.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan the exercise.	1.1. Apply appropriate ***pre-exercise screening*** procedures for children and or young adolescents prior to participation in an ***exercise program*** according to ***organisational policies and procedures*** and ***legislation and regulatory requirements***. 1.2. Identify the characteristics of the ***participants*** and their ***needs and expectations***. 1.3. Consult with parent, guardian or caregiver where appropriate to clarify any risk factors identified in pre-exercise assessment. 1.4. Recognise the sign and symptoms of ***major types of injuries*** that are commonly associated with different stages of development. 1.5. Recommend advice be sought from a ***medical or allied health professional*** based on any health, nutritional or dietary disorder, or medical or injury concerns according to organisational policies and procedures. 1.6. Provide advice on alternative options for participants who are unsuitable for the planned exercise according to organisational policies and procedures, selecting options according to the ***special needs of children***. 1.7. Select exercises from an appropriate ***exercise repertoire*** according to the ***stages of growth and development***, ***age variation*** and ***injury risks*** of the participants. 1.8. Select and modify appropriate ***equipment*** according to needs of participants and organisational policies and procedures. 1.9. Determine the ***instructional techniques*** appropriate to the participants and select and apply appropriate ***baseline assessments*** that inform the benefits of exercise.
2. Instruct the exercise session.	2.1. Communicate the benefits of exercise for children and adolescents to participants. 2.2. Communicate the general features of ***healthy eating***

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ELEMENT	PERFORMANCE CRITERIA
	for children and young adolescents and provide basic dietary recommendations to improve overall health and support exercise goals. 2.3. Explain and demonstrate the exercises to participants and provide opportunities for questioning and clarification. 2.4. Demonstrate and instruct correct use of equipment according to organisational policies and procedures and manufacturer's instructions. 2.5. Monitor exercise intensity, technique and safety of participants during session and modify as required according to participant responses. 2.6. Apply appropriate ***motivational techniques*** to encourage participants and make any required modifications to activities. 2.7. Facilitate activities to maximise individual participation. 2.8. Show sensitivity to ***cultural and social differences***.
3. Evaluate the exercise session.	3.1. Evaluate the exercise session according to participant and or caregiver feedback and personal reflection. 3.2. Provide feedback to the client group on their progress and any changes recommended. 3.3. Determine ***modifications*** to the ***exercise plan*** where relevant to meet needs identified through evaluation.

Required Skills and Knowledge

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

Required skills

- communication skills to provide clear instruction and constructive feedback to children, young adults, parents, guardians or caregivers and medical and allied health professionals regarding the pre-exercise screening and alternative options
- plan and instruct activities and exercises that reflect appropriate developmental stages of adolescents
- problem-solving skills to:
  - identify exercises targeted at specific fitness components and make modifications where required
  - recognise conditions outside own scope of practice and make appropriate

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recommendations
- planning and organising skills to plan and instruct the exercise session including accessing required equipment and appropriate modifications
- interpersonal skills to interact effectively with children and adolescents, parents, guardians or caregivers
- numeracy skills to manage the time of sessions and facility schedules.

Required knowledge

- recommended healthy eating options and dietary guidelines for children and young adults to enable the provision of accurate information to participants
- limitations of a fitness instructor in providing healthy eating information
- the medical and allied health sector to enable appropriate recommendations be made to parents, guardians or caregivers
- principles of paediatric and exercise science to enable the selection of exercises appropriate exercises to participant characteristics and needs
- stages of physical, social and emotional growth and development in children and young adults to enable effective planning of programs and selection of appropriate exercises.
- principles of exercise program design to enable development of a program for a specific age group
- legislation and regulatory requirements and organisational policies and procedures to enable safe and appropriate conduct of exercise for children and young adolescents.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • screens children and young adolescents prior to commencement of exercise sessions and communicates results to relevant caregivers and recommends referral to appropriate medical or allied health professionals where necessary • develops a variety of sessions for exercise that are fun, interactive and safe for a range of client groups of children and young adolescents • provides accurate and current information about healthy eating and healthy eating options in accordance with recommended guidelines

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	• evaluates exercise sessions and modifies exercise plans according to feedback received from participants and own evaluation.
Context of and specific resources for assessment	Assessment must ensure instruction of multiple exercise sessions that are of sufficient duration and breadth to allow the demonstration of competency and consistency of performance. Assessment must also ensure access to: • a facility where a variety of exercise modes and equipment are available, such as a weights gym, exercise room and open air • relevant resources, for example, weight to height ratios, healthy eating information for a range of ages • appropriate documentation normally used in the workplace such as fitness charts and assessment questionnaires • a range of individuals and participant groups composed of children and young adolescents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of instructing and monitoring exercise sessions for children and young adolescents • oral or written questioning to assess knowledge of stages of development and growth in children and young adolescents and how these relate to effective exercise planning • a portfolio of plans for exercise programs for different age groups • third-party reports from a supervisor detailing work performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISFFIT309A Plan and deliver group exercise sessions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Pre-exercise screening must include:	• medical history • functional limitations • medication • lifestyle evaluation • fitness goals • exercise history • questionnaire • caregiver • parent • legal guardian consent • interview.
Exercise programs may include:	• fundamental motor skills • cardiovascular exercise for age variations • resistance training • flexibility.
Organisational policies and procedures may include:	• Occupational Health and Safety • confidentiality of client information • client screening procedures • client referral procedures • ethical considerations in assessing children • use and maintenance of equipment.
Legislation and regulatory requirements may include:	• Occupational Health and Safety • duty of care • privacy • anti-discrimination • copyright • licensing • child protection • trade practices • consumer protection • environmental • business registration and licences.

Participants may include:	• children:
	  • aged between 3 - 5 years
	  • aged between 5 - 9 years
	• young adolescents:
	  • aged between 9 - 16 years.

Needs and expectations may	• recreational

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include:	• social • improved fitness levels and motor skills.

Major types of injuries may include	• sprains
	• osteochondroses
	  • severs
	  • patellofemoral pain syndrome
	  • legg-calve-perthes
	• shoulder instability
	• joint hypermobility.

Medical or allied health professional may include:	• general practitioners • medical specialists • paediatricians • accredited exercise physiologist • physiotherapist • occupational therapist • accredited practising dietician • osteopath • chiropractor • diabetes educator • podiatrist.
Special needs of children may include:	• diabetes • overweight and obese • hypermobility • asthma and other respiratory problems • ADD • ADHD • children and adolescents on medications.
Exercise repertoire may include:	• contraindications and modifications • variations to provide differing intensities • level of participant skill required • potential for combinations • exercise selection.
Stages of growth and development must include:	• changes in child growth and development • effect of exercise on growth and development • social development • physiological characteristics of the exercising child though developmental stages.
Age variation may include:	• session structures for different ages • coordination and motor development • communication and instructional skill difficulties

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	• behavioural change and social needs • exercise requirements for different stages of development.
Injury risks may include:	• inadequate skill and physical preparation • overtraining • biomechanics and exercise technique • physical and mental preparation • fatigue and recovery.
Equipment may include:	• small, interactive and circuit-based equipment • sporting • age specific strength training equipment • cycle and ergomoters • rowing machine • treadmill.
Instructional skills may include:	• transitions between exercises or games • session structure variations • communication skills • verbal and visual instructions relevant to age group • technique correction.
Baseline assessment may include:	• functional motor skills • cardiovascular • strength • agility • flexibility.
Healthy eating may include:	• energy balance • dietary guidelines for children and young adolescents • fuel for exercise • fuel for minimising post-exercise fatigue and maximising recovery • hydration levels • specialised dietary interventions requiring referrals.
Cultural and social differences may include:	• modes of greeting, farewelling and conversation • body language, including use of body gestures • formality of language • clothing.
Motivational techniques may include:	• goal setting • positive feedback • foundation of play in exercise prescription.

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Modifications may include:	• accommodating the physical changes and health conditions associated with developmental age • accommodating the social and psychological changes that occur with children.
Exercise plan may include:	• identification of client needs and goals • an outline of the session components • order and sequence of exercises • duration, intensity, volume • equipment • progression within an exercise program • appropriate music selection.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT314A Plan and deliver exercise to older clients with managed conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and deliver exercise for clients aged 50 and over. It involves planning, demonstration, instruction, review and modification of activities and instructional techniques to meet client needs.

Application of the Unit

This unit applies to exercise instructors and community fitness leaders who work in facilities that provide a range of exercise programs to older clients who present with managed medical conditions. The unit is applicable to those employed in fitness environments such as fitness venues, community facilities and those working autonomously in the fitness and health industries.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan the exercise.	1.1. Apply appropriate ***pre-exercise screening*** procedures for ***older clients*** prior to participation in an ***exercise program*** according to ***organisational policies and procedures*** and ***legislation and regulatory requirements***. 1.2. Identify the characteristics of the older clients and their ***needs and expectations***. 1.3. Consult with family members where appropriate to clarify any risk factors identified in pre-exercise assessment in order to recognise the sign and symptoms of ***major types of injuries or conditions*** that are commonly associated with older clients. 1.4. Obtain client's permission to seek advice from a ***medical or allied health professional*** to clarify health, medical or injury concerns according to organisational policies and procedures. 1.5. Provide advice on alternative options for clients who are unsuitable for the planned exercise according to organisational policies and procedures, selecting options according to the clients needs. 1.6. Select exercises from an appropriate ***exercise repertoire*** that match the client's needs, abilities and goals. 1.7. Select and modify appropriate ***equipment*** according to needs of clients and organisational policies and procedures. 1.8. Determine the ***instructional techniques*** appropriate to the clients and select and apply appropriate ***baseline assessments*** that inform the benefits of exercise.
2. Instruct the exercise session.	2.1. Inform older clients about the ***physical changes*** that occur with the ***ageing process*** and communicate benefits of exercise for older clients to clients. 2.2. Show sensitivity to ***cultural and social differences*** 2.3. Communicate the general features of ***balanced nutrition*** and provide healthy eating information to improve overall health and support exercise goals. 2.4. Explain and demonstrate the exercises to clients and provide opportunities for questioning and

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ELEMENT	PERFORMANCE CRITERIA
	clarification. 2.5. Modify exercises to ensure they are safe and effective for older clients. 2.6. Demonstrate and instruct correct use of equipment according to organisational policies and procedures and manufacturer's instructions. 2.7. Monitor exercise intensity, technique and safety of clients during session and modify as required according to client responses. 2.8. Apply appropriate ***motivational techniques*** to encourage clients and make any required modifications to activities.
3. Evaluate the exercise session.	3.1. Evaluate the exercise session according to client and or caregiver feedback and personal reflection. 3.2. Provide feedback to the client group on their progress and any changes recommended. 3.3. Identify ***modifications*** to the ***exercise plan*** where relevant to meet needs identified through evaluation.

Required Skills and Knowledge

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

Required skills

- communication skills to provide clear instruction and constructive feedback to older clients, family members, medical and allied health professionals regarding the pre-exercise screening and alternative options
- problem-solving skills to:
  - identify exercises targeted at specific fitness components or medical conditions and make modifications where required
  - select functional exercises that are appropriate for the clients, taking into account their abilities and interests
  - recognise conditions outside own scope of practice and make appropriate recommendations or referrals
- planning and organising skills to plan and instruct the exercise session including accessing required equipment and making appropriate modifications to equipment and exercise selection
- interpersonal skills to interact effectively with older clients
- numeracy skills to manage the time of sessions and facility schedules
- application of injury prevention strategies for older clients.

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Required knowledge

- recommended healthy eating guidelines for older clients to enable the provision of accurate information to clients
- the limitations of a fitness instructor in providing healthy eating information
- the medical and allied health sector to enable appropriate recommendations and referrals be made to clients or family members
- principles of biomechanics and exercise science to enable the selection of exercises appropriate to client conditions and needs
- physiological, social and emotional processes of ageing to enable effective planning of programs
- principles of exercise program design to cater for a variety of managed medical conditions
- legislation and regulatory requirements and organisational policies and procedures to enable safe and appropriate conduct of exercise for older clients
- general characteristics of the main older client, social and cultural groups in Australian society and the key aspects that relate to their cultural and religious protocols and preferences for exercise.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- screens older clients prior to commencement of exercise sessions and communicates results to family members where appropriate and recommends referral to appropriate medical or allied health professionals where necessary
- develops a variety of sessions for a range of older clients that are fun, interactive and safe
- provides accurate and current healthy eating information in accordance with recommended guidelines
- modifies individual exercises to accommodate the specific needs of the client
- evaluates exercise sessions and modifies exercise plans according to feedback received from clients and own evaluation.

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Context of and specific resources for assessment	Assessment must ensure instruction of multiple exercise sessions that are of sufficient duration and breadth to allow the demonstration of competency and consistency of performance. Assessment must also ensure access to: • a facility or venue where a variety of exercise modes and equipment are available, such as a weights gym, exercise room and open air • relevant resources, for example, healthy eating information • appropriate documentation normally used in the workplace such as pre-exercise and assessment questionnaires • a range of client groups composed of older clients with a variety of managed conditions.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of instructing and monitoring exercise sessions for older clients • oral or written questioning to assess knowledge of the ageing process and how this relates to effective exercise planning • a portfolio of plans for exercise programs for older clients with different managed conditions • third-party reports from a supervisor detailing work performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISFFIT309A Plan and deliver group exercise sessions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Pre-exercise screening must include:	• medical history • functional limitations • medication • lifestyle evaluation • fitness and health goals • exercise history • injury history • questionnaire • interview.
Exercise programs may include:	• cardiovascular • strength training • flexibility • agility • balance • fundamental movement skills.
Organisational policies and procedures may include:	• occupational health and safety • confidentiality of client information • client screening procedures • client referral procedures • ethical considerations in assessing older clients • use and maintenance of equipment.
Legislation and regulatory requirements may include:	• Occupational Health and Safety • duty of care • privacy • anti-discrimination • copyright • licensing • trade practices • consumer protection • environmental • business registration and licences.

Older clients may include:	• adults aged 50 years and over who are:
	  • healthy and active
	  • have managed conditions
	• menopausal.

Needs and expectations may include:	• recreational • social • improved fitness levels, strength and functional movement skills.
Major types of injuries or conditions may include	• sprains • musculoskeletal

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- arthritis
- joint instability
- restricted range of movement
- osteoporosis

- cardiovascular
  - hypotension
  - hypertension
- neurological
  - Parkinson's disease
- other medical
  - diabetes
  - metabolic conditions
  - thyroid disorders
  - cancers
  - obesity
  - under-nutrition
  - continence issues
- psychological
  - depression
  - dementia or early stage
- respiratory
  - asthma
  - emphysema.

Medical or allied health professional may include:

- sports physician
- sports doctor
- general practitioner
- physiotherapist
- accredited exercise physiologist
- occupational therapist
- remedial massage therapist
- chiropractor
- osteopath
- accredited practising dietician
- psychologist
- aboriginal health worker.

Exercise repertoire may include:

- contraindications and modifications
- variations to provide differing intensities
- level of client skill required
- potential for combinations
- exercise selection.

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Ageing process may include:	• physiological • biomechanical • psychological • behavioural change and social needs • lifestyle and cultural • general population characteristics.
Injury risks may include:	• inadequate skill and physical preparation • overtraining • biomechanics and exercise technique • physical and mental preparation • poor core&postural awareness • fatigue and recovery.
Equipment may include:	• treadmill • cycle and ergometers • rowing machine • steppers • dumbbells and strength training equipment • chairs • resistance bands • small, interactive and circuit-based equipment • gym based equipment.
Cultural and social differences may include:	• modes of greeting, farewelling and conversation • body language, including use of body gestures • formality of language • clothing.
Instructional techniques may include:	• transitions between exercises or games • session structure variations • communication skills • verbal and visual instructions relevant to client conditions • technique correction.
Baseline assessment may include:	• cardiovascular • strength • agility • flexibility • balance • functional motor skills
Balanced nutrition may include:	• energy balance • dietary guidelines • fuel for exercise

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	• fuel for minimising post-exercise fatigue and maximising recovery • hydration levels • specialised dietary interventions requiring referrals.
Motivational techniques may include:	• goal setting • positive feedback.
Modifications may include:	• accommodating the physical changes and health conditions associated with ageing • accommodating the social and psychological changes that occur with ageing.
Exercise plan may include:	• identification of client needs and goals • an outline of the session components • order and sequence of exercises and flow of session • duration, intensity, volume, frequency • equipment • progression within an exercise program • appropriate music selection.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT415A Work collaboratively with medical and allied health professionals

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify situations and conditions requiring guidance from medical or allied health professionals, to interpret instructions from medical or allied health professionals and implement appropriate exercise plans.

Application of the Unit

This unit applies to exercise trainers who provide a range of exercise programs to diverse populations including older clients, and is applicable to those employed in fitness environments such as fitness venues and those working autonomously in the fitness or health industry.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify and refer clients requiring medical or allied health professional expertise.	1.1. Access and review client initial ***pre-test screening information*** according to ***Legislation and regulatory requirements*** and ***organisational policies and procedures***. 1.2. Ascertain additional ***health information*** from the ***client*** as required. 1.3. Analyse health information to determine the need for referral and guidance from ***medical or allied health professionals*** within established professional parameters. 1.4. Recommend client seek advice from medical or allied health professionals as appropriate according to organisational policies and procedures. 1.5. Arrange a referral to an appropriate medical or allied health professional. 1.6. Ensure referral occurs with permission or consent of client and within confidentiality and privacy standards 1.7. Complete relevant documentation according to organisational policies and procedures.
2. Receive and respond to referrals.	2.1. Identify instructions within the ***referral*** received from medical or allied health professional. 2.2. Seek clarification from medical or allied health professional as required. 2.3. Discuss outcomes of referral with client and answer client queries regarding exercise plan. 2.4. Develop exercise plan as directed by referral. 2.5. Document referral process according to organisational policies and procedures and legislation and regulatory requirements.
3. Apply exercise considerations and guidelines to provide an exercise plan to manage clients with identified special requirements.	3.1. Describe the ***exercise and types of exercise*** which are recommended for clients with identified special requirements exercising in the fitness industry to maintain and develop health and functional capacity to clients. 3.2. Deliver the exercise plan designed by a suitably qualified medical or allied health professional to clients with identified special requirements.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Instruct clients with identified special requirements under the supervision of suitably qualified medical or allied health professionals.
	3.4. Apply aerobic and resistance training guidelines to clients with identified special requirements in line with recommendations and guidelines from medical or allied health professionals.
	3.5. Provide advice on exercise guidelines appropriate to clients with identified special requirements in consultation with medical or allied health professional.
4. Monitor client responses and progress.	4.1. Monitor ***client response*** to the exercise program.
	4.2. Report client progress including difficulties and concerns to medical or allied health professional in a timely manner.
	4.3. Recognise ***signs and symptoms of instability*** and take appropriate action.
	4.4. Notify medical or allied health professional of any changes in client condition or health status as required according to organisational policies and procedures and legislation and regulatory requirements.
	4.5. Review client's fitness level and health status regularly and make appropriate modifications to exercise plan as required.
	4.6. Provide ***feedback*** to client on progress and any recommended adjustments.
5. Maintain case management file.	5.1. Identify information that needs to be recorded in the case management file.
	5.2. Identify information that needs to be shared with medical or allied health professionals and provide as required.
	5.3. Maintain current, complete, accurate and relevant ***client records*** for each client contact.

Required Skills and Knowledge

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

Required skills

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- literacy skills to:
  - enable the accurate recording of client information
  - interpret and follow written sequenced instructions from medical or allied health professionals
  - communication skills to enable interaction with clients and medical or allied health professionals in an appropriate manner
  - problem-solving skills to determine situations and conditions requiring guidance from medical or allied health professionals
- self management skills to determine and work within own areas of professional expertise.

Required knowledge

- legislation and organisational policies and procedures to enable accurate recording of information and to maintain the security of client information
- local medical and allied health professionals and their areas of expertise to enable appropriate and timely referrals for clients
- risk stratification process
- exercise testing and testing supervision recommendations
- risk factors beyond own expertise and authority indicating the need for referral recommendations
- medical and anatomical terminology to accurately interpret instructions from medical or allied health professionals and to record client condition and information.
- normal and abnormal values of common clinical tests used to determine health status of clients
- effects of common medications prescribed to manage common health conditions

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies and advises clients requiring referral to medical or allied health professionals • communicates effectively with medical or allied health professionals using appropriate communication techniques to respond to instructions contained in referrals and provides accurate information to clients advised to seek referral

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- demonstrates ability to receive referrals in a professional manner in accordance with guidelines of referring medical or allied health professional and own organisation.
- maintains confidentiality, security and privacy of information.

Context of and specific resources for assessment

Assessment must ensure participation in multiple client interactions that reflect a range of commonly encountered conditions requiring the guidance of a medical or allied health professional.

Assessment must also ensure access to:

- a range of clients with a real or simulated range of fitness requirements
- a range of real or simulated medical or allied health professional referrals appropriate to the range of clients
- relevant documentation such as client record forms.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of consultations with a range of medical or allied health professionals
- accurate and legible completion of workplace documentation in response to rehabilitation referrals according to legal and organisational requirements
- oral or written questioning to assess knowledge of personal responsibilities and the range of services offered by medical or allied health professionals
- third-party reports from a supervisor detailing work performance.

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

- SISFIT421A Plan and deliver personal training

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Pre-test screening information must include:	• medical history, including medications • current medical conditions • informed consent • letter from a medical or allied health professional.
Legislation and regulatory requirements may include:	• Occupational Health and Safety • duty of care • privacy • anti-discrimination • copyright • licensing • child protection • trade practices • consumer protection • environmental • business registration and licences.
Organisational policies and procedures may include:	• privacy • confidentiality • referral for appraisal • appraisal forms • recording appraisal information • waiver or release form.
Health information may include:	• medical conditions • injuries • prescribed medication • medical and exercise history • functional limitations.

Client may include:	• male or female
	• pre-natal
	• post-natal
	• menopausal
	• older clients:
	  • de-conditioned males over 45
	  • de-conditioned females over 50
	• older adolescents:
	  • 16 years and over
	• those with:
	  • illness or sickness
	  • disease or disorder
	  • unaccustomed lack of functional strength.

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Medical or Allied health professional may include:	• sports physician • sports doctor • general practitioner • physiotherapist • accredited exercise physiologist • occupational therapist • remedial massage therapist • chiropractor • osteopath • accredited practising dietician • psychologist • continence nurse advisor.
Referral may include:	• instructions to provide part or all of the exercise program to a client • specific instructions to implement an exercise program within the current expertise and knowledge of the fitness trainer.
Feedback may include:	• verbal, in a timely manner • written.
Client response may include:	• heart rate • respiratory rate • subjective ratings of perceived exertion • subjective ratings of specific symptomatic complaints • signs and symptoms of exercise intolerance.
Signs and symptoms of instability may include:	• unusual fatigue and weakness • pain, discomfort or other anginal equivalent in the chest, neck, jaw, arms or other areas that may be due to ischemia • breathlessness • oedema • palpitations or tachycardia or bradycardia • claudication pain • dizziness or lightheadedness • musculo-skeletal pain.
Client records may include:	• electronic • hand written • pre-exercise screening form • medical clearance • fitness test results • clinical test results • informed consent

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- caregiver or legal guardian sign off.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT416A Apply motivational psychology to provide guidance on exercise behaviour and change to meet health and fitness goals

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to analyse client behaviour and motivate clients to commence and adhere to a long term exercise plan.

Application of the Unit

This unit applies to those operating as exercise trainers in fitness environments such as fitness centres, gyms or autonomously in the fitness or health industry.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Support clients to undertake ***exercise behaviour change***.	1.1. Obtain ***information*** about the client's current exercise behaviour and their attitude towards exercise to determine the ***stage of readiness*** to make a behaviour change. 1.2. Show sensitivity to ***cultural and social differences***. 1.3. Assess the level of motivation, commitment and confidence of the client to change attitudes, beliefs and behaviour. 1.4. Identify client's perceived ***barriers to exercise*** and other factors that may impact negatively on the success of an exercise behaviour change. 1.5. Identify suitable strategies to motivate exercise behaviour change based on ***behaviour change models***, ***processes of change***, evidence based research and client characteristics. 1.6. Develop a plan for behaviour change including suggested behavioural modifications relevant to the client. 1.7. Reinforce positive beliefs and behaviours. 1.8. Emphasise short and long term benefits of regular exercise to encourage exercise behaviour change.
2. Implement ***strategies to improve client exercise adherence***	2.1. Demonstrate an understanding of the ***determinants of exercise adherence*** that influence an individual's behaviour. 2.2. Identify and implement a variety of strategies suited to the client to improve exercise adherence based on ***personal and situational factors***. 2.3. Provide guidelines for improving exercise adherence. 2.4. Implement effective ***goal setting*** to support clients to adhere to long term exercise behaviour. 2.5. Monitor and review progress regularly to reinforce efforts. 2.6. Recognise ongoing barriers to continuation of long term exercise and provide motivational strategies as appropriate. 2.7. Assess changes in behaviour in collaboration with the client to determine the effectiveness of the strategies implemented and make appropriate adjustments. 2.8. Recognise common reasons for discontinuation of an exercise program and apply strategies to

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ELEMENT	PERFORMANCE CRITERIA
	overcome setbacks. 2.9. Apply basic counselling approaches to motivate clients to increase their exercise adherence.
3. Apply a variety of motivational techniques when training clients.	3.1. Tailor motivational strategies to suit individual client psychological needs based on ***personal and situational factors***. 3.2. Use effective ***verbal and nonverbal communication skills*** when instructing clients to optimise motivation and performance. 3.3. Identify ***arousal*** levels and use ***arousal control techniques*** and apply ***arousal and anxiety theory*** to enable the modification of ***client*** exercise behaviour. 3.4. Provide positive reinforcement and feedback to clients to positively influence exercise behaviour. 3.5. Use personal attitudes and values to positively influence clients exercise adherence and behaviour. 3.6. Increase confidence in clients to help them cope with increased stress and anxiety.

Required Skills and Knowledge

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

Required skills

- communication skills appropriate to:
  - discuss client needs,
  - negotiate strategies for behaviour change and exercise adherence
  - provide clear and accurate information about exercise behaviour.
- problem-solving skills to:
  - analyse clients information and
  - select motivational strategies appropriate to individual client social and cultural differences, needs, barriers and other influences.
- literacy and numeracy skills to enable the completion of questionnaires, records and other related documentation.

Required knowledge

- behavioural strategies to enhance exercise, health behaviour change and lifestyle modifications.
- stages of motivational readiness and processes of change.
- types of motivation, theory of achievement motivation and specific techniques to

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enhance motivation.
- role of intrinsic and extrinsic motivation in exercise behaviour.
- methods of evaluating self-motivation, self-efficacy and readiness for behaviour change.
- arousal and anxiety theory, and its relationship to exercise performance, adherence and behaviour change.
- goal setting techniques.
- general characteristics of the main social and cultural groups in Australian society and the key aspects that relate to their cultural and religious protocols and preferences for exercise.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • provides individualised strategies to promote a positive exercise behaviour change in clients • implements effectively a range of short and long term motivational strategies suited to the individual client and the exercise situation • utilises appropriate motivational theory in exercise situations when instructing clients • demonstrates effective use of verbal and non verbal aspects of communication to motivate clients • analyse the physical environment of a fitness venue and how that impacts on client behaviour, then adopt appropriate motivational techniques that meet the needs of the client • demonstrates appropriate manner, empathy and patience when working with clients embarking on a behaviour change.
Context of and specific resources for assessment	Assessment must ensure demonstration of skills over a period of time within a facility where a variety of exercise modes and equipment are available to support exercise behaviour change. Assessment must also ensure access to: • a range of clients of different ages and with different client needs

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- appropriate documentation and resources normally used in the workplace, such as organisational policies and procedures
- demonstration of skills on sufficient occasions to determine competence in implementing a variety of motivational strategies to effect behaviour change and exercise adherence.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of consulting with clients to determine personal and situational factors affecting client's exercise behaviour and attitude towards exercise, providing guidance about exercise behaviour and adherence, and implementing suitable motivational strategies when training clients
- observation of dealing effectively with a range of contingencies such as poor performance, discontinuation of exercise and client setbacks
- oral or written questioning to assess knowledge of the motivational psychology theory
- third-party reports from a supervisor detailing work performance.

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

- SISFFIT420A Plan and deliver exercise programs to support desired body composition outcomes
- SISFFIT421A Plan and deliver personal training

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Behaviour change models may include but are not restricted to:

- health belief model
- transtheoretical model
- motivational change model
- social cognitive model

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- theory of planned behaviour
- relapse prevention model.

Processes of change may include:

- cognitive processes
- behavioural processes.

Cultural and social difficulties may include:

- modes of greeting, farewelling and conversation
- body language, including use of body gestures
- formality of language
- clothing.

Strategies to improve exercise adherence may include:

- prompts
- contracting
- perceived choice
- reinforcement
- feedback
- rewards
- self monitoring
- goal setting
- social support
- decision balance sheet
- physical setting
- exercise variety
- minimised discomfort and injury
- group training
- enjoyment
- periodic fitness and health assessment
- progress charts.

Determinants of exercise adherence may include:

- personal factors:
  - demographic variables
  - cognitive variables
  - personality variables
  - behaviours
  - cultural
- environmental factors:
  - social environment
  - physical environment
  - physical activity characteristics:
    - exercise intensity and duration
    - group vs. individual activity
    - type
    - instructor or trainer qualities.

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Barriers to exercise may include:	• lack of time • lack of energy • lack of motivation • excessive cost • illness or injury • feeling uncomfortable • lack of skill • fear of injury • fear of safety • lack of child care • insufficient access • lack of support • lack of transportation.
Basic counselling approaches may include:	• active listening • body language • tone • asking questions • paraphrasing • summarising • note taking.
Information about client's attitude towards exercise may include:	• client expectations • coping techniques • defence mechanisms • belief systems and values • social support systems • stage of readiness for change.
Stage of readiness for change may include:	• precontemplation • contemplation • preparation • action • maintenance • relapse.

Goal setting may include:	• short, medium and long terms goals
	• SMART goals
	  • specific
	  • measurable
	  • achievable
	  • realistic
	  • time appropriate
	• outcome, process and performance goals
	• goal achievement strategies

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- goal support
- evaluation and feedback
- recording goals
- linked to personality and motivation.

Arousal and anxiety theory may include:

- drive theory
- inverted 'u' hypothesis
- individual zones of optimal functioning
- catastrophic model
- multidimensional anxiety theory
- reversal theory.

Arousal control techniques may include:

- anxiety management
- progressive relaxation
- stress management
- visualisation
- self talk.

Components of motivation may include:

- direction of effort
- intensity of effort
- persistence of behaviour.

Verbal communication may include:

- voice
  - inflection
  - emphasis
  - fluency
  - tone
  - tempo
  - resonance.

Non verbal communication may include:

- body language
  - movement
  - facial expression
  - eye contact
  - gestures
  - posture
  - sign language
  - touching.

Behaviour change may include:

- changes to exercise behaviour
- changes to dietary intake
- lifestyles changes.

Personal and situational factors may include:

- personality
- self concept
- habits
- lifestyle

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- family situation.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT417A Undertake long term exercise programming

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, knowledge and skills required to design, plan and program long term exercise for fitness industry clients.

Application of the Unit

This unit applies to exercise trainers who work in facilities that provide a range of exercise programs to general populations including older clients who present with no major health conditions. The unit is applicable to those employed in fitness environments such as fitness venues and those working autonomously in the fitness industry.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Use the principles and variables of programming that underlie exercise planning	1.1. Use the ***principles of exercise*** planning to develop long term ***exercise plans*** for ***clients***. 1.2. Use clear and structured forms when writing exercise plans and exercise programs. 1.3. Consider total training volume when developing an exercise plan and relate training volume to other ***program variables***. 1.4. Identify participants specific needs to be addressed by the long-term exercise program. 1.5. Develop objectives for the long-term program and each phase of the program, in consultation with the participant. 1.6. Identify the need for support personnel within the program.
2. Use a structured approach to exercise planning	2.1. Conduct a client induction and screening before commencing to develop an exercise plan. 2.2. Use the four ***program phases*** when developing session programs and relate to the clients specific needs. 2.3. Describe the physiological and ***psychological benefits*** of the preparation and recovery phase to clients. 2.4. Outline the various types of ***conditioning*** appropriate for their goals and fitness levels to clients. 2.5. Incorporate a competition or performance strategy into the program where applicable.
3. Write the exercise plan for specific fitness adaptations	3.1. Use the programming principles of planning for specific fitness ***adaptations*** when writing fitness ***exercise plans***. 3.2. Explain the relationship between the type of conditioning desired and the type of preparation phase selected to clients. 3.3. Demonstrate an awareness of the clients needs, objectives and exercise likes and dislikes when writing exercise plans. 3.4. Select appropriate exercises and incorporate injury prevention strategies to meet the clients needs when writing the exercise plans. 3.5. Design an exercise plan format and structure that is appropriate to the client and the specific target adaptation.

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ELEMENT	PERFORMANCE CRITERIA
	3.6. Describe the ***physiological changes*** and anatomical changes that occur with regular participation in the specific program to clients.
4. Evaluate and modify existing exercise plans for fitness industry clients	4.1. Recognise the general conditions that suggest a client's exercise plan should be ***evaluated***. 4.2. Describe the process by which clients are evaluated to the client. 4.3. Recognise the signs and symptoms of overtraining and utilise strategies for its prevention. 4.4. Analyse and incorporate client's exercise likes and dislikes into a modified exercise plan 4.5. Review client goals and incorporate changes to goals into the exercise plan. 4.6. Assess clients for relevant fitness level changes. 4.7. Discuss changes to the long term exercise plan with clients. 4.8. Write revised programs and provide instruction to clients.
5. Demonstrate and instruct the use of cardio-vascular equipment	5.1. Develop innovative cardiovascular fitness plans and exercise programs to meet a client's specific needs. 5.2. Demonstrate the functions on the display board of ***cardiovascular equipment*** are demonstrated to clients. 5.3. Utilise a variety of different electronic exercise equipment program functions for specific client needs. 5.4. Adjust the cardiovascular equipment to suit the needs of clients. 5.5. Instruct the client on the use of cardiovascular equipment.
6. Demonstrate and instruct the use of free weight equipment	6.1. Develop innovative free weight fitness plans and exercise programs to meet a client's specific needs. 6.2. Demonstrate a ***variety of exercises*** using free weight equipment. 6.3. Instruct the client on the use of free weight equipment. 6.4. Use a knowledge of the basic mechanics of action of ***free weight equipment*** to modify exercises for specific fitness outcomes or for safety. 6.5. Analyse the time that a client has been training with free-weights with respect to the exercises taught and adjust the technical difficulty of the exercises

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ELEMENT	PERFORMANCE CRITERIA
	accordingly.
7. Demonstrate and instruct the use of innovative exercise equipment	7.1. Develop plans and exercise programs using non-traditional equipment to meet a client's specific needs. 7.2. Use ***exercise equipment*** with reference to manufacturer's guidelines. 7.3. Use a knowledge of the basic mechanics of action of exercise equipment to modify exercises for specific fitness outcomes or for safety. 7.4. Instruct exercises using exercise equipment to clients.

Required Skills and Knowledge

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

Required skills

- interpersonal skills to enhance interaction with clients
- the ability to apply injury prevention strategies
- verbal, written and listening communication skills for understanding a client's specific exercise requirements
- technical expertise and experience in the specific fitness activity being planned for the client
- problem-solving skills to identify client problems and address these through appropriate intervention.

Required knowledge

- activity aims and client goal setting
- principles and variables of exercise planning
- exercise science, including anatomy, physiology, biomechanics and healthy eating principles, as applied to fitness activities
- manufacturer and exercise equipment specifications for use and techniques to check safe use
- signs and symptoms of harmful practices and over-training.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • implement the principles and variables of training that underlie exercise planning • interrelate the components of an exercise plan for specific adaptations • write exercise plans for a variety of training conditions • modify existing exercise plans for clients.
Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated work environment • a fitness venue with the appropriate facilities and equipment for the context of delivery such as • a weights gym • exercise to music room • pool • community fitness environment • an outdoor environment such as a running track • clients able to give information regarding progress in their fitness program • human resources consistent with those outlined in the Assessment Guidelines.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation • oral or written questioning to assess knowledge of healthy eating standards and guidelines • portfolio demonstrating evidence of accurate body composition appraisals • third-party reports from supervisors detailing work performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different

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work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Adaptations may include:

- aerobic endurance
  - energy system involvement
  - large muscle groups
  - involvement of aerobic responses such as:
    - substrate utilisation
    - heart rate responses
    - ventilation responses
- cardiovascular endurance
  - muscle group involvement
  - energy system
  - involvement of cardiovascular responses such as:
    - blood pressure
    - heart rate
    - vascular shunting
    - vasodilation
- hypertrophy
  - low volume and heavy load stimuli for fast twitch fibres
  - high volume and low load stimuli for slow twitch fibres
  - muscle tension
- local muscle endurance
  - number of sets
  - repetition maximum
  - recovery
  - exercises
- neuromuscular coordination
  - sets and repetitions
  - exercise type
  - exercise technique
  - safety considerations
  - skill foundation
- power
  - sets and repetitions

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- repetition maximum
- recovery times
- exercise techniques
- strength
  - sets and repetitions
  - repetition maximum
  - recovery times
  - exercise techniques
- stretching and flexibility
  - sets and repetitions
  - recovery times
  - exercise technique.

Exercise plans may include:

- changes to
  - movement
    - direction
    - range
    - lever length
    - complexity.
    - speed
  - environment
    - stability of client
    - perceived risk
    - activity type
  - intensity
    - resistance
    - repetitions
    - muscle involvement
  - program type, such as
    - strength
    - muscular endurance
    - power
    - cardiovascular endurance
    - speed
    - flexiblity
  - sets and reps
  - circuit
  - matrix
  - super sets
  - plyometrics
  - pre-fatigue

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	• interval.
Clients may include:	• experienced or inexperienced • various ages • screened • active or inactive • pre-natal • post-natal • menopausal.
Conditioning may include:	• speed • power • strength • flexibility • cardiovascular endurance • hypertrophy • muscle endurance • weight loss.
Long term exercise plans may include:	• client details • current fitness level • client goals • targeted adaptations • anticipated rate of client adaptation • periodisation of multiple target adaptations • number and nature of specific session programs • equipment requirements • facility requirements • review dates.
Evaluated may include:	• original aims and objectives • client satisfaction • suitability and safety of facilities and equipment.
Physiological changes may include:	• cardiovascular changes • thermoregulation • energy system and substrate utilisation • pulmonary changes • nervous system changes.
Principles of exercise may include:	• client goals • client physical capacity • planning elements • training threshold • overload • specificity

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- reversibility
- progression
- genetic potential
- recovery rate
- individualisation
- motivational techniques
- performance goals
- predicted rate of adaptation.

Program phases may include:

- preparation phase
- mobility
- first preparation
- pre-stretch
- specific preparation
- conditioning phase
- apply the training stimulus
- recovery phase
- stretching
- healthy eating options
- massage
- soft or gentle exercise
- adaptation phase
- rest
- recovery
- positive physiological and anatomical adaptations.

Program variables may include:

- frequency
- intensity
- duration
- type
- progressive overload
- specificity
- individualisation
- reversibility
- recovery
- periodisation.

Psychological may include:

- mental imaging
- focusing
- level of self motivation
- development of motivational tools.

Cardiovascular equipment may include:

- bikes
- treadmills
- elliptical trainers

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	• steppers • rowing machines.
Free weight equipment may include:	• bars • dumbbells • collars • barbells • benches.
Variety of exercises may include:	• compound • isolation • body part or muscle specific • equipment specific.

Exercise equipment may include:	• exercise balls
	  • medicine balls
	  • swiss balls
	• bars
	  • body bars
	• steps
	• bands
	  • dyna bands
	  • speed assisted bands
	  • speed resisted bands
	• specific muscle targets
	  • abdominal assisters
	  • rotator cuff
	• plyometric training systems.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT418A Undertake appraisals of functional movement

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake general postural appraisals to evaluate a client's posture, functional range of movement and muscle strength and weakness in preparation for the development of an appropriate exercise program.

Application of the Unit

This unit applies to exercise trainers who work in facilities that provide a range of exercise programs to general populations including older clients and older adolescents who present with no major health conditions. The unit is applicable to those who are employed in fitness venues or who work autonomously in the fitness industry.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare clients for postural appraisal.	1.1. Undertake ***exercise screening*** of clients using recognised screening tool according to ***organisational policies and procedures***. 1.2. Explain the ***aims of postural appraisal*** and the procedure for the appraisal to clients. 1.3. Discuss the importance of identifying ***postural variances*** and explain the relationship between posture and injury prevention to clients. 1.4. Inform clients of the legal and ethical limitations of the role of a exercise trainer according to ***legislation and regulatory requirements***. 1.5. Select relevant postural screening tool and screening tests appropriate to the client. 1.6. Organise and prepare ***appraisal equipment*** as required.
2. Assess client's range of movement.	2.1. Conduct movement tests to evaluate the client's ***joint mobility*** according to industry standards. 2.2. Administer tests using appropriate equipment according to organisational policies and procedures. 2.3. Identify restrictions in ***range of movement*** and recommend client seeks external assistance if abnormal range of movement is observed. 2.4. Record assessment results using a standardised method and explain results to the client.
3. Analyse client's static posture.	3.1. Conduct a ***static postural appraisal*** of the client using an appropriate posture analysis tool according to organisational policies and procedures. 3.2. Compare the client's posture to the ***ideal postural alignment*** in order to identify common postural variances. 3.3. *Analyse the symmetrical development* of ***muscles*** to identify any ***muscular deficits***. 3.4. Identify and record joints, muscles and connective tissues that may require strengthening and or stretching. 3.5. Record assessment results and explain the results to clients according to organisational policies and procedures. 3.6. Recommend clients with postural variances or concerns seek external assistance according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational policies and procedures.
4. Observe client's dynamic posture.	4.1. Observe the client's dynamic posture while performing simple ***fitness exercises*** according to legislation and regulatory requirements and organisational policies and procedures. 4.2. *Analyse client movements to* determine joint movement, muscle action and the role of muscle contraction. 4.3. Correct poor technique likely to cause postural variances and explain the potential for injury to clients. 4.4. *Record information and provide feedback to clients according to organisational policies and procedures*. 4.5. Recommend clients with dynamic postural variances or concerns seek external assistance according to organisational policies and procedures.
5. Provide information to clients relating to posture.	5.1. Provide information about the common ***causes of poor posture*** to clients. 5.2. Provide strategies to address poor posture and reduce the likelihood of injury. 5.3. Discuss the role of appropriate exercise technique, when correcting inappropriate posture. 5.4. Advise clients of exercises or activities that are contraindicated or may further exacerbate any postural variance.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - interact with clients to convey information about aims and procedures of postural appraisals and outcomes of assessments
  - to respond to client queries
  - provide follow-up advice to address poor posture
- problem-solving skills to:
  - select appropriate postural appraisal tools appropriate to the client's needs
  - evaluate the client's posture and make appropriate recommendations

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- literacy skills to record assessment results and analyse assessment information
- self-management skills to recognise and respond appropriately to areas outside own scope of practice.

Required knowledge

- musculoskeletal system to conduct postural appraisals to inform the development of safe and effective exercise programs and provide information to clients including:
  - structure of joints
  - range of motion
  - function of muscles and muscle groups
  - joint integrity and risk of injury
  - types and functions of muscles
  - muscle actions
  - muscle fibre types
- legislation and organisational policies and procedures to enable:
  - appropriate collection, use and storage of client information
  - application of legal and ethical limitations of own role
- purpose and process of postural appraisals to enable accurate information to be communicated to clients and accurate responses to be made to client queries
- fitness industry standards and practices for the conduct of appraisals of clients in a safe and ethical manner
- tools and methods to conduct postural appraisals that enable accurate information to be collected and analysed
- ideal postural alignment to enable identification of postural variances for follow-up action.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • treats client information with sensitivity and discretion, displays client empathy, puts clients at ease during the appraisal process and communicates information and results appropriately • carries out postural appraisals according to legal and ethical limitations and refers to appropriate personnel

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regarding areas outside level of responsibility
- utilises a range of postural assessment tools and activities and makes informed recommendations to the client for appropriate exercise programs or recommends external assistance
- applies effective contingency management techniques to deal with a range of problems and issues that may arise during the appraisal process such as providing strategies to address poor posture and referring clients with abnormal appraisal outcomes to medical or allied health professionals.

Context of and specific resources for assessment

Assessment must ensure conduct of multiple postural appraisals for a range of clients including older clients.

Assessment must ensure access to:

- a fitness facility with appropriate postural analysis equipment to conduct the appraisals
- multiple clients with a range of real or simulated fitness needs and postural conditions
- documentation such as health screening questionnaires and appraisal tools, relevant appraisal forms to record information and organisational policies and procedures relating to client appraisal.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with clients to conduct a postural fitness appraisal
- oral or written questioning to assess knowledge of the role of the musculoskeletal system in assessing postural exercise requirements
- portfolio demonstrating evidence of postural appraisals completed
- third-party reports from supervisors detailing work performance.

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

- SISFFIT421A Plan and deliver personal training

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Exercise screening may include:

- questionnaire
- interview
- visual observation.

Organisational policies and procedures may include:

- privacy
- confidentiality
- legal and ethical limitations of role
- fitness industry standards
- test protocols
- use, care and maintenance of equipment
- forms for appraisal
- recording appraisal information

External assistance may include:

- exercise physiologist
- physiotherapist
- occupational therapist
- accredited practising dietician
- osteopath
- chiropractor
- diabetes educator
- podiatrist
- massage therapist
- sports physician
- medical practitioner
- continence nurse advisor.

Postural appraisal may include:

- static or dynamic
- views
- positions
- supine posture.

Aims of postural appraisal include:

- identify abnormality
- determine degree and origin of deviation
- determine effect on proposed or current exercise plan and goals
- identify contraindications and postural risk factors associated with exercise
- prevent injury.

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Postural variances may include:	• structural • functional • kyphosis • rounded shoulders • winging of scapula • scoliosis • increased or decreased lordosis • excessive posterior or anterior pelvic tilt • genu varum or genu valgum • increased pronation of foot or ankle complex • increased supination of foot or ankle complex • hyperextension of knees • lateral tilt of pelvis or head • forward head posture • rotated patella
Legislation and regulatory requirements may include:	• Occupational Health and Safety • duty of care • privacy • anti-discrimination • copyright • licensing • child protection • trade practices • consumer protection • environmental • business registration and licences
Appraisal equipment may include:	• flexometer • goniometer • plumb line • grid • plurimeter.
Joints may include:	• intervertebral segments • glenohumeral • elbow • lumbo-sacral • hip • patello-femoral • knee • ankle.
Joint mobility may include:	• flexion • extension

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- dorsiflexion
- plantar flexion
- horizontal flexion and extension
- abduction
- adduction
- circumduction
- rotation
- supination
- pronation
- inversion
- eversion
- protraction
- retraction
- elevation
- depression.

Range of movement may include:

- functional range
- active and passive range
- joint and muscle specific
- joint and muscle specific tests.

Static postural appraisal may include:

- anterior
- posterior
- lateral.

Ideal postural alignment may include:

- normal spinal curves
- straight line running through:
  - ear lobe
  - anterior shoulder joint
  - vertebral bodies of L 1 - 5
  - posterior hip joint
  - anterior knee joint
  - anterior ankle joint
  - transverses abdominus
  - pelvic floor muscles.

Muscles may include:

- erector spinae
- rectus abdominis
- internal and external obliques
- multifidus
- latissimus dorsi
- quadratus lumborum
- iliopsoas
- rhomboid major and minor
- pectoralis major

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	• serratus anterior • levator scapulae • teres major and minor • supraspinatus • infraspinatus • gluteus maximus, medius and minimus • iliotibial tract • tensor fascia latae • piriformis • rectus femoris • vastus lateralis, medialis and intermedius • sartorius • biceps femoris • semitendinosus • semimembranosus • gastrocnemius • soleus • tibialis anterior • adductor magnus and longus • gracilis • sartorius.
Muscular deficits may include:	• diminished muscle strength and or endurance • limited flexibility • diminished muscle endurance.
Fitness exercises may include:	• muscle strength • muscle endurance • symmetrical development and range • co-ordination of movement.
Role of muscle contraction may include:	• agonist • antagonist • fixator • assistor.
Causes of poor posture may include:	• congenital abnormalities of the musculoskeletal system • poor muscle strength • poor muscle endurance • muscle imbalance • lack of mobility • damage to bony structures • damage to connective tissue including ligaments, cartilage • changes to line of gravity caused by

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pregnancy, inappropriate footwear, behaviours, work practices, sport or leisure activities.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT419A Apply exercise science principles to planning exercise

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, knowledge and skills required to utilise a broad knowledge of exercise science principles in fitness training.

Application of the Unit

This unit applies to exercise trainers who work in facilities that provide a range of exercise programs to general populations including older clients who present with no major health conditions. The unit is applicable to those employed in fitness environments such as fitness venues and those working autonomously in the fitness industry.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Apply a knowledge of musculoskeletal anatomy to exercise planning, programming, and instruction	1.1. Apply knowledge of ***skeletal anatomy*** to exercise planning, programming and instruction. 1.2. Apply knowledge of the integrated monitoring and control of ***skeletal muscle contraction*** by the nervous system to exercise planning, programming and instruction. 1.3. Apply knowledge of the ***structure***, ***range of motion*** and ***function of muscles***, ***muscle groups*** and ***directional terms*** to exercise planning, programming and instruction.
2. Apply related concepts and principles of mechanics to exercise	2.1. Analyse and apply the ***forces*** acting on the body during exercise and ***basic mechanical concepts*** to exercise. 2.2. Apply concepts and principles of mechanics to exercise. 2.3. Use the common terms used to qualify the basic ***principles of biomechanics*** when instructing fitness activities. 2.4. Identify and explain the basic ***lever systems*** in both anatomical and mechanical lever systems to clients. 2.5. Use the ***lever systems*** in the human body and their role in movement and stability to provide safe and effective exercises for clients. 2.6. Take into account the use of levers and cams in ***resistance*** equipment to alter the force required by muscles and affect joint stability when developing programs and instructing fitness activities. 2.7. Take into account the effect of changes in lever length on muscle force output in both anatomical and mechanical lever when instructing fitness activities.
3. Apply related concepts of physiology to exercise	3.1. Apply knowledge of the structure and function of the ***cardio vascular system*** to exercise. 3.2. Apply knowledge of the structure, ***processes*** and function of body ***energy systems*** involved in the storage, transport, and utilisation of energy. 3.3. Apply knowledge of the ***physiological responses*** of the human body to a single bout of physical activity to exercise.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Apply knowledge of the ***physiological adaptations*** and ***weight bearing*** of the human body to regular exercise to exercise planning, programming and instruction.
	3.5. Apply knowledge of the ***physiological responses*** to physical activity in various ***environmental conditions*** to exercise planning, programming and instruction.

Required Skills and Knowledge

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

Required skills

- communication skills including use of common terms when providing instructions clients during fitness activities
- literacy skills to
  - source, read, comprehend and apply relevant exercise science principles to exercise plans
- problem-solving skills to determine modifications due to adaptations of the body to exercise

Required knowledge

- basic exercise physiology
- anatomy
- biomechanics and its application to exercise planning
- physiological responses to physical activity
- adaptations of the body to exercise
- environmental conditions and their relationship to exercise planning.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • monitor the physiological responses of the body to exercise. • explain the adaptations the body makes to exercise. • conduct aerobic function assessments. • monitor the temperature regulation of the body during exercise.
Context of and specific resources for assessment	• This unit of competency must be assessed in the context of fitness in Australia. For valid and reliable assessment the fitness activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace. • This unit of competence should be assessed through the observation of processes and procedures, oral and or written questioning on required knowledge and skills and consideration of required attitudes. Where performance is not directly observed and or is required to be demonstrated over a "period of time" and or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of healthy eating guidelines • portfolio demonstrating evidence of accurate body composition appraisals • third-party reports from supervisors detailing work performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic mechanical concepts may include:	• types of levers • mechanical advantage.
Cardiovascular system may include:	• the major physical characteristics of blood and the functions of its major components • the structure and function of the heart and its major components • the structural and functional characteristics of the conduction systems of the heart • the major events of the cardiac cycle • the structure and function of the various types of blood vessels • the major arteries and veins of the circulatory system • the control of blood flow to skeletal muscle.
Concepts and principles of mechanics may include:	• mechanical concepts modelling human movement • gravity • centre of mass • inertia • force and momentum • force production by the body • mechanical concepts related to common exercise equipment • resistance and or resistance arm • force and or force arm • axis of rotation • variable resistance.
Directional terms may include:	• flexion • extension • dorsiflexion • plantar flexion • abduction • adduction • circumduction • rotation • supination • pronation • inversion • eversion

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- protraction
- retraction
- elevation
- depression.

Energy systems may include:

- duration and intensity of exercise effect energy contribution from the main energy systems utilised during different forms of exercise
- adenosine triphosphate
- phosphocreatine
- anaerobic glycolysis
- exercise programs that utilise of fatty acid metabolism
- energy system adaptations
- effect of energy intake affects the breakdown of energy substrates
- body systems involved in production of energy.

Environmental conditions may include:

- adaptations of the body to hot and cold environmental conditions
- physiological and biomechanical differences of exercising in the heat compared to normal adaptive conditions
- physiological and biomechanical differences of exercising in the cold compared to normal adaptive conditions
- acute and chronic effects of exercising in water
- the mechanism whereby the body regulates internal temperature in responses to environmental changes and exercise
- dehydration and the importance of water intake and or re-hydration during exercise
- physiological demands placed on the body from smoking
- need for a comprehensive preparation phase to avoid heat or cold stress
- mobility
- general preparation
- pre stretch
- specific preparation.

Fitness equipment may include:

- rowers
- steppers
- steps
- treadmills
- stationary cycles

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- VO2 max shuttle run test recordings
- heart rate monitors
- ratings of perceived exertion
- 'norm' charts.

Forces may include:

- resistive
- motive
- friction
- centre of gravity
- centre of force, equipment and muscles.

Functional appraisals may include:

- anthropometry
- aerobic responses
- cardiovascular responses
- strength
- endurance
- flexibility.

Measurement methods may include:

- heart rate response
- pulse response
- blood pressure response
- respiration rate response
- skin colour response
- perceived exertion
- exercise form
- work output.

Metabolic products may include:

- lactate
- carbon dioxide
- water.

Muscle groups may include:

- prime mover
- fixators
- assistors.

Physiological responses may include:

- the acute responses to the onset of exercise
- cardiovascular system
- heart rate response
- blood volume
- blood pressure
- stroke volume
- cardiac output
- respiratory system
- respiratory rate
- immune system
- nervous system
- musculoskeletal system

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	• endocrine system • the regulation of blood flow during exercise • the shifts in the distribution of blood to various areas of the body during exercise.
Physiological adaptations may include:	• distinguish between central and peripheral fitness adaptations • explain the central and peripheral adaptations of the body to anaerobic training and aerobic training.
Processes may include:	• glycolysis • gluconeogenesis • lipolysis • use of protein as fuel.
Range of motion may include:	• sit and reach • goniometers • electronic.
Skeletal anatomy may include:	• bones • structure and mechanics of bone • the biomechanical properties of bone • the responses of bone to weight bearing activities • bone formation, growth, and remodelling • the influence of diet on bone homeostasis • the influence of age on bone homeostasis • major bones and major landmarks of the skeleton • bone markings • tuberosity • crest • trochanter • line • tubercle • epicondyle • spine • head • facet • condyle • ramus • meatus • sinus • fossa • groove

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- fissure
- foramen
- directional terms used to define positions of bones and landmarks
- structural regionalisation of the vertebral column and the implications for movement
- normal and abnormal spinal curvatures and the implications of these conditions for physical activity
- joints
- joints related to exercise
- intervertebral
- sternoclavicular
- sternocostal
- acromioclavicular
- glenohumeral
- elbow
- radioulnar
- radiocarpal
- metacarpophalangeal
- pubic symphysis
- coxal
- tibiofibular
- femoropatellar
- tibiofibular
- ankle
- metarsophalangeal
- structure and function of joints
- fibrous, cartilaginous and synovial joints
- anatomical structure of joints.

Skeletal muscle contraction may include:

- the main features of nerves and the nervous system related to exercise
- nervous system classification and structure
- central or peripheral
- afferent or efferent
- voluntary or involuntary
- structure of a motor neuron
- generation and conduction a motor impulse
- reflex arcs
- the neural innervation of muscles for movement and proprioception
- the types of muscle contraction, and the relationship between muscle force and external

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load for each
- the factors influencing muscle contraction
- length tension relationship
- motor unit recruitment
- muscle fibre types
- mechanical advantage of joint position
- force velocity relationships
- size principle
- reciprocal inhibition,
  - agonist or antagonist relationship.

Structure and function of muscles may include:

- the transfer of metabolites between blood and muscles
- the general relationship between nerves and skeletal muscle
- the major postural muscles
- pectoralis minor
- serratus anterior
- intercostals
- brachialis
- pronator teres
- brachioradialis
- flexor carpi radialis
- palmaris longus
- extensor carpi radialis longus
- flexor carpi ulnaris
- extensor carpi ulnaris
- extensor digitorum
- external oblique
- rhomboid major
- rhomboid minor
- levator scapulae
- teres minor
- supraspinatus
- infraspinatus
- internal oblique
- gluteus maximum
- gluteus medius
- gluteus minimus
- transverse abdominis
- iliotibial tract
- adductor magnus
- biceps femoris

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- semitendinosus
- semimembranosus
- iliopsoas
- tensor fasciae latae
- sartorius
- adductor longus
- gracilis
- the purpose of connective tissues
- ligaments
- elbow
- radial collateral ligament
- ulnar collateral ligament
- knee
- fibular, ie, lateral, collateral ligament
- patella ligament
- anterior cruciate ligament
- tibial, ie, medial, collateral ligament
- posterior cruciate ligament
- shoulder
- acromio clavicular ligament
- ankle
- tendon
- achilles tendon
- patella tendon
- pelvic floor muscles

Weight bearing may include:

- own body weight
- added resistance
- pin loaded
- hydraulic
- free weight
- air braked
- water environment.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT420A Plan and deliver exercise programs to support desired body composition outcomes

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, knowledge and skills required to design exercise plans and programs to change body composition in clients. It requires the application of healthy eating standards and guidelines to provide accurate healthy eating information to clients and the ability to recognise and work within professional limitations.

Application of the Unit

This unit applies to exercise trainers who work in facilities that provide a range of exercise programs to general populations including older clients who present with no major health conditions. The unit is applicable to those employed in fitness environments such as fitness venues and those working autonomously in the fitness industry.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Review pre-appraisal screening information	1.1. Access and review initial client ***pre-appraisal screening information*** according to ***Legislation and regulatory requirements*** and ***organisational policies and procedures***. 1.2. Ascertain additional ***health information*** about the ***client*** as required prior to ***body composition appraisal***. 1.3. Identify client's goals and targets for body composition. 1.4. Provide information to client on the relationship between healthy eating, exercise and health.
2. Conduct a body composition appraisal of client.	2.1. Measure the body composition of client using ***anthropometric standards***. 2.2. Determine the client's ***daily energy requirements***. 2.3. Refer client to the appropriate ***medical or allied health professional*** based on any health, nutritional or dietary disorder, or medical or injury concerns. 2.4. Show sensitivity to ***cultural or social differences***
3. Design an exercise plan to improve body composition	3.1. Set realistic short and long term goals to meet client needs 3.2. Apply ***body-composition management*** guidelines to develop an exercise plan relevant to the ***client's goals*** and fitness levels. 3.3. Utilise the principles of ***balanced nutrition*** to provide healthy eating advice for the client. 3.4. Set realistic guidelines and appropriate exercises to meet client goals 3.5. Outline healthy eating options and hydration requirements for the exercise plan to clients. 3.6. Apply current industry standard Occupational Health and Safety guidelines to the planning, according to organisational policies and procedures. 3.7. Discuss and confirm the exercise plan and healthy eating advice with the client and record according to organisational policies and procedures.
4. Implement and monitor exercise plans to address body	4.1. Instruct client in specific programs and exercises. 4.2. Apply principles of behaviour modification to encourage exercise, guidelines and healthy eating

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ELEMENT	PERFORMANCE CRITERIA
composition outcomes	adherence. 4.3. Monitor and record progress. 4.4. Determine the appropriate exercise modifications or changes to ***healthy eating*** advice in conjunction with relevant medical or allied health professionals 4.5. Communicate proposed change to the exercise plan or healthy eating advice and reason for any change to the client. 4.6. Reappraise client's body composition at agreed stages of the program 4.7. Review client short and long term goals and exercise plan.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - discuss and negotiate the fitness requirements of clients and provide healthy eating information
  - provide clear and accurate instruction and feedback to support body composition goals
- problem-solving skills to analyse clients dietary and lifestyle patterns and design appropriate and achievable exercise programs
- interpersonal skills to develop a rapport with clients to ensure information provided about healthy eating options and body composition is received effectively
- numeracy skills to calculate daily energy requirements
- literacy and numeracy skills to enable the completion of plans, records and other related documentation.

Required knowledge

- the relationship between healthy eating options and current Australian dietary guidelines for a balanced diet to enable the provision of accurate information to clients
- structure and function of the digestive system and the effect of healthy eating on other major body systems
- factors that influence fat-loss response to exercise to enable effective goal setting
- appropriate methods and protocols for collecting general information about eating habits from clients

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- own role and limitations in providing healthy eating information and situations requiring advice from suitably qualified medical or allied health professionals
- body composition measurement methods and the relationship between body composition, fat distribution and health to enable the development of realistic and achievable exercise plans and healthy eating advice aligned to client needs and targets
- guidelines for developing exercise plans to change body composition.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • communicates effectively with clients to ascertain needs and goals and applies appropriate motivational techniques to support client success • provides current and accurate general healthy eating advice appropriate to the needs and goals of clients and recognises and refers situations outside own scope of practice • correctly measures body composition for clients using appropriate measures • designs, implements and reviews exercise plans appropriate to the body composition needs and goals of multiple clients • applies all organisational policies and procedures and legislative requirements.
Context of and specific resources for assessment	Assessment must ensure: • development of body composition and exercise programs to support healthy eating for multiple clients who present with differing needs. Assessment must also ensure access to: • a facility where a variety of exercise modes and equipment are available, such as a weights gym, pool or exercise room • clients able to provide information regarding diet and lifestyle and pre-appraisal screening information • appropriate documentation and resources normally used in the workplace, such as organisational policies

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and procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of consulting with clients to determine body composition goals and to provide information on the relationship between healthy eating and health
- oral or written questioning to assess knowledge of healthy eating standards and guidelines
- portfolio demonstrating evidence of accurate body composition appraisals
- food diary and healthy eating checklist and analysis
- third-party reports from supervisors detailing work performance.

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

- SISFFIT302A Provide quality service in the fitness industry
- SISFFIT421A Plan and deliver personal training.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Pre-appraisal screening information may include:

- training schedule
- food likes and dislikes
- financial constraints
- responses to questionnaire
- lifestyle evaluation
- interview
- informed consent
- clearance or referral letter from a medical or allied health professional.

Legislation and regulatory requirements may include:

- Occupational Health and Safety
- duty of care
- privacy

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	• anti-discrimination • copyright • licensing • child protection • trade practices • consumer protection • environmental • business registration and licences
Organisational policies and procedures may include:	• privacy • confidentiality • referrals and forms for appraisal • recording and storing client information.
Health information may include:	• nutritional supplements • religious restrictions • dietary choices • medical conditions • injuries • prescribed medication • medical and exercise history • functional limitations.
Client may include:	• experienced or inexperienced • adult • active or inactive • older client • no major dietary or nutritional concerns • pre-natal • post-natal • menopausal.
Body composition appraisal may include:	• weight • height • hip circumference • waist circumference • skin folds • bioelectrical impedance analysis • body mass indices.
Healthy eating may include:	• general healthy eating principles • national dietary guidelines and recommendations.
Anthropometric standards may include:	• somatotypes (body shapes) • skin fold indices • body mass indices

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	• waist-hip ratios • healthy weight range charts.
Daily energy requirements may include:	• basal metabolic rate • activity effect on metabolic rate • muscle and lean body mass • thermogenesis
Cultural or social differences may include:	• modes of greeting, farewelling and conversation • body language, including use of body gestures • formality of language • clothing
Medical or Allied health professional may include:	• sports physician • sports doctor • general practitioner • physiotherapist • accredited exercise physiologist • occupational therapist • remedial massage therapist • chiropractor • osteopath • accredited practising dietician • psychologist • aboriginal health worker • diabetes educator • counsellor • podiatrist

Management of body composition may include:	• metabolism
	• balance between energy intake and energy expenditure
	• energy expenditure:
	  • resting metabolic rate
	  • thermogenesis
	  • thermic effect of food
	  • thermic effect of exercise
	  • adaptive thermogenesis
	• energy intake
	• changes to body composition
	  • fat loss
	  • muscle gain.

Client's goals may include:	• fat loss • fitness

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	• performance enhancement • muscle gain • improved health • improved self image.
Balanced nutrition may include:	• energy balance • recommended daily intake of nutrients • fuel for exercise • fuel for minimising post-exercise fatigue and maximising recovery • hydration levels • food groups • dietary guidelines • essential nutrients • food labelling and preparation.
Motivational techniques may include:	• building rapport • questioning techniques • feedback • goal setting • reinforcement.
Exercise modifications may include:	• frequency, duration, intensity and type of sessions • balance of cardio, stretching and resistance exercises.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT421A Plan and deliver personal training

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to be able to plan, deliver monitor and adjust personal training programs for a range of clients including older clients, in both indoor and outdoor settings.

Application of the Unit

This unit applies to exercise trainers who provide a range of exercise programs to diverse populations and is applicable to those employed in fitness environments such as fitness venues or those working autonomously in the fitness industry.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Plan personal training program for clients.	1.1. Identify the fitness ***preferences***, ***needs and expectations*** of the ***client***. 1.2. Apply ***pre-screening and assessment procedures*** to identify client fitness levels according to ***organisational policies and procedures*** and ***Legislation and regulatory requirements***. 1.3. Clarify the fitness goals of the client. 1.4. Determine the client's preferred ***learning style***.
2. Prepare personal training exercise plans.	2.1. Develop a personal training exercise plan to meet client's specific needs. 2.2. Select appropriate ***instructional techniques*** and strategies to match client's learning style preferences. 2.3. Identify appropriate ***fitness equipment*** within the exercise plan. 2.4. Identify appropriate session assessment techniques. 2.5. Evaluate the ***exercise environment*** to ensure client safety according to organisational policies and procedures and Legislation and regulatory requirements. 2.6. Obtain permission for use of public spaces if required. 2.7. Minimise the negative environmental impacts by effectively using energy, water and other resources when planning, preparing and using the exercise environment
3. Demonstrate exercise activities and use of equipment.	3.1. Determine client's prior knowledge and skill in the activity. 3.2. Demonstrate the correct and safe performance of exercises to the client using appropriate ***anatomical terminology*** as required. 3.3. Relate the location and function of the ***major bones*** and ***major joints*** to movement when instructing the client. 3.4. Relate ***major muscles*** and their prime moving movements at major joints in the body to movement when instructing clients. 3.5. Demonstrate safe and appropriate use of fitness equipment according to organisational policies and procedures and Legislation and regulatory requirements.

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ELEMENT	PERFORMANCE CRITERIA
4. Implement the personal training exercise plan.	4.1. Record the short and long-term responses of the client in relation to motivation to exercise. 4.2. Use ***motivational techniques*** for individual training to increase performance and adherence to exercise. 4.3. Supervise regular client exercise sessions according to the exercise plan and workplace policies and procedures. 4.4. Recognise and use symptoms and effects of specific muscular fatigue and blood lactate accumulation during muscle endurance activities to adjust exercise intensity. 4.5. Apply the limiting factors of the body's energy systems to the setting of exercise intensities as required. 4.6. Maintain records on the personal training plan according to organisational policies and procedures and Legislation and regulatory requirements. 4.7. Recommend and implement steps that improve exercise adherence for a client.
5. Review and modify fitness goals.	5.1. Prepare and implement a ***goal setting review*** session for the client. 5.2. Perform a follow up fitness assessment on the client. 5.3. Recommend clients who develop health, medical or injury conditions seek assistance from a ***medical or allied health professional*** according to organisational policies and procedures. 5.4. Modify exercise plans for the client and prepare and deliver new exercise ***programs***.
6. Plan and arrangement of equipment within a fitness facility	6.1. Develop floor plan for the arrangement of equipment within a fitness facility, taking into account the type of programs delivered in the facility, occupational health and safety requirements and manufactures specifications 6.2. Comply with manufacture's, legislated and Australian Standards for the use of electrical equipment
7. Evaluate and select equipment for a fitness facility	7.1. Outline the procedures to select and purchase new fitness equipment for a recreational facility 7.2. Select fitness equipment to meet facility and program needs

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult, advise and monitor client performance
  - provide clear instruction and constructive feedback and motivation
- problem-solving skills to:
  - plan personal training programs according to the specific needs of clients
  - identify changes in the client's condition and make appropriate adjustments
- adapt communication style to suit client
- identify resource use to minimise the environmental impact
- technical expertise in the fitness activities being provided to ensure the safety and effectiveness of the activity for the client
- numeracy skills to manage the time of clients and facility schedules
- decision making to determine appropriate interactions with clients according to industry standards
- literacy skills to record and update client information and session plans.

Required knowledge

- the structure of the major body systems, bones, joints muscles and their function to enable the selection, instruction and adjustment of appropriate exercises to meet the needs of clients
- anatomical terminology to enable accurate information to be provided to clients
- motivational techniques to provide feedback and encouragement to clients to maximise exercise adherence
- the safe and effective use of fitness activity equipment to enable incorporation of equipment use within the program
- postural appraisal and functional movement and the implications for program design
- legislation and organisational policies and procedures to enable the safe delivery of exercise programs
- environmental and resource efficiency practices related to the exercise environment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans, demonstrates, instructs and adjusts exercises incorporating teaching and learning styles appropriate to needs of different clients • uses appropriate techniques to build rapport with and motivate clients with different needs • performs effective assessment reviews of a range of exercise plans and makes any required adjustments.
Context of and specific resources for assessment	Assessment must ensure planning and delivery of multiple personal training sessions for a range of clients with different needs to allow the candidate to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a facility where a variety of exercise modes and equipment are available, such as a weights gym, pool, exercise room and an outdoor environment such as a running track • appropriate documentation and resources normally used in the workplace • a range of clients able to give information regarding progress in their individual exercise programs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of personal training sessions • portfolio of written exercise programs developed, monitored and adjusted for specific clients • oral or written questioning to assess knowledge of body systems, bones, joints and muscles and their relationship to effective exercise • third-party reports from a supervisor detailing work performance Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISFFIT302A Provide quality service in the fitness industry.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Preferences**, **needs and expectations may include:

- cultural considerations
- fitness goals
- perceived benefits
- cost
- time availability.

Client may include:

- experienced or inexperienced
- older clients:
  - deconditioned males over 45
  - deconditioned females over 50
- older adolescents:
  - 16 years and over
- screened
- active or inactive
- pre-natal
- post-natal
- menopausal.

Pre-screening and assessment procedures may include:

- pre-screen and pre-exercise questionnaires
- question and answer sessions
- postural appraisal
- written surveys.

Organisational policies and procedures may include:

- Occupational Health and Safety
- client supervision
- communication protocols
- privacy
- records management and security
- use, care and maintenance of equipment.

Legislation and regulatory requirements may include:

- Occupational Health and Safety
- duty of care
- privacy
- anti-discrimination
- copyright
- licensing
- child protection
- trade practices

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- consumer protection
- environmental
- business registration and licences.

Learning styles may include:

- activist
- pragmatists
- theorists
- reflectors
- visual learners
- auditory learners
- kinaesthetic learners.

Instructional techniques may include:

- establishing rapport
- instructional position
- communication
- demonstration and motivational strategies
- positive feedback.

Fitness equipment may include:

- exercise balls
- bars
- steps
- bands
- abdominal assisters
- plyometric training systems
- pin loaded, cardiovascular, free weight, hydraulic, electronic and air-braked equipment
- pool-based.

Anatomical terminology may include:

- flexion
- extension
- rotation
- abduction
- adduction
- circumduction
- inversion
- eversion
- pronation
- supination
- horizontal flexion and extension

Major bones may include:

- skull
- cervical, thoracic and lumbar vertebrae
- sacrum
- clavicle
- scapula
- humerus

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- radius
- ulna
- carpals
- digits
- pelvis
- femur
- patella
- tibia
- fibula
- tarsals.

Major joints may include:

- elbow
- shoulder
- pectoral girdle
- inter-vertebral
- sacro-iliac
- hip
- knee
- ankle.

Major muscles may include:

- trapezius
- sternocleidomastoid
- latissimus dorsi
- erector spinae
- rectus abdominis
- internal and external obliques
- quadratus lumborum
- pectoralis major
- rhomboids
- deltoids
- biceps and triceps brachii
- forearm flexors
- forearm extensors
- gluteals
- quadriceps
- hamstrings
- gastrocnemius
- soleus
- tibialis anterior.

Exercise environment may include:

- indoors
- outdoors
- aquatic.

Motivational techniques may

- arousal theories and control techniques

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include:	• zone of optimal function.
Medical or allied health professional may include	• exercise physiologist • physiotherapist • occupational therapist • accredited practising dietician • osteopath • chiropractor • sports physician • medical practitioner • podiatrist.
Programs may include:	• gym • floor • pool • outdoor • water based • aerobic • interval • circuit • gym • fartlek • anaerobic threshold • strength • speed • power.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT422A Implement inclusive aquatic activities for specific population groups

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to plan and deliver safe and effective aquatic sessions for independent participants and those supported by a caregiver. This unit does not cover the provision of hydrotherapy.

Application of the Unit

This unit applies to those operating as a disability worker, aqua personal trainer or sports trainers, working in environments such as fitness venues, aquatic facilities or autonomously in the fitness, disability and health and wellbeing industry.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Plan the aquatic session.	1.1. Identify specific population (participant) groups common to using the aquatic environment requiring modification to aquatic activities. 1.2. Identify participant ***goals*** and ***medical conditions*** in consultation with participant, ***caregivers*** and ***health professionals*** as appropriate. 1.3. Identify ***potential risk status*** that may be experienced by participant and or group. 1.4. Apply a recognised risk stratification process to the clients' information and identify and assess suitability of ***environmental features*** according to the needs of the participant group. 1.5. Address any unsuitable environmental features according to ***organisational policies and procedures*** and ***legislation and regulatory requirements***. 1.6. Determine appropriate ***teaching strategies*** according to the needs and characteristics of participants.
2. Design and prepare for an appropriate aquatic session.	2.1. Develop the ***session plan*** according to the needs and characteristics of participants, ***principles of movement in water***, organisational policies and procedures and legislation and regulatory requirements. 2.2. Create a checklist for the aquatic session and identify any potential barriers to participation including basic water ***basic water assistance***. 2.3. Consider the properties of water and the movement skill of participant. 2.4. Communicate potential risk status to participants, caregivers and provide advice on appropriate responses. 2.5. Advise participants and caregivers of the location and appropriate use of ***resources*** and amenities.
3. Conduct activities.	3.1. Greet participants in a positive manner and inform them of the purpose of the session. Provide guidance on potential movement response initiated from water principles. 3.2. Display expertise in selecting and leading appropriate exercise for participant group. 3.3. Demonstrate the safe and appropriate use of selected exercise equipment. 3.4. Provide clear and accurate information and

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ELEMENT	PERFORMANCE CRITERIA
	demonstrations to participants and caregivers during the aquatic session.
	3.5. Apply appropriate hydrodynamic principles to result in appropriately modified exercise technique.
	3.6. Provide the appropriate type and level of support according to the principles of movement in water to the specific population participating in the aquatic activity.
	3.7. Monitor participant's response and adjust or refine the activity or support provided as required.
	3.8. Assess aquatic session to determine implementation of basic non contact water assistance
4. Review the session.	4.1. Respond to participant and caregiver concerns, feedback and questions as required according to ***best practice principles of aquatic activities***.
	4.2. Identify resources and aspects needing further emphasis, attention or intervention in future sessions and report according to organisational policies and procedures.
	4.3. Review own performance and identify areas needing improvement and ***appropriate strategies*** as required.

Required Skills and Knowledge

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

Required skills

- communication skills to establish participant goals and needs, provide clear instruction, confirm understanding and to request and respond to participant and caregiver questions and feedback
- problem-solving skills to identify and address participant needs, assess the appropriateness of environmental features for the participant group and recognise and respond to difficulties appropriately
- technical expertise in the aquatic exercise selection and prescription to ensure appropriate exercise selection, modification and progressions according to client needs
- team work skills to interact effectively with participants, caregivers, medical and allied health professionals to create a positive and supportive environment
- numeracy skills to plan components and rest breaks of sessions and to manage session times effectively
- literacy skills to record and update participant information and session plans.

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Required knowledge

- principles of movement in water to enable safe, effective and consistent provision of activities to participants according to their specific condition
- address risk issues that may be experienced by participants and enable prompt and appropriate responses
- teaching techniques and strategies appropriate to risk status for participant group to enable effective and safe conduct of aquatic activities
- best practice principles of aquatic activities and implications for safe participation in aquatic activities to enable the provision of effective goal orientated activities
- organisational and legislative requirements to ensure the safety of participants, caregivers, other facility users and staff
- appropriate location, use and care of safety equipment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- assesses participants' goals to develop and deliver safe and effective aquatic activities according to the principles of movement in water
- uses, monitors and modifies effective teaching strategies appropriate to specific population group to deliver multiple sessions that are of sufficient duration to demonstrate competency and consistency of goal orientated performance
- perform basic non contact water rescue according to best practice principles of aquatic activities
- demonstrates appropriate manner, empathy and promotes inclusive participation when working with a group
- applies all organisational policies and procedures and legislation and regulatory requirements to ensure safety of participants, self and other facility users as appropriate.
- responds to participant feedback and reviews own performance, session outcome and addresses any areas requiring modification or improvement.

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Context of and specific resources for assessment	Assessment must ensure access to: • a swimming pool or confined natural shallow water venue • safety equipment relevant to local regulatory and organisational requirements • appropriate participant equipment • clients from varying or specific population group and their caregivers.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of instructing, monitoring and modifying safe and effective aquatic activities for participants from specific population groups, including the use of appropriate communication with participants and care givers • oral or written questioning to assess knowledge of the implications for aquatics activities for participants from a specific population group • oral or written questioning to assess knowledge of the principles of movement in water and their relationship to safe and effective exercise for a range of specific population groups • portfolio of participation, self and peer evaluations, session plans Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CHCDIS1C Orientation to disability work. • SISCAQU202A Perform basic water rescues • SISCAQU307A Perform advanced water rescues • SISFFIT421A Plan and deliver personal training

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Goals may include:

- improved functional capacity
- social interaction
- improved fitness elements
- increased cardiovascular fitness
- improved self esteem.
- relaxation techniques
- endorphin release.

Participant characteristic may include:

- aged
  - frail
  - active
- autistic spectrum disorders
- cultural and linguistically diverse
- intellectual impairment
- physical disability
- neurological condition
- mobility limitations
- mental health issues
- medical conditions
- musculoskeletal condition
- pregnancy
- hearing or sight impairment
- sensory disability.

Caregivers may include:

- parents
- guardians
- integration aids
- therapists
- volunteers
- friends
- partners
- family member.

Health professionals may include:

- physiotherapist
- exercise physiologist
- general practitioner
- diversional therapist
- rehabilitation therapist
- personal trainer
- occupational therapist.

Environmental features may include:

- indoor and outdoor swimming pool
- swimming pool entry and exit points
- wet decks
- ramps

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- steps
- scum gutters
- bulk heads
- surface of pool and concourse
- pool floor gradient
- water temperature
- railings
- depth
- available water space
- chemical additives
- ambient temperature.

Principles of movement in water may include:

- buoyancy
- flotation
- hydrostatic pressure
- propulsion
- lift
- drag
- turbulence
- acceleration
- resistance
- balance and stability metacentric.

Organisational policies and procedures may include:

- Occupational Health and Safety:
  - emergency responses
  - risk analysis of activities
  - inspection of designated pool area prior to use
  - safe and appropriate dress
  - personal hygiene requirements
  - sun safety guidelines
  - hydration guidelines
- reporting responsibilities
- managing hoist
- communication protocols
- Swimming Teachers Code of Conduct policy
- appropriate swimwear, pool-deck attire and personal protective equipment
- consideration of other facility users.

Legislation and regulatory requirements may include:

- Occupational Health and Safety
- duty of care
- privacy
- anti-discrimination

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- copyright
- licensing
- child protection
- trade practices
- consumer protection
- environmental
- business registration and licences

Risk Status may include:

- shortness of breath
- impaired breathing or swallowing
- tightness in the chest
- dizziness
- tiredness or weakness
- seizures
- loss of symmetry resulting in rolling to one side in a horizontal position
- loss of symmetry resulting in leaning to one side in a vertical position
- limited head and breath control
- difficulty with vertical rotation
- poor concentration
- slowed responses
- poor memory
- limited communication verbal and aural
- low frustration tolerance
- sight and or hearing impaired
- inappropriate social behaviour.

Teaching strategies may include:

- visual and or verbal and or aural and or tactile communication
- multi-sensory
- guided discovery
- repeating instructions
- breaking tasks into smaller activities
- positive reinforcement
- directive.

Session plan may include:

- water familiarisation
- deep water activities
- one on one exercise session
- aqua exercises
- balance and stability techniques
- strength and resistance
- relaxation and wellness session
- emergency plan

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	• non-contact rescue techniques • duration • rest components • required warm up and cool down

Basic water assistance may include:	• non-swimming assistance techniques
	  • reach
	  • throw
	  • wade
	• call for assistance from lifeguard or industry recognised employer.

Resources may include:	• flotation devices • access to first aid facilities and equipment • resistance devices • accessible change room • change table • hoists, slings and wet chairs • pool safety equipment as listed in state or territory Occupational Health and Safety requirements for pools • ratio of participant to trainer
Safe support techniques in water may include:	• independent • hands on torso • hands to hands • back hold in vertical or horizontal positions • short arm hold • cradling • carry hold • hip hold • prone hold • prone side hold.
Feedback may include:	• verbal • written • visual • tactile.
Best practice principles of aquatic activities may include:	• accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards, risks or environmental impacts • Swimming Teachers Code of Conduct policy • national activity organisation regulations and guidelines • relevant national, state or territory or local government regulations and guidelines

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- employer organisation's policies and procedures
- the culture of swimming and water safety
- current and past good practice demonstrated by self or peers in the same or similar situation.

Appropriate strategies may include:

- formal training
- mentoring
- peer support.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT523A Deliver prescribed exercise to clients with cardiorespiratory conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to deliver prescribed exercise programs to stable clients with cardiorespiratory conditions in collaboration with medical or allied health professionals.

Application of the Unit

This unit applies to specialised exercise trainers whose clients have been provided an exercise prescription from an accredited exercise physiologist or relevant medical or allied health professional.

The specialised exercise trainer is able to apply the understanding and skills to deliver the program and modify the program in terms of frequency, mode, intensity and volume to accommodate the progression of the client within the parameters prescribed by the accredited exercise physiologist or relevant medical or allied health professional.

They apply self directed application of knowledge and skills related to cardiorespiratory conditions, and exercise judgment in delivering the prescribed exercise. The specialised exercise trainer demonstrates the ability to analyse the client's responses to exercise and where appropriate consult with the accredited exercise physiologist or relevant medical or allied health professional.

This unit excludes clients with serious cardiac and respiratory conditions.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Consult with referred clients presenting with stable cardiorespiratory conditions.	1.1. Receive exercise referral from an accredited exercise physiologist, or relevant ***medical or allied health professional***. 1.2. Confirm exercise referral has sufficient detail to allow flexibility for modifications to accommodate progression of the client. 1.3. Become familiar with typical adverse signs and symptoms that may arise during exercise for this pathology. 1.4. Consult with a relevant ***medical or allied health professional*** as necessary. 1.5. Discuss with the client their complete exercise history and their ***cardiorespiratory condition*** and co-morbidities and record information according to ***relevant legislation*** and ***organisational policies and procedures***. 1.6. Explain the physiology of cardiorespiratory conditions and associated ***risk factors*** to the client in simple terms and confirm client understanding. 1.7. Explain to the client the causes and consequences of specific ***cardiorespiratory considerations*** in the context of their effect on exercise capacity and conditions. 1.8. Explain to the client the role of physical activity and exercise in managing cardiorespiratory conditions and enhancing health. 1.9. Confirm the outcomes of a goals ***and needs analysis*** in collaboration with the client and the ***medical or allied health professionals*** if

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ELEMENT	PERFORMANCE CRITERIA
	appropriate. 1.10. Explain to the client their need to be referred back to a medical or allied health professional if their condition becomes unstable. 1.11. Identify any potential barriers to exercise and discuss ***methods to enhance exercise adherence*** with the client. 1.12. Clarify any areas of concern with the relevant medical or allied health professional in conjunction with the client. 1.13. Obtain the informed consent of the client and maintain the client's ***records*** according to relevant legislation and organisational policies and procedures.
2. Deliver prescribed exercise programs.	2.1. Undertake appropriate fitness assessments as required. 2.2. Work with ***the accredited exercise physiologist*** or medical or allied health professional to deliver an exercise plan in accordance with recognised exercise recommendations, fitness test results, client limitations, and potential interactions of medications. 2.3. Explain to the client the different roles of ***cardiorespiratory conditioning*** and ***muscular conditioning***, and the reasons for their inclusion as part of the client's exercise prescription. 2.4. Explain to the client the exercise variables to be delivered in the context of managing their specific cardio respiratory conditions. 2.5. Apply ***instructional techniques*** to ensure safe and appropriate application of the ***exercise program*** by the client. 2.6. Demonstrate the safe and appropriate use of selected ***exercise equipment*** and report or address any unsafe equipment according to organisational policies and procedures.
3. Monitor and review clients responses to the prescribed exercise program	3.1. Monitor perceived exercise intensity and make adjustment as required. 3.2. Assess the client's performance and explain and correct any unsafe exercise procedures. 3.3. ***Monitor client responses*** for any typical signs and ***symptoms requiring intervention*** that may occur during exercise.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Apply ***procedures to respond to signs and symptoms requiring intervention*** as required according to relevant legislation and organisational policies and procedures. 3.5. Recognise ***signs of an unstable condition*** and refer the client back to an appropriate ***medical or allied health professional***. 3.6. Report outcomes to referral source as well as client. 3.7. Revise the client's record and advise the referral source of suggested changes to the exercise program if required.
4. Provide advice regarding additional ***lifestyle modifications*** to enhance the management of the condition.	4.1. Obtain information about the client's current lifestyle. 4.2. Discuss possible barriers to behaviour change and delivery of healthy eating practices. 4.3. Provide information in accordance with healthy eating guidelines for to improve general health and reduce the risk of cardiovascular disease. 4.4. Recommend other lifestyles changes to improve current disease status.

Required Skills and Knowledge

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

Required skills

- communication skills appropriate to the age and values of referred clients with cardiorespiratory conditions
- problem-solving skills to identify adverse signs and symptoms requiring intervention and unsafe exercise performance and to recommend appropriate changes in consultation with an appropriate medical or allied health professional
- team work skills to work collaboratively with medical or allied health professionals according to legal and ethical conditions
- literacy and numeracy skills to enable the accurate interpretation of referrals and to record client exercise programs and calculate and adjust exercise duration and frequency
- analytical skills to interpret information on the health and functional status of clients with cardiorespiratory conditions in terms of their medical conditions, risk factors, medical treatments and exercise history
- decision making skills to determine appropriate instructional techniques
- literacy skills to accurately document and report on client progress

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- instructional skills to ensure safe and appropriate application of the exercise program
- report writing skills to relay written information to both client and referral source

Required knowledge

- structure and function of the cardiovascular and respiratory systems to enable understanding of cardiovascular responses to exercise and their relationship to cardiorespiratory conditions and the needs of clients including:
  - structure of the heart, coronary circulation and cardiac conduction including abnormalities
  - the interrelationship between the phases, timing and heart sounds of the cardiac cycle
  - cardiovascular physiology and regulation of the cardiovascular system
  - respiratory physiology
- circulatory and respiratory volume changes occurring in response to exercise, the structural and physiological changes consistent with the pathology of cardiorespiratory conditions in relation to the needs of the client
- body systems and their relationship to cardiorespiratory exercise to support safe and effective exercise outcomes including:
  - musculoskeletal system and its relationship to safe and effectively rehabilitate exercise outcomes
  - nervous system and its relationship to the control of cardiovascular regulation and respiration
  - digestive system and its relationship to good health
- causes and consequences of cardiorespiratory conditions in the context of their effect on exercise capacity and the role of physical activity in managing cardiorespiratory conditions and enhancing health
- coronary risk factors in relation to screening, fitness testing and exercise participation
- contraindications associated with cardiorespiratory conditions to enable the provision, monitoring and adjustment of safe and effective exercise
- classes of medications used to manage cardiorespiratory conditions, their effects on the condition, potential interactions of exercise and medication, and effect on exercise performance
- common clinical tests used to evaluate functional capacity and the normal and abnormal values of physiological responses of the cardiovascular and respiratory systems in relation to these tests
- recognised recommendations for exercise testing and prescription for cardiorespiratory conditions
- medical and anatomical terminology to interpret referrals from medical or allied health professionals
- motivational psychology to enable identification and mitigation of barriers to exercise adherence
- nutritional aspects of cardiovascular disease

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- legislation and organisational policies and procedures to enable safe and effective exercise planning delivery and evaluation and to maintain the confidentiality of client information.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • communicates effectively with accredited exercise physiologist ***or relevant medical or allied health professionals*** regarding relevant health and functional status of the referred client and discusses aspects of exercise prescription with clients. • when appropriate, reacts to adverse events to deal with exercise program problems and issues • ability to correctly interpret the exercise prescription and makes modifications consistent with prescribed parameters and scope of practice • safely and effectively delivers exercise for referred clients with cardiorespiratory conditions and recommends appropriate alterations according to client's physical and motivational responses • monitors and maintains the safety of clients, exercise equipment and the exercise setting and applies effective contingency management techniques to deal with problems and issues that may arise during the exercise program • applies all relevant legal and ethical requirements when discussing and recording client information • demonstrates appropriate manner, empathy and patience when working with clients.
Context of and specific resources for assessment	Assessment must ensure demonstration of skills over a period of time within a facility where a variety of exercise modes and equipment are available to support effective exercise for clients with cardiorespiratory conditions. Assessment must also ensure access to: • a range of clients with real or simulated

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	cardiorespiratory conditions from a range of ages • a range of real or simulated medical or allied health professional referrals for a range of referred clients with cardiorespiratory conditions and risk factors • relevant documentation such as client record forms • demonstration of skills on sufficient occasions to determine competence in interpreting relevant information and delivering the prescribed exercise program for a range of clients with a range of cardiorespiratory conditions.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of consulting with clients and carers and adjusting standard exercise prescriptions in consultation with an appropriate medical or allied health professional to account for a range of cardio-respiratory conditions and risk factors to focus on functional capacity and health rather than physical fitness • observation of dealing effectively with a range of contingencies such as real or simulated client injuries or inability to complete the exercise prescription • oral or written questioning to assess knowledge of the physiology of cardiorespiratory conditions, medications and associated risk factors • third-party reports from a supervisor detailing work performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISFFIT524A Deliver prescribed exercise to clients with metabolic conditions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Medical or allied health professional may include:	• sports physician • sports doctor • general practitioner • physiotherapist • accredited exercise physiologist • occupational therapist • remedial massage therapist • chiropractor • osteopath • accredited practising dietician • psychologist • aboriginal health worker.
Cardiorespiratory condition may include:	• Asthma (controlled) • Hypertension: controlled • Anaemia • Coronary artery disease • stable angina
Relevant legislation may include:	• Occupational Health and Safety • duty of care • privacy • codes of practice • fair trading.
Organisational policies and procedures must include:	• Occupational Health and Safety • emergency procedures • risk management • use of client record systems • collection and use of client information • equipment use and maintenance • incident reporting • client history gathering procedures • client referral procedures.
Risk factors may include:	• family history such as myocardial infarction, coronary artery disease, sudden cardiovascular death before 55 years of age in father or other male first-degree relative or before 65 years of age in mother or other female first degree relative • cigarette smoker • hypertension; systolic blood pressure of =140 mm Hg or diastolic =90 mm Hg confirmed by measurement on at least two separate occasions, or taking any antihypertensive medication

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	• hypercholesterolaemia; total serum cholesterol of >5.0 mmol/l or high density lipoprotein cholesterol of <1.0 mmol/l, or on lipid-lowering medication • impaired fasting glucose; fasting blood glucose of =6 mmol/L by measurements on at least 2 separate occasions • obesity; body mass index of =30kg/m2 or waist girth of > 100cm for males, = 88cm for women or waist/height ratio of = 0.5 cm • sedentary lifestyle; persons not participating in a regular exercise program or accumulating 30 minutes or more of moderate physical activity most days of the week.
Goals and needs analysis may include:	• timeframes • appropriate exercise program adjustments • barriers • motivation • stage of readiness for behaviour change • opportunities and enablers.
Methods to enhance exercise adherence may include:	• rewards for attendance and participation • statement of intent • perceived choice • goal setting.
Records may include:	• electronic • hand written.

Cardiorespiratory conditioning may include:	• Choice of exercises and location:
	  • appropriate to condition and health needs
	  • emphasis on functional capacity and activities of daily living such as mobility
	  • gait, coordination, balance limitations
	  • low initial fitness level, easily fatigued
	  • inefficient movement
	  • possible cognitive impairment
	• integration with muscular training:
	  • prior improvement in strength, balance and range of motion
	  • use of exercise machines and circuit training
	• low fitness level and need for gradual progression.

Muscular conditioning may	• muscular endurance • muscular strength

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include:	• muscular power.
Instructional techniques may include:	• establishing rapport • instructional position • communication • demonstration and motivational strategies • positive feedback.
Exercise program may include:	• Program variables include mode, intensity, frequency, duration and volume • exercise variety • logical progression.

Exercise equipment may include:	• cardiorespiratory equipment:
	  • stepper
	  • rowing machine
	  • stationary bicycle
	  • treadmill
	• free weight equipment
	• resistance training machines
	• aquatic equipment
	• resistance bands.

Monitor client responses may include:	• rating of perceived exertion (RPE) • heart rate measures • 'talk test' • direct observation.
Symptoms requiring intervention may include:	• pain, discomfort or other typical symptoms of angina equivalent in the chest, neck, jaw, arms or other areas that may be due to ischemia • shortness of breath at rest or with mild exertion • dizziness or syncope • orthopnea or paroxysmal nocturnal dyspnea • palpitations or tachycardia or bradycardia • intermittent claudication • unusual fatigue or shortness of breath with usual activities • acute febrile illness or sickness • complaint • unaccustomed lack of functional strength • signs and symptoms of acute inflammations and infections such as fever, temperature, redness • fractures • recent muscle injury

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	• haematoma • joint instability • acute and or sudden joint swelling • neck soreness or strain • pain on movement of any body part • inability to bear weight through a limb • cyanosis.
Procedures to respond to symptoms requiring intervention must include:	• cessation of activity • first aid • emergency medical assistance • referral.
Signs of unstable condition may include:	• fatigue and weakness • cardiac pain • breathlessness • oedema • palpitations • claudication pain • dizziness.
Lifestyle modifications may include:	• moderation of alcohol consumption • cessation of smoking • increased incidental activity • stress reduction • provision of health eating guidelines • provision of healthier choices.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT524A Deliver prescribed exercise to clients with metabolic conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to deliver prescribed exercise programs to stable clients with metabolic conditions in collaboration with medical or allied health professionals.

Application of the Unit

This unit applies to specialised exercise trainers whose clients have been provided an exercise prescription from an accredited exercise physiologist or relevant medical or allied health professional.

The specialised exercise trainer applies the understanding and skills to deliver the program and modify the program in terms of frequency, mode, intensity and volume to accommodate the progression of the client within the parameters prescribed by the accredited exercise physiologist or relevant medical or allied health professional.

They apply self directed application of knowledge and skills related to metabolic conditions, and exercise judgment in delivering the prescribed exercise. The specialised exercise trainer demonstrates the ability to analyse the clients responses to exercise and where appropriate consult with the accredited exercise physiologist or relevant medical or allied health professional.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Consult with referred clients presenting with stable metabolic conditions.	1.1. Receive exercise referral from an accredited exercise physiologist or relevant ***medical or allied health professional***. 1.2. Confirm exercise referral has sufficient detail to allow flexibility for modifications to accommodate progression of the ***client***. 1.3. Become familiar with typical adverse signs and symptoms that may arise during exercise for this pathology. 1.4. Consult with a relevant medial or allied health professional as necessary. 1.5. Discuss with the client their complete exercise history and their ***metabolic condition*** and co-morbidities and record information according to ***relevant legislation*** and ***organisational policies and procedures***. 1.6. Explain the physiology of the metabolic condition and associated ***risk factors*** to the client in simple terms and confirm client understanding. 1.7. Explain to the client the causes and consequences of the different components of the metabolic condition in the context of their effect on exercise capacity and condition. 1.8. Explain to the client the role of physical activity in managing metabolic conditions and enhancing health. 1.9. Confirm the outcomes of goals ***and needs analysis*** in collaboration with the client and the ***medical or allied health professionals*** if appropriate. 1.10. Explain to the client their need to be referred back to a medical or allied health professional if their

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ELEMENT	PERFORMANCE CRITERIA
	condition becomes unstable.
	1.11. Identify any ***potential barriers*** to exercise and discuss ***methods to enhance exercise adherence*** with the client.
	1.12. Clarify any areas of concern with the referring ***accredited exercise physiologist***, or relevant medical or allied health professional in conjunction with the client.
	1.13. Obtain the informed consent of the client and maintain the client's ***records*** according to relevant legislation and organisational policies and procedures.
2. Deliver prescribed exercise programs.	2.1. Undertake appropriate ***fitness assessments*** as required.
	2.2. Work with ***medical or allied health professionals*** to deliver an exercise plan in accordance with recognised exercise recommendations, fitness test results, client limitations, and potential interactions of medications.
	2.3. Explain to the client the role of ***muscular conditioning***, and the reasons for their inclusion as part of the client's exercise prescription.
	2.4. Apply ***instructional techniques*** to ensure safe and appropriate application of the ***exercise program*** by the client.
	2.5. Explain to the client the exercise variables to be delivered in the context of managing their specific metabolic conditions.
	2.6. Demonstrate the safe and appropriate use of selected ***exercise equipment*** and report or address any unsafe equipment according to organisational policies and procedures.
3. Monitor and review clients responses to the prescribed exercise program	3.1. Monitor perceived exercise intensity and make adjustment as required.
	3.2. Assess the client's performance and explain and correct any unsafe exercise procedures.
	3.3. ***Monitor client responses*** for any typical signs and ***symptoms requiring intervention*** that may occur during exercise.
	3.4. Apply ***procedures to respond to signs and symptoms requiring intervention*** as required according to relevant legislation and organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
	3.5. Recognise ***signs of an unstable condition*** and refer the client back to a relevant ***medical or allied health professional***.
	3.6. Report outcomes to the referred source as well as the client.
	3.7. Revise the client's record and advise the referral source of suggested changes to the exercise program if required.
4. Provide advice regarding additional ***lifestyle modifications*** to enhance the management of the condition.	4.1. Obtain information about the client's current lifestyle.
	4.2. Identify to ***client*** appropriate and non-appropriate methods of managing body composition.
	4.3. Explain to the client the ***negative health effects*** of poor management of body composition.
	4.4. Provide information in accordance with healthy eating guidelines to improve general health and enhance the management of the metabolic condition.
	4.5. Discuss the physiological mechanisms of decreasing adipose tissue in a method that is understandable to the client.
	4.6. Explain the importance of healthy eating for body composition management to the client.
	4.7. Explain the effect of exercise on management of body composition.
	4.8. Recommend other lifestyles changes to improve current disease status.
	4.9. Discuss possible barriers to behaviour change and implementation of healthy eating practices.
5. Apply extensive knowledge of the anatomy and physiology of the endocrine system to the delivery of exercise programs for moderate risk clients	5.1. Apply knowledge of the structure and function of the ***endocrine system*** to the delivery of exercise for relevant medical conditions or injuries.
	5.2. *Apply knowledge of the effects of* ***hormones*** *on metabolism and energy production when providing information to clients regarding exercise, healthy eating and body composition management*.
	5.3. Explain the interrelationship between the ***nervous system*** and the endocrine system to control body systems to ***moderate risk clients***.
	5.4. Explain the effects of some of the ***medical conditions and disorders*** on homeostasis of the endocrine system.
6. Apply knowledge of	6.1. Explain clearly the structure and function of the

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ELEMENT	PERFORMANCE CRITERIA
the structure and function of the digestive system when providing advice about healthy eating and body composition to moderate risk clients	***digestive system*** when providing advice relating to healthy eating, metabolism and body composition management to clients. 6.2. Use an understanding of the process of digestion and absorption of food in relation to energy production when providing information to clients.

Required Skills and Knowledge

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

Required skills

- communication skills appropriate to the age and values of referred clients with metabolic conditions
- skills to identify adverse signs and symptoms requiring intervention and unsafe exercise performance and to recommend appropriate changes in consultation with an appropriate medical or allied health professional.
- problem-solving skills to identify symptoms requiring interjection and unsafe exercise performance and to recommend appropriate changes
- teamwork skills to work collaboratively with medical or allied health professionals according to all legal and ethical considerations
- analytical skills to interpret information on the health and functional status of clients with metabolic conditions in terms of their medical conditions, risk factors, medical treatments and exercise history.
- decision making skills to determine appropriate instructional techniques.
- literacy and numeracy skills to enable the accurate interpretation of referrals and to record client exercise programs and calculate and adjust exercise duration and frequency.

Required knowledge

- components of metabolic conditions and the associated risk factors
- the pathology of metabolic conditions and considerations in relation to the needs of the client
- structure and function of the endocrine system to enable understanding of physiological responses to exercise and their relationship to the condition and needs of clients
- risk factors and contraindications associated with metabolic conditions and metabolic syndrome to enable the provision, monitoring and adjustment of safe and effective exercise
- effects of hormones on metabolism and energy production and the regulation of

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basic physiological responses to exercise to enable the provision of accurate information to clients regarding exercise
- medical and anatomical terminology to interpret referrals from medical or allied health professionals
- relationship between metabolic conditions and other conditions such as cardiovascular disease
- recognised recommendations for exercise testing and prescription for metabolic conditions
- categories of medications used to manage metabolic conditions such as oral hypoglycaemic agents, including insulin, antihypertensives, lipid-lowering agents and their effects on the condition
- effect of metabolic conditions on the acute response to exercise to enable assessment of the individual's functional capacity when developing exercises
- relevant legislation and organisational polices and procedures to maintain the safety of clients and the confidentiality of client information
- motivational psychology to enable identification and mitigation of barriers to exercise adherence
- industry recognised guidelines associated with exercise prescription and delivery
- the role of physical activity in managing metabolic conditions and enhancing health.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • communicates effectively with accredited exercise physiologist ***or relevant medical or allied health professionals*** regarding relevant health and functional status of the referred clients and discusses aspects of exercise prescription with clients. • when appropriate, reacts to adverse events to deal with exercise program problems and issues. • correctly interprets the exercise prescription and make modifications consistent with prescribed parameters and scope of practice • safely and effectively delivers exercise for referred clients with cardiorespiratory conditions and recommends appropriate alterations according to client's physical and motivational response

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- monitors and maintains the safety of clients, exercise equipment and the exercise setting and applies effective contingency management techniques to deal with problems and issues that may arise during the exercise program
- applies all relevant legal and ethical requirements when discussing and recording client information
- demonstrates appropriate manner, empathy and patience when working with clients.

Context of and specific resources for assessment

Assessment must ensure demonstration of skills over a period of time within a facility where a variety of exercise modes and equipment are available to support effective exercise for clients with metabolic conditions.

Assessment must also ensure access to:

- a range of clients with real or simulated metabolic conditions from a range of ages
- a range of real or simulated medical or allied health professionals referrals for a range of referred clients with metabolic conditions and risk factors
- demonstration of skills on sufficient occasions to determine competence in interpreting relevant information and delivering the prescribed exercise program for a range of clients with a range of metabolic conditions
- relevant documentation such as client record forms.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of consulting with clients and adjusting standard exercise prescriptions in consultation with an appropriate medical or allied health professional to account for a range of needs and risk factors to focus on functional capacity and health rather than physical fitness
- observation of dealing effectively with a range of contingencies such as real or simulated client injuries or inability to complete the exercise prescription
- oral or written questioning to assess knowledge of the physiology of metabolic conditions and associated risk factors and the use and effect of medications
- third-party reports from a supervisor detailing work performance.

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

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for example:

- SISFFIT523A Deliver prescribed exercise to clients with cardiorespiratory conditions
- SISFFIT530A Deliver prescribed exercise to children and young adolescents with specific chronic conditions

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Medical or allied health professional may include:

- sports physician
- sports doctor
- general practitioner
- physiotherapist
- accredited exercise physiologist
- occupational therapist
- remedial massage therapist
- chiropractor
- osteopath
- accredited practising dietician
- psychologist
- aboriginal health worker.

Client may include:

- older
- sedentary
- overweight and obese
- presenting with additional medical or psychological conditions.

Metabolic condition must include:

- dyslipidaemias
- obesity
- hyperglycaemia
- hyperinsulinaemia
- pre-diabetes
- hyperparathyroidism
- diabetes Type I or Type II: controlled
- polycystic ovary
- Hyperthyroidism and or Graves Disease

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- Hypothyroidism

Relevant legislation may include:

- Occupational Health and Safety
- duty of care
- privacy
- codes of practice
- fair trading.

Organisational policies and procedures may include:

- Occupational Health and Safety emergency procedures
- risk management
- use of client record systems
- collection and use of client information
- equipment use and maintenance
- client supervision
- incident reporting
- client screening procedures
- client referral procedures.

Risk factors may include:

- family history such as diabetes
- smoking
- hypertension; systolic blood pressure of =140 mm hg or diastolic =90 mm hg confirmed by measurement on at least two separate occasions, or taking any antihypertensive medication
- hypercholesterolaemia; total serum cholesterol of >200 mg/dl [5.2 mmol/l] or high density lipoprotein cholesterol of <35 mg/dl [0.9 mmol/l], or on lipid-lowering medication
- impaired fasting glucose; fasting blood glucose of =110mg/dl confirmed by measurements on at least 2 separate occasions
- obesity; body mass index of =30kg/m2 or waist girth of > 100cm for males, = 88cm for women or waist/height ration of = 0.5 cm
- sedentary lifestyle; persons not participating in a regular exercise program or accumulating 30 minutes or more of moderate physical activity most days of the week
- heart conditions.

Goals and needs analysis may include:

- timeframes
- appropriate exercise program adjustments
- barriers
- motivation.

Methods to enhance exercise adherence may include:

- rewards for attendance and participation
- statement of intent

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- perceived choice
- goal setting.

Potential barriers may include:

- perceived versus actual barriers
- initial low fitness level and probable overweight or obesity
- time and access to facilities
- self-consciousness in client
- concerns for health.

Fitness assessment may include:

- range of movement
- strength
- girth measurements
- body mass.
- waist to height ratio.

Muscular conditioning may include:

- muscular strength
- muscular power
- muscular endurance.

Records may include:

- electronic
- hand written.

Exercise program may include:

- exercise selection
- exercise sequence
- exercise variety
- logical progression.

Exercise equipment may include:

- cardiovascular equipment:
  - stepper
  - rowing machine
  - stationary bicycle
  - treadmill
- free weight equipment
- resistance training machines
- hydraulic machines
- aquatic equipment
- resistance bands.

Monitor client responses may include:

- rating of perceived exertion (RPE)
- heart rate measures
- 'talk test'
- possible fluctuations in blood glucose levels and dehydration.

Symptoms requiring intervention may include:

- shortness of breath at rest or with mild exertion
- dizziness or syncope
- orthopnea or paroxysmal nocturnal dyspnea
- palpitations or tachycardia

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	• symptoms of hypoglycaemia and hyperglycaemia • intermittent claudication • unusual fatigue or shortness of breath with usual activities • illness or sickness • unaccustomed lack of functional strength • soreness or strain • pain on movement of any body part.
Procedures to respond to symptoms requiring intervention must include:	• cessation of activity • first aid • emergency medical assistance • referral.
Signs of unstable condition may include:	• fatigue and weakness • cardiac pain • breathlessness • oedema • palpitations • claudication pain • dizziness.

Negative health effects may include:	• eating disorders:
	  • bulimia
	  • anorexia
	• obesity
	• diabetes
	• hypertension
	• cardiovascular disease
	• cancer
	• joint degeneration.

Lifestyle modifications may include:	• moderation of alcohol consumption • cessation of smoking • increased incidental activity • stress reduction • provision of health eating guidelines • provision of healthier choices.
Endocrine system may include:	• role and function of the endocrine system • endocrine glands • pituitary • adrenal • parathyroid • pancreas

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- gonads
- thymus
- hormones
- types
- hormone transport in the blood
- hormone action
- control of hormone action
- control of hormone secretion
- abnormal secretion
- role of endocrine system in stress and disease
- effects of ageing on the endocrine system
- disorders or homeostatic imbalances
- diabetes.

Hormones may include:

- human growth hormone
- anti-diuretic hormone (vasopressin)
- calcitonin
- aldosterone
- insulin.

Nervous system may include:

- divisions:
  - central nervous system
  - peripheral nervous system:
    - somatic nervous system
    - autonomic nervous system
- central nervous system:
  - brain
  - spinal cord
- peripheral nervous system:
  - cranial nerves
  - spinal nerves
  - peripheral nerves
  - plexus
- neurons:
  - afferent
  - efferent
  - motor
  - sensory
- histology of nerve tissue:
  - neuron:
    - axon
    - dendrites

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        - nucleus
        - cell body
        - node of ranvier
        - neurilemma
        - myelin sheath
        - scwann cell
      - neuroglia
  - brain:
      - structure
      - brain stem
      - cerebral hemispheres
      - ventricles
      - cranial nerves
      - meninges
      - cerebrospinal fluid
      - blood supply:
        - sensory areas and pathways
        - motor areas and pathways
  - nerve impulses:
      - resting membrane potentials
      - graded potentials
      - action potentials
      - refractory period
      - subthreshold stimulation
      - all or none law
      - summation:
        - spatial
        - temporal
  - neuromuscular transmission:
      - neuromuscular junction
      - transmission
  - synaptic transmission:
      - synapse
      - excitation at synapse
      - inhibition at synapse
  - spinal reflexes:
      - reflex arc
      - receptors
      - reflex action

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- types of reflexes
- spinal cord:
  - structure
  - spinal nerves
- peripheral nerves:
  - cervical plexus
  - brachial plexus
  - lumbosacral plexus
- regeneration and repair of nervous tissue
- effects of ageing on the nervous system
- disorders of the nervous system:
  - multiple sclerosis
  - epilepsy
  - nerve injuries
  - cerebrovascular accident
- sensory receptors:
  - interoreceptors
  - exteroreceptors
- sensory organs:
  - eye:
    - structure
  - accessory organs
  - vision:
    - formation of image
  - proprioreceptors:
    - visual acuity
    - visual fields
    - visual pathways
    - visual defects
  - ear:
    - structure
    - hearing
    - conduction of sound
    - auditory pathway
    - hearing defects
    - equilibrium

Moderate risk clients may include:

- chronic disease state
- medical condition or injury
- under prescribed medication
- symptoms of cardiorespiratory disease

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- those identified by medical or allied health professionals
- older and sedentary.

Digestive system may include:

- structure:
  - mouth
  - oesophagus
  - stomach
  - small intestine
  - large intestine
  - rectum
  - anus
  - sphincters
- glands:
  - salivary glands
  - pancreas
  - liver
  - gall bladder
- blood supply
- innervation
- role in energy production
- digestion:
  - breakdown
  - motor functions:
    - mastication
    - peristalsis
    - segmentation
    - deglutition
    - gastric motility
    - intestinal motility
  - secretion of enzymes
  - secretion of juices
- enzymes:
  - secretion
  - function
- absorption:
  - carbohydrate
  - lipids
  - protein
  - water and electrolytes
  - vitamins

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- chemical composition of foods
- metabolism of foodstuffs:
  - oxidation of food
  - by-products
  - storage
  - regulation of metabolism:
    - choice of metabolic pathway
    - carbohydrate metabolism
    - fat metabolism
- protein metabolism

Medical conditions and disorders may include:

- conditions affecting the endocrine system:
  - diabetes
- conditions affecting the nervous system:
  - retinopathy
  - peripheral neuropathy
  - quadriplegia
  - paraplegia
  - cerebral palsy
  - muscular dystrophy
  - Parkinson's disease

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT525A Advise on injury prevention and management

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide information to fitness clients about exercise related injuries, their prevention and management.

Application of the Unit

This unit applies to those working in a sport, fitness and recreation environment. It applies to specialised exercise trainers who are responsible for providing fitness training programs for general populations, including older adults, with the ability to customise fitness training programs to meet the specific individualised needs of different client groups.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Undertake injury surveillance.	1.1. Source and analyse ***data*** on common ***injuries*** for specific fitness activities. 1.2. Monitor occurrence of injury and analyse injury patterns for specific fitness activities. 1.3. Identify ***risk factors*** that may lead to injury for specific fitness activities according to ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Identify ***preventative measures*** in consultation with ***medical or allied health professionals***.
2. Develop injury prevention strategies.	2.1. *Analyse various exercises, exercise technique and fitness activities to formulate effective* ***injury prevention strategies*** according to relevant legislation and organisational policies and procedures. 2.2. *Develop* injury prevention strategies in consultation with medical or allied health professionals. 2.3. *Communicate* recommendations about injury prevention strategies to relevant ***stakeholders*** according to organisational policies and procedures.
3. Implement injury prevention strategies.	3.1. Assess ***facilities and equipment*** for safe participation and advise relevant personnel of problems according to organisational policies and procedures. 3.2. Promote preventative strategies to clients to minimise the likelihood of injury according to ***best practice guidelines***. 3.3. Implement strategies for the management of common exercise-related musculoskeletal injuries according to relevant legislation and organisational policies and procedures.
4. Monitor injury management.	4.1. Monitor ***client*** progress and encourage reassessment of injury by a medical or allied health professional as required. 4.2. Adjust preventative measures and interventions in response to ongoing injury surveillance. 4.3. Conduct ongoing monitoring of injury trends in consultation with medical or allied health professionals as required. 4.4. Evaluate own performance and identify potential improvements for future implementation of injury

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ELEMENT	PERFORMANCE CRITERIA
	prevention strategies.
5. Conduct postural appraisals tests to evaluate the clients mobility, stability, muscle strength and endurance.	5.1. Observe the client's static posture using a valid and reliable postural screening method to identify common postural variances and observe the degree of deviation. 5.2. Conduct standardised tests to evaluate joint mobility and observe joint specific functional ***range of movement*** of the ***major joints*** to identify restrictions and right and or left differences in range. 5.3. Conduct standardised ***postural appraisal*** tests to evaluate muscle strength and muscular endurance in order to identify functional ability. 5.4. Apply knowledge of the ***functional anatomy of the joints*** and the location of relevant ***bony landmarks*** when conducting postural appraisals. 5.5. Use a standardised method of recording the results of tests accurately and systematically using a process that allows for subsequent re-evaluation. 5.6. Refer clients with significant injury and postural variances or concerns to appropriate medical or allied health professional before recommending any corrective exercises. 5.7. Consult with an appropriate medical or allied health professional to discuss results of the postural evaluation to determine an appropriate exercise management plan. 5.8. Implement valid postural appraisal methods according to recognised test protocols and industry standards.
6. Observe and evaluate a client's dynamic posture through observation of gait.	6.1. Observe the client's dynamic ***posture*** whilst performing suitable ***locomotive movements*** and record information about movement coordination and balance. 6.2. Apply an understanding of the ***biomechanics of movement*** to the ***gait observation*** to obtain relevant information about the client's dynamic posture. 6.3. Relate the effect of common ***postural variances*** to the client's gait. 6.4. Conduct functional tests to evaluate range of movement, movement control, muscular deficits and proprioception. 6.5. Use a standardised method of recording information obtained to allow for further re-evaluation.

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ELEMENT	PERFORMANCE CRITERIA
	6.6. Understand the aim of gait observation by the specialised exercise trainer is not to be diagnostic or prescriptive, but to identify potential causes of injury.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - convey information to clients about injury prevention strategies
  - liaise with appropriate personnel to report problems that can contribute to injury
- problem-solving skills to:
  - assess the risk of equipment and facilities to clients
  - identify appropriate preventative methods and interventions
  - adapt measures in response to ongoing surveillance
  - identify and report issues related to implementation of injury prevention strategies
  - conduct a postural appraisal to identify potential causes of injury
  - assess the need for referral and reassessment of client injuries
- language and literacy skills to access, record and interpret information about injuries related to specific fitness activities and their causes
- observation skills to identify the bony landmarks used as identification points when conducting postural screening tests
- numeracy skills to calculate client range of movement at major joints
- self-management skills to:
  - recognise and work within own professional roles and responsibilities
  - review and reflect on own performance.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities according to job role and responsibilities
- principles of biomechanics to enable the application of appropriate techniques and strategies to minimise injuries for specific fitness activities
- pathology of injury and injury response and the phases of healing and repair to enable appropriate exercise prescription to aid healing
- anatomy of the musculoskeletal system and its supporting systems to enable the design of appropriate programs
- function of the musculoskeletal system to enable design of appropriate programs

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- range of motion and stretching techniques to enable the inclusion of exercise variables to suit client's functional capacity
- common causes of musculoskeletal injuries in relation to fitness activities
- the role of exercise and fitness in the prevention, management and rehabilitation of common exercise related injuries and falls prevention.
- defined roles and responsibilities of the specialised exercise trainer and their ethical and legal limitations to enable understanding of work parameters in implementing injury prevention and management strategies.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • researches cause and prevalence of commonly occurring injuries to develop injury prevention strategies for fitness clients • implements injury prevention strategies and monitors and adjusts the effect of interventions within the parameters of own accepted roles and responsibilities • applies effective contingency management techniques according to own level of responsibility to respond to problems impacting on effective injury prevention and management • evaluates and reflects on own performance in implementing and evaluating injury prevention strategies.
Context of and specific resources for assessment	Assessment must ensure development and implementation of effective injury prevention strategies that are of sufficient breadth to allow the candidate to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a fitness centre with appropriate equipment and facilities in which the candidate operates or intends to operate • fitness clients participating in the specific fitness environment in which the candidate operates or intends to operate.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with fitness clients and other personnel in conveying information about injury prevention strategies
- oral or written questioning to assess knowledge of common injuries and preventative methods related to fitness activities
- portfolio containing evidence of analysis of injury patterns in relation to fitness activities and self evaluation of own performance
- third-party reports from a supervisor detailing performance
- portfolio containing evidence of injury prevention and management strategies developed for specific clients.

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

- SISFFIT526A Deliver prescribed exercise to clients with musculoskeletal conditions

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Data may include:

- incidence
- severity
- prevalence
- cause
- types of injuries.

Injuries may include:

- primary or secondary
- direct or indirect
- acute or overuse
- musculoskeletal.

Risk factors may include:

- personal and internal factors

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- extrinsic factors
- equipment used
- gender
- age
- weight
- fitness level.

Relevant legislation may include:

- Occupational Health and Safety
- duty of care
- privacy
- codes of practice
- fair trading.

Organisational policies and procedures may include:

- Occupational Health and Safety
- emergency procedures
- risk management
- use of client record systems
- collection and use of client information
- equipment use and maintenance
- client supervision
- incident reporting
- client screening procedures
- client referral procedures.

Preventative measures may include:

- screening
- physical conditioning
- protective equipment
- hydration and nutrition.

Medical or allied health professionals may include:

- sports physician
- sports doctor
- general practitioner
- physiotherapist
- accredited exercise physiologist
- occupational therapist
- remedial massage therapist
- chiropractor
- osteopath
- accredited practising dietician
- psychologist
- aboriginal health worker.

Prevention strategies may include:

- pre-exercise, warm-up and stretching
- neural stretching
- protective equipment
- recovery strategies and physical conditioning

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- frequency and duration of participation
- correction of technique
- adequate rehabilitation following injury
- appropriate management of previous injury.

Stakeholders may include:

- clients
- fitness professionals and centre owners
- coaches
- parents or caregivers
- medical or allied health professionals.

Facilities and equipment may include:

- exercise specific equipment
- first aid kit
- environment
- protective equipment.

Best practice guidelines may include:

- guidelines for fitness trainers
- Code of Ethics
- Code of Conduct.

Clients may include:

- young or aged
- experienced or inexperienced.

Range of movement may include:

- joint specific
- muscle specific
- passive range
- active range
- functional range
- joint and muscle specific tests
- equipment:
  - flexometer
  - goniometer
  - electronic

Major joints may include:

- intervertebral
- glenohumeral
- elbow
- radiocarpal
- sacroiliac
- hip (coxal)
- tibiofemoral
- patello-femoral
- ankle

Postural appraisal may include:

- visual observation
- appraisals using appropriate equipment
- joint mobility:
  - joint specific range of movement

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- tests for specific joints
- segmental mobility of vertebral sections
- active range
- passive range
- functional range
- hypo and or hyper mobile joints
- contra lateral
- symptoms

- muscular strength:
  - tests for specific muscles and or muscle groups
  - functional strength
  - relative strength
- muscular endurance:
  - tests for specific muscles and or muscle groups
  - functional endurance
- functional tests:
  - squat
  - single leg squat
  - single arm push up
- special tests
- postural screening equipment:
  - plumb line
  - grid
  - photographic technology
  - video analysis
  - tape measure
  - goniometer
  - flexometer
  - plurimeter
- pressure biofeedback unit.

Functional anatomy of the joints may include:

- glenohumeral:
  - bones:
    - humerus
    - scapula
    - clavicle
  - ligaments:
    - corocohumeral
    - corococlavicular

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        - glenohumeral
        - transverse humeral
      - related structures:
        - subscapular bursa
        - subacromial bursa
        - subdeltoid bursa
        - subcorocoid bursa
      - muscles acting on the joint
    - elbow:
      - bones:
        - humerus
        - ulna
        - radius
      - ligaments:
        - ulnar collateral
        - radial collateral
      - related structures:
        - olecranon bursa
      - muscles acting on the joint
    - lumbo-sacral:
      - bones:
        - 5th lumbar vertebrae
        - 1st vertebrae of sacrum
      - ligaments
      - muscles acting on the joint
    - intervertebral:
      - bones:
        - vertebral bodies
      - ligaments
      - muscles acting on the joint
    - hip (coxal):
      - bones:
        - femur
        - hip
      - ligaments:
        - pubofemoral
        - iliofemoral
        - ischiofemoral
        - transverse ligament of acetabulum

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        - ligament of head of femur
      - muscles acting on the joint
  - knee (tibiofemoral and or patellofemoral):
    - bones:
      - tibia
      - femur
      - patella
    - ligaments:
      - patella
      - oblique popliteal
      - arcuate popliteal
      - tibial collateral
      - fibular collateral
      - posterior cruciate
      - anterior cruciate
    - related structures:
      - tendons of the quadriceps femoris and facia latae
      - medial meniscus
      - lateral meniscus
      - prepatellar bursa
      - intrapatellar bursa
      - suprapatellar bursa
    - muscles acting on the joint
  - ankle (talocrucal):
    - bones:
      - talus
      - tibia
      - fibula
    - ligaments:
      - deltoid
      - anterior talofibial
      - posterior talofibial
      - calcaneofibular
    - related structures:
      - achilles tendon
  - muscles acting on the joint

Bony landmarks may include:

- mastoid process
- spinous process of the vertebrae
- spine of the scapula

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- inferior angle of the scapula
- acromion process
- coracoid process
- xiphoid process
- lateral epicondyle of humerus
- head of the radius
- styloid process
- olecranon process
- umbilicus
- anterior superior iliac spine
- posterior superior iliac spine
- iliac crest
- ischial tuberosity
- greater trochanter
- lateral femoral condyle
- medial epicondyle
- lateral epicondyle
- superior border of the patella
- inferior border of the patella
- lateral malleolus
- medial malleolus
- calcaneous.

Posture may include:

- static
- dynamic
- standing
- sitting
- supine
- specific observations of standing posture:
  - head and neck
  - thoracic spine
  - rib cage
  - shoulder position
  - scapula position
  - elbow position
  - lumbar spine
  - pelvis
  - abdominals
  - femur
  - knee
  - patella
  - foot position.

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Locomotive movements may include:

- walking
- jogging
- running.

Biomechanics of movement may include:

- levers
- loads
- fulcrum
- movement arms
- muscle actions
- centre of gravity
- base of support
- balance
- stability
- equilibrium.

Gait observation may include:

- view:
  - anterior
  - posterior
  - lateral
- gait cycle:
  - stance phase
  - swing phase
  - flight phase
  - double stance phase
- evaluation:
  - ankle
  - foot
  - tibia
  - knee
  - pelvis
  - trunk
  - head
  - arm
- foot cycle:
  - foot strike
  - mid-stance
  - toe off
- evaluation of:
  - sequence of movement at each joint
  - sequence of muscle actions
  - efficiency of movement
- method:

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- visual analysis
- video analysis.

Postural variances may include:

- structural
- functional.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT526A Deliver prescribed exercise to clients with musculoskeletal conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to deliver prescribed exercise programs to stable clients with musculoskeletal conditions, in collaboration with medical or allied health professionals.

Application of the Unit

This unit applies to specialised exercise trainers, whose clients have been provided an exercise prescription from an accredited exercise physiologist or relevant medical or allied health professional.

The specialised exercise trainer applies the understanding and skills to deliver the program and modify the program in terms of frequency, mode, intensity and volume to accommodate the progression of the client within the parameters prescribed by the accredited exercise physiologist or relevant medical or allied health professional.

They apply self directed application of knowledge and skills related to musculoskeletal conditions, and exercise judgment in delivering the prescribed exercise. The specialised exercise trainer demonstrates the ability to analyse the clients responses to exercise and where appropriate consult with the accredited exercise physiologist or relevant medical or allied health professional.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Consult with referred clients presenting with stable musculoskeletal considerations.	1.1. Receive exercise referral from an accredited exercise physiologist or relevant ***medical or allied health professional***. 1.2. Confirm exercise referral has sufficient detail to allow flexibility for modifications to accommodate progression of the ***client***. 1.3. Become familiar with typical adverse signs and symptoms that may arise during exercise for this pathology. 1.4. Discuss with the client their complete exercise history and their ***musculoskeletal condition*** and record relevant information according to ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Explain the physiology of musculoskeletal considerations and associated ***risk factors*** to the client in simple terms and confirm client understanding. 1.6. Explain to the client the causes and consequences of specific musculoskeletal conditions in the context of their effect on exercise capacity and conditions. 1.7. Explain to the client the role of physical activity in managing musculoskeletal conditions and enhancing health.
2. Deliver prescribed exercise programs.	2.1. Undertake appropriate ***fitness assessments*** as required. 2.2. Work with ***medical or allied health professional*** to deliver an exercise plan in accordance with recognised exercise recommendations, fitness test results, client limitations, and potential interactions of medications.

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Explain to the client the role of ***muscular conditioning***, and the reasons for their inclusion as part of the client's exercise prescription. 2.4. Explain to the client the exercise variables to be delivered in the context of managing their specific musculoskeletal conditions. 2.5. Apply ***instructional techniques*** to ensure safe and appropriate application of the ***exercise program*** by the client. 2.6. Demonstrate the safe and appropriate use of selected ***exercise equipment*** and report or address any unsafe equipment according to organisational policies and procedures.
3. Monitor and review clients responses to the prescribed exercise program	3.1. Monitor perceived exercise intensity and make adjustment as required. 3.2. Assess the client's performance and explain and correct any unsafe exercise procedures. 3.3. ***Monitor client responses*** for any typical signs and ***symptoms requiring intervention*** that may occur during exercise. 3.4. Recognise ***signs of an unstable condition*** and refer the client back to an appropriate ***medical or allied health professional***. 3.5. Report outcomes to referral source as well as client. 3.6. Discuss the information obtained through observation of the client's static and dynamic ***posture*** with the referring accredited exercise physiologist, or relevant medical or allied health professional to deliver an exercise program to reduce the progression of ***postural variances*** and to minimise the risk of injury during fitness activities.
4. Apply extensive knowledge of musculoskeletal anatomy and physiology to the delivery of exercise for moderate risk clients.	4.1. Identify major bones, joints and their related connective tissue structures, and the major muscles acting on these joints when delivering exercise programs for clients. 4.2. Identify and describe to clients the ***functional anatomy of the major joints*** when delivering rehabilitation exercise programs for clients with musculoskeletal conditions. 4.3. Apply knowledge of the structure and function of the ***musculoskeletal system*** and basic biomechanics to posture, functional stability and locomotion when delivering exercise programs for ***moderate risk***

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ELEMENT	PERFORMANCE CRITERIA
	clients.
	4.4. Apply an understanding of the fundamental structural and functional differences affecting the mobility and stability of the pectoral girdle, pelvic girdle and vertebral column when undertaking screening and programming for clients with postural concerns.
	4.5. Apply the structural adaptations of musculoskeletal tissue in response to exercise, mechanical stress and disease to exercise programming for moderate risk clients.
	4.6. Explain to clients the process of bone remodelling and muscle tissue repair in response to injury when dealing with musculoskeletal conditions.
	4.7. Describe the effects of ageing and inactivity on musculoskeletal tissue and apply to exercise delivery to clients.
	4.8. Apply the effect of individual structural differences on exercise performance to the delivery of exercise programs for moderate risk clients.

Required Skills and Knowledge

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

Required skills

- communication skills to elicit and convey information to clients with musculoskeletal conditions to enable the delivery and modification of appropriate and effective exercise prescription
- problem-solving skills to;
  - identify adverse signs and symptoms requiring intervention and
  - unsafe exercise performance
  - recommend appropriate changes in consultation with an appropriate medical or allied health professional
- team work skills to work collaboratively with medical or allied health professionals according to legal and ethical considerations
- analytical skills to interpret information on the health and functional status of clients with musculoskeletal conditions in terms of their medical conditions, risk factors, medical treatments and exercise history
- decision making skills to determine appropriate instructional techniques
- literacy skills to accurately document and report on client progress.

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Required knowledge

- anatomy of the musculoskeletal system and its supporting systems
- function of the musculoskeletal systems to enable design of appropriate programs
- the pathology of musculoskeletal conditions and considerations in relation to the conditions of the client
- directional and movement terminology to enable effective communication with medical or allied health professionals
- range of motion and stretching techniques to enable the inclusion of exercise variables to suit client's functional capacity
- structural and physiological changes consistent with the pathology of disease states or conditions affecting the musculoskeletal system
- risk factors and contraindications associated with musculoskeletal conditions to enable the provision, monitoring and adjustment of safe and effective exercise
- effect of musculoskeletal conditions on the acute response to exercise to enable assessment of the individual's functional capacity when developing exercises
- categories of medications used to manage musculoskeletal conditions such as nonsteroidal anti-inflammatory drugs (NSAIDs) and their effects on the condition
- medical and anatomical terminology to interpret referrals from medical or allied health professionals
- relevant legislation and organisational policies and procedures to maintain the safety of clients and the confidentiality of client information
- causes and consequences of specific musculoskeletal considerations in the context of their effect on exercise capacity
- principles of biomechanics to enable the application of appropriate exercise techniques for specific fitness activities
- the role of physical activity in managing musculoskeletal conditions and enhancing health
- use, care and maintenance of facility equipment to maintain safety of clients and other facility users.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • communicates effectively with accredited exercise physiologist or relevant medical or allied health professional regarding health and functional status of

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	the referred client • effective communication skills to discuss aspects of exercise prescription with clients • when appropriate, react to adverse events to deal with exercise program problems and issues • ability to correctly interpret the exercise prescription and make modifications consistent with prescribed parameters and scope of practice • safely and effectively delivers exercise for referred clients with musculoskeletal conditions and recommends appropriate alterations according to client's physical and motivational responses • monitors and maintains the safety of clients, exercise equipment and the exercise setting and applies effective contingency management techniques to deal with problems and issues that may arise during the exercise program • applies all relevant legal and ethical requirements when discussing and recording client information • demonstrates appropriate manner, empathy and patience when working with clients
Context of and specific resources for assessment	Assessment must ensure demonstration of skills over a period of time within a facility where a variety of exercise modes and equipment are available to support effective musculoskeletal exercise. Assessment must also ensure access to: • facility where a variety of exercise modes and equipment are available, such as exercise machines, weight machines, exercise mats and adequate floor space • a range of clients with real or simulated musculoskeletal conditions from a range of ages • a range of real or simulated medical or allied health professionals referrals for a range of clients with musculoskeletal conditions and risk factors • demonstration of skills on sufficient occasions to determine competence in interpreting relevant information and delivering the prescribed exercise program for a range of clients with a range of musculoskeletal conditions • relevant documentation such as client record forms.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of consulting with clients and adjusting standard exercise prescriptions in consultation with an appropriate medical or allied health professional, to account for a range of musculoskeletal conditions and risk factors to focus on functional capacity and health rather than physical fitness
- observation of dealing effectively with a range of contingencies such as real or simulated client injuries or inability to complete the exercise prescription
- oral and or written questioning to assess knowledge of the physiology of musculoskeletal conditions, medications and associated risk factors
- third-party reports from a supervisor detailing work performance.

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

- SISFFIT523A Deliver prescribed exercise to clients with cardiorespiratory conditions

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Medical or allied health professional may include:

- sports physician
- sports doctor
- general practitioner
- physiotherapist
- accredited exercise physiologist
- occupational therapist
- remedial massage therapist
- chiropractor
- osteopath
- accredited practising dietician

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	• psychologist • aboriginal health worker • diabetes educator.
Client may include:	• aged • sedentary • overweight • presenting with additional medical or psychological conditions (including trauma) • athletes.
Relevant legislation may include:	• Occupational Health and Safety • duty of care • privacy • codes of practice • fair trading.
Organisational policies and procedures may include:	• Occupational Health and Safety • emergency procedures • risk management • use of client record systems • collection and use of client information • equipment use and maintenance • client supervision • incident reporting • client screening procedures • client referral procedures.
Risk factors may include:	• family history • obesity • joint trauma and injury • menopause in females • repetitive occupational use • physical inactivity • eating disorders • low body weight and calcium intake • smoking.
Fitness assessment may include:	• cardiovascular response to exercise • range of movement • strength • girth measurements. • posture.
Muscular conditioning may include:	• muscular strength • muscular power • muscular endurance.

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Instructional techniques may include:	• establishing rapport • instructional position • demonstration and motivational strategies • positive feedback.
Exercise program may include:	• exercise selection, sequence and variety • logical progression • warm-up and cool-down • stretching.
Exercise equipment may include:	• cardiovascular equipment • resistance training machines: • hydraulic machines • aquatic equipment • resistance bands • free weights.
Monitor client responses may include:	• rating of perceived exertion (RPE) • heart rate measures • 'talk test' • possible fluctuations in blood glucose levels and dehydration.
Symptoms requiring interjection may include:	• shortness of breath at rest or with mild exertion • dizziness or syncope • orthopnea or paroxysmal nocturnal dyspnea • palpitations or tachycardia • intermittent claudication • unusual fatigue or shortness of breath with usual activities • illness or sickness • lack of functional strength • neck soreness or strain • pain on movement of any body part.
Procedures to respond to symptoms requiring interjection include:	• cessation and modification of activity • first aid • emergency medical assistance • referral.
Signs of unstable condition may include:	• fatigue and weakness • cardiac pain • breathlessness • oedema • palpitations • claudication pain • dizziness.

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Posture may include:

- static
- dynamic
- standing
- sitting
- supine
- specific observations of standing posture:
  - head and neck
  - thoracic spine
  - rib cage
  - shoulder position
  - scapula position
  - elbow position
  - lumbar spine
  - pelvis
  - abdominals
  - femur
  - knee
  - patella
  - foot position.

Postural variances may include:

- structural
- functional
- kyphosis
- rounded shoulders
- winging of scapula
- scoliosis
- increased lordosis
- decreased lordosis
- excessive posterior pelvic tilt
- excessive anterior pelvic tilt
- genu varum
- genu valgum
- increased pronation of foot and or ankle complex
- increased supination of foot and or ankle complex
- hyperextension of knees
- lateral tilt of pelvis
- lateral tilt of head.

Functional anatomy of the joints may include:

- glenohumeral
- bones:
  - humerus

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- scapula
- clavicle
- ligaments:
  - corocohumeral
  - corococlavicular
  - glenohumeral
  - transverse humeral
- related structures:
  - subscapular bursa
  - subacromial bursa
  - subdeltoid bursa
  - subcorocoid bursa
  - muscles acting on the joint
- elbow
- bones:
  - humerus
  - ulna
  - radius
- ligaments:
  - ulnar collateral
  - radial collateral
- related structures:
  - olecranon bursa
- muscles acting on the joint
- lumbo-sacral:
  - bones
  - 5th lumbar vertebrae
  - 1st vertebrae of sacrum
  - ligaments
  - muscles acting on the joint
- intervertebral:
  - bones
  - vertebral bodies:
    - ligaments
- muscles acting on the joint
- hip (coxal)
- bones:
  - femur
  - hip:
- ligaments:

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        - pubofemoral
        - iliofemoral
        - ischiofemoral
        - *transverse ligament of acetabulum*
        - *ligament of head of femur*
      - muscles acting on the joint
    - knee (tibiofemoral and or patellofemoral)
    - bones:
      - tibia
      - femur
      - patella
      - ligaments:
        - patella
        - oblique popliteal
        - arcuate popliteal
        - tibial collateral
        - fibular collateral
        - posterior cruciate
      - related structures:
        - tendons of the quadriceps femoris and facia latae
        - medial meniscus
        - lateral meniscus
        - prepatellar bursa
        - intrapatellar bursa
        - suprapatellar bursa
      - muscles acting on the joint
    - ankle (talocrucal):
      - bones:
        - talus
        - tibia
        - fibula
      - ligaments:
        - deltoid
        - anterior talofibial
        - posterior talofibial
        - calcaneofibular
      - related structures:
        - achilles tendon
    - muscles acting on the joint

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Major joints may include:

- intervertebral
- glenohumeral
- elbow
- radiocarpal
- sacroiliac
- hip (coxal)
- tibiofemoral
- patello-femoral
- ankle.

Joint movement may include:

- flexion
- extension
- dorsiflexion
- plantar flexion
- horizontal flexion
- horizontal extension
- abduction
- adduction
- circumduction
- rotation
- supination
- pronation
- inversion
- eversion
- protraction
- retraction
- elevation
- depression.

Muscles may include:

- erector spinae
- trapezius
- rectus abdominis
- internal obliques
- external obliques
- multifidus
- quadratus lumborum
- iliopsoas
- latissimus dorsi
- rhomboid major
- rhomboid minor
- pectoralis major
- pectoralis minor
- serratus anterior
- levator scapulae

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- teres major
- teres minor
- subscapularis
- supraspinatus
- infraspinatus
- gluteus maximus
- gluteus medius
- gluteus minimus
- pelvic floor
- iliotibial tract
- tensor fascia latae
- piriformis
- rectus femoris
- vastus lateralis
- vastus medialis
- vastus intermedius
- sartorius
- biceps femoris
- semitendinosus
- semimembranosus
- gastrocnemius
- soleus
- tibialis anterior
- adductor magnus
- adductor longus
- gracilis
- sartorius.

Musculoskeletal conditions may include:

- ostoepaenia
- sub acute soft tissue injury and or sprain and or strain
- osteoporosis
- epicondylitis
- tendonitis
- osteoarthritis
- repetitive strain injuries

Musculo-skeletal system may include:

- functions
- types of bones:
  - long
  - short
  - flat
  - irregular
- growth and development of long bones

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- structure of long bones
- classification of joints:
  - fibrous
  - cartilagenous
- synovial structure of a synovial joint:
  - bones
  - articular or hyaline cartilage
  - joint capsule
  - joint cavity
  - ligaments
  - synovial membrane
  - synovial fluid
  - bursae
  - meniscus
- connective tissue:
  - fascia
  - tendons
  - ligaments
- muscular system
- function of muscle tissue
- properties of muscle tissue:
  - excitability
  - contractility
  - extensibility
  - elasticity
- types of muscles:
  - smooth
  - cardiac
  - skeletal
- structure of skeletal muscle tissue:
  - muscle belly
  - tendon
  - fascicle
  - muscle fibre
  - myofibril
  - microscopic anatomy:
    - sarcomere
    - filaments
    - actin
    - myosin

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- tropomyosin
- troponin
- sarcolemma
- sarcoplasm
- sarcoplasmic reticulum
- T-tubules
- Z lines
- A band
- I band

- muscle contraction:
  - sliding filament theory
  - length-tension relationship
- attachments:
  - origin
  - insertion
- role of muscle contraction:
  - agonist
  - antagonist
  - fixator
  - synergist
- skeletal muscle fibre types:
  - slow twitch oxidative
  - fast twitch oxidative-glycolytic
  - fast twitch glycolytic
  - distribution and recruitment of different fibre types
- physiological adaptations due to training:
  - hypertrophy
  - increased strength
  - increased extensibility
- muscle actions of major muscles.

Moderate risk client may include:

- chronic disease state
- medical condition or injury
- under prescribed medication
- symptoms of cardiorespiratory disease
- moderate or high risk as identified by medical or allied health professional
- aged and sedentary
- musculoskeletal moderate risk includes:
  - history of injury to back or neck or joints or

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muscles of arms and legs requiring assessment and or treatment by a medical or allied health professional but is now fully resolved

- previous surgery to back or neck or joints or muscles of arms and legs
- recurrent injury
- injury to musculoskeletal system in the past 8 weeks even if it has resolved
- recent low level of physical activity
- hyper mobile

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT527A Undertake health promotion activities to decrease risk factors and prevent chronic disease

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and deliver exercise to promote general health and well-being, and decrease risk factors and chronic disease. The unit outlines appropriate exercise levels within the context of public health recommendations on physical activity.

Application of the Unit

This unit applies to specialised exercise trainers operating within fitness or health environments such as fitness centres, community and workplace settings, health clubs, gyms or autonomously in the fitness or health industry.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Explain and apply current recommendations regarding the type and amount of physical activity to promote health, reduce risk factors and prevent ***chronic disease and disability*** among adults.	1.1. Identify major causes of disease and disability among adults, and explain to the client ***the role of physical activity in health and disease prevention***. 1.2. Identify and explain to the client the mechanisms by which exercise may lower risk of ***chronic lifestyle disease or disability***. 1.3. Identify major cardiovascular disease ***risk factors*** and the recommended clinical values for each, and explain to the client to what extent each is affected by exercise. 1.4. Identify and apply ***current recommendations regarding physical activity*** for disease prevention in adults. 1.5. Identify and explain to the client the appropriate ***exercise variables*** recommended to achieve a beneficial change in risk factors and disease prevention. 1.6. Explain to the client the different roles of cardiovascular conditioning and muscular conditioning in enhancing general health and for preventing specific diseases or conditions. 1.7. Reinforce the need to undertake additional ***lifestyle modifications*** to improve health.
2. Plan and develop a physical activity intervention to improve and promote the health status of a population group, ***sub-group*** or individual.	2.1. Access relevant sources of information to determine health problems of target group and the established causes of the health problem. 2.2. Locate and critically evaluate effectiveness of other health promotion interventions to develop an evidence based approach that would cause beneficial change in health status of the target group. 2.3. Obtain information about the level of physical activity currently undertaken by participants using an appropriate ***method of measuring physical activity*** and determine whether current physical activity level is sufficient to gain health benefits. 2.4. Collect information about current health problems or concerns, lifestyle and other ***factors affecting participation in physical activity***. 2.5. Design a multifaceted approach to ***health***

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ELEMENT	PERFORMANCE CRITERIA
	promotion activities including education and skill building.
	2.6. Demonstrate recognition of and support for the importance of access and equity in the provision of physical activity interventions.
	2.7. Ensure intervention addresses identified client barriers to participation.
3. Implement physical activity intervention in an appropriate ***setting***.	3.1. Conduct appropriate health and fitness assessments to establish baseline measures and monitor client progress.
	3.2. Fully explain intervention strategies to participants.
	3.3. Provide additional support materials and assist client to access additional ***sources of relevant information*** to improve health status.
	3.4. Implement motivational strategies to encourage behaviour change and exercise adherence based on ***behaviour change models*** and determinants of exercise adherence.
	3.5. Monitor ***client's physiological responses*** during activity sessions and make appropriate adjustments to exercise variables as required to ensure client safety.
	3.6. Maintain ***records*** of relevant documentation in accordance with relevant legislation, and organisational policy and procedure.
4. Deliver education and training activities to promote good health and support physical activity strategies.	4.1. Conduct health promotion and education activities relating to aspects of physical activity, diet and lifestyle that directly effect the reduction of ***risk factors*** and prevention of chronic disease.
	4.2. Ensure health promotion and education activities support clients to take a self-care approach to health in line with individual needs.
	4.3. Recognise clients that may need further assistance from medical or allied health professionals and organise referral.
	4.4. Re-administer questionnaires relating to exercise behaviour and health status to determine changes in behaviour.
5. Evaluate effectiveness of intervention.	5.1. Obtain feedback from participants about the effectiveness of the physical activity sessions and other ***health promotion activities*** conducted.
	5.2. Ascertain level of compliance and comfort with

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ELEMENT	PERFORMANCE CRITERIA
	recommended strategies. 5.3. Identify any obstacles or problems for future reference.

Required Skills and Knowledge

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

Required skills

- communication skills appropriate to educating clients about health benefits of physical activity in relation to management of risk factors and prevention of disease, and delivering health promotion activities
- problem-solving skills to identify specific client group needs and match health promotion activities to meet these needs
- team work skills to work collaboratively with team members and relevant partners to implement effective health promotion activities
- literacy and numeracy skills to:
  - develop supporting resources,
  - locate and access evidence based research
  - ensure accurate documentation is maintained

Required knowledge

- major causes of disease and disability in Australian adults
- major risk factors for disease, the recommended clinical values for each, the role of physical activity as a risk factor and its effect on other risk factors
- factors affecting health and well-being
- social determinants of health
- national health priority areas
- burden of disease and burden attributable to risk factors
- role of physical activity in the prevention and management of disease and disability
- methods used to measure physical activity
- determinants of physical activity, barriers to participation
- risk stratification according to the American College of Sports Medicine definitions
- effects of physical activity on risk factors and risk of disease
- roles of cardio-respiratory and muscular conditioning in altering risk factors for disease
- current Australian and overseas recommendations for physical activity for health and disease prevention
- factors motivating adults to be physically active and influencing adherence to physical activity

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- signs and symptoms of untoward event that may occur during exercise
- behavioural change models, interventions and strategies to effect a behaviour change
- health promotion practice and principles.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrates understanding and application of current exercise recommendations to promote health, reduce risk factors and prevent chronic lifestyle disease • designs, implements and evaluates health promotion activities to improve the health status of groups or individuals • uses effective communication strategies to lead and instruct physical activity sessions, and to deliver education and training activities to promote good health • monitors and maintains the safety of participants, exercise equipment and the exercise setting when delivering health promotion interventions • provides appropriate motivational strategies to effect a positive behaviour change in participants
Context of and specific resources for assessment	Assessment must ensure demonstration of skills over a period of time within a setting where a variety of exercise modes and equipment are available to deliver physical activity sessions Assessment must also ensure access to: • a range of clients from a range of ages who do not meet the minimum level of physical activity to gain health benefit • a suitable setting for the implementation of a physical activity intervention • relevant documentation such as client health screening forms, physical activity logs or questionnaires, other record forms

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- demonstration of skills on sufficient occasions to determine competence in interpreting relevant client information, and designing, delivering and evaluating health promotion activities to promote health, reduce risk factors and prevent chronic disease.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the delivery of health promotion activities including physical activity sessions
- written plans of physical activity intervention strategies
- samples of health promotion materials, client records and support materials
- observation of dealing effectively with a range of contingencies such a range of clients with varied risk factors or health conditions
- oral or written questioning to assess knowledge of the relationship between physical activity and chronic disease, behaviour change principles, exercise recommendations and health promotion principles
- third-party reports from a supervisor detailing work performance.

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

- SISIND405A Conduct projects
- SISFFIT523A Deliver prescribed exercise to clients with cardiorespiratory conditions
- SISFFIT524A Deliver prescribed exercise to clients with metabolic conditions

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Role of physical activity in health and disease prevention may

- major causes of disease and disability in Australian adults:

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include:

- effects of physical activity in prevention
- effects of physical activity in management of disease and disability
- mechanisms by which physical activity alters disease risk
- answer questions by clients about health benefits of physical activity.

Chronic lifestyle disease or disability may include:

- hypertension
- type 2 diabetes
- obesity
- cardiovascular disease
- dislipidemia
- musculoskeletal conditions
- mental health problems
- asthma
- chronic obstructive pulmonary disease
- osteoporosis
- sarcopenia.

Risk factors may include:

- family history
- smoking
- hypertension
- hypercholesterolaemia
- impaired fasting glucose
- obesity
- sedentary lifestyle
- alcohol
- dietary imbalances
- age
- co-morbidities.

Current recommendations regarding physical activity may include:

- position statements and recommendations by recognised bodies
- national physical activity guidelines
- evidence based research.

Exercise variables may include:

- mode
- intensity
- frequency
- duration.

Lifestyle modifications may include:

- moderation of alcohol consumption
- cessation of smoking
- increased incidental activity
- stress reduction
- provision of health eating guidelines

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- provision of healthier choices.

Methods of measuring physical activity may include:

- diary
- log
- recall
- self report
- direct observation
- pedometer
- accelerometer
- calorimetry.

Factors affecting participation in physical activity may include:

- personal factors
- social factors
- environmental factors
- cultural factors
- education factors.

Health promotion activities may include:

- population approaches
- individual approaches.

Sources of relevant information may include:

- state , national and international support organisations
- books
- journals
- internet sites
- research studies
- medical and allied health professionals.

Behavioural change models may include:

- health belief model
- protection motivation theory
- theory of reasoned action
- theory of planned behaviour
- social cognitive model
- self efficacy
- trans-theoretical model

Client physiological responses may include:

- heart rate
- rating of perceived exertion (RPE)
- 'talk test'
- direct observation.

Records may include:

- electronic
- hand written
- questionnaires
- pre-exercise screening forms
- medical clearance and referral
- physical activity recall
- exercise programming cards

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- diaries
- attendance records.

Risk factors may include:

- family history
- smoking
- hypertension
- hypercholesterolaemia
- impaired fasting glucose
- obesity
- sedentary lifestyle
- alcohol
- dietary imbalances
- age
- co-morbidities.

Health promotion strategies may include:

- screening, individual risk factor assessment
- education and skill development
- social marketing
- health information
- environmental approaches
- public policy
- workforce initiatives
- community action
- settings and supportive environments.

Factors motivating adults to be physically active and influencing exercise adherence may include:

- client need and preference for:
  - moderate activity
  - social interaction
  - non-competitive setting
  - non-judgmental interactions and instruction
  - activity specifically addressing health concerns and risks
- barriers to participation:
  - perceived versus actual
  - initial low fitness level
  - time
  - access
  - health risks and concerns
  - peer and family support
- possibly overweight.

Population sub-groups considered 'at risk' may include:

- a group identified through statistics to be less likely to be physically active or able to access or afford programs or facilities that encourage active participation

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	• young adolescents • people with chronic disease or disability • indigenous Australians • people from non-English speaking backgrounds • older adults • women especially mothers with young children • middle age • adults with low education and or low socio-economic status.
Settings for health promotion interventions may include:	• worksites • schools • community based • health.
Determinants of physical activity may include:	• demographic or biological variables • psychological factors • socio-cultural factors • physical environmental factors • behavioural attributes or skills • physical activity characteristics.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT528A Apply research findings to exercise management strategies

Modification History

Not Applicable

Unit Descriptor

This unit of competency describes the skills and knowledge required to source and evaluate evidence based research information and apply findings to the prescription of exercise management strategies to support the long and short term goals of clients with various identified medical conditions or musculoskeletal needs.

Application of the Unit

This unit applies to specialised exercise trainers operating within fitness or health environments such as fitness centres, health clubs, gyms or autonomously in the fitness or health industry.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify information needs	1.1. Work with an awareness of the need for evidence based practice in exercise management. 1.2. Become familiar with the medical condition or health concern of the target client group being managed. 1.3. Become familiar with health and medical information needs.
2. Access research literature.	2.1. Undertake literature searches. 2.2. Identify ***relevant primary and secondary sources*** of information. 2.3. Recognise ***established and reputable sources of information***. 2.4. Assess currency of ***information***. 2.5. Collect and collate information.
3. Evaluate information.	3.1. Establish relevance of information to exercise management. 3.2. Critically appraise information accessed in terms of ***reliability*** and ***applicability***. 3.3. Extract relevant information. 3.4. Correlate information findings with individual client information.
4. Apply information to the development of exercise management strategies.	4.1. Apply information to modification of exercise programs to meet the long and short term goals of clients. 4.2. Integrate information findings with existing exercise programming.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - transfer information through written or verbal media
  - question clients and medical and allied health professionals
- problem-solving skills to:

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  - identify information needs and plan information-gathering strategies
  - critically evaluate information with regard to validity and credibility
  - prioritise usefulness of information to exercise situation
- literacy and research skills to:
  - identify a range of primary, secondary, new and established information sources
  - access and interpret current information and relevant reference works
  - critically evaluate reference material
- numeracy skills to:
  - recognise statistical terminology and understand the significance of common statistical analysis.

Required knowledge

- up-to-date information on relevant research
- research priorities
- research strategies and techniques
- recent issues and events affecting the industry
- issues and their application
- relevant reference works and information sources
- statistical analysis and methods
- research methodologies commonly used in research
- common terminology used in medical, allied health and complementary medicine research.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • understanding of the research process as it relates to accessing current relevant information to deliver exercise management strategies for clients with identified medical conditions or musculoskeletal needs. • ability to critical review and interpret research literature • ability to apply research information to the modification of exercise programs to meet the long

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and short term goals of clients.

Context of and specific resources for assessment	Assessment must ensure the identification of client needs relevant to the candidate's current or intended work environment and the development of customised solutions to demonstrate consistency of performance. Assessment must also ensure access to: • relevant databases to locate research literature • relevant texts, manuals or research papers • relevant journals • access to internet or on-line research information • exercise programs for a range of clients • a range of clients with a real or simulated range of long and short term health goals.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of • oral and or written questioning to assess knowledge of • third-party reports from a supervisor detailing appropriate work performed by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant primary and secondary sources may include:	• clinical research studies • peer reviewed medical and allied health journals • peer reviewed complementary medicine journals • reference texts • peer reviewed conference presentations • other journals

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- abstracts
- popular media (magazines, newsletters, books)
- other conferences and presentations
- internet.

Information may include:

- exercise recommendations
- recommendations for screening
- staff qualifications
- emergency policies related to safety
- contraindications
- information on pathology of specific conditions and or diseases
- information on latest treatment pathology options for specific conditions and or diseases
- research data on exercise recommendations relevant to specific conditions and or diseases
- clinical information to assist in meeting specific client health outcomes.

Established and reputable information sources may include:

- Sports Medicine Australia
- Australian Physiotherapy Association
- National Heart Foundation
- Dieticians Association of Australia
- Exercise and Sports Science Australia
- American College of Sports Medicine
- American Heart Association
- clinical texts
- reference works
- recognised teachings.

Reliability may include:

- The logical soundness of method, results and conclusions drawn by authors.

Applicability may include:

- The extent to which the finding could extend to, or be replicated, in other groups - particularly the group being targeted.

Research literature may include:

- reports
- research studies
- position statements
- position stands
- scientific review
- epidemiological observation studies
- cohort studies
- controlled trials.

Relevant sources of information may include:

- books
- journals

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	• surveys • annual public health reports • existing epidemiological and or socio-demographic data.
Evaluate may include:	• establish the validity and credibility • establish relevance to meeting information needs • assess the level of industry recognition • assess usefulness • check references.
Implement may include:	• Include new findings in exercise management strategies • Use information to reassess exercise management strategies.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT529A Deliver prescribed exercise to clients with a disability or neurological impairment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required assist in the delivery of exercise programs to referred clients with a disability or neurological impairment who present with only moderate risk of untoward event or exacerbation of impairment during exercise, in collaboration with the relevant medical or allied health professionals.

Application of the Unit

This unit applies to specialised exercise trainers, whose clients have been provided an exercise prescription from an accredited exercise physiologist or relevant medical or allied health professional.

The specialised exercise trainer applies the understanding and skills to deliver the program and modify the program in terms of frequency, mode, intensity and volume to accommodate the progression of the client within the parameters prescribed by the accredited exercise physiologist or a relevant medical or allied health professional.

They apply self directed application of knowledge and skills related to neurological impairment or disability, and exercise judgment in delivering the prescribed exercise. The specialised exercise trainer demonstrates the ability to analyse the clients responses to exercise and where appropriate consult with the accredited exercise physiologist or relevant medical or allied health professional.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Consult with clients presenting with neurological impairment.	1.1. Receive exercise referral from a relevant ***medical or allied health professional***. 1.2. Confirm exercise referral has sufficient detail to allow flexibility for modifications to accommodate progression of the client. 1.3. Become familiar with typical adverse signs and symptoms that may arise during exercise for clients with ***neurological impairment or disability***. 1.4. Consult with an appropriate ***medical or allied health professional*** as necessary. 1.5. Discuss with the client their complete exercise history and their neurological impairment and record relevant information according to ***relevant legislation*** and ***organisational policies and procedures***. 1.6. Explain to the client the different roles of cardiovascular and ***muscular conditioning***, and the reasons for their inclusion in the exercise prescription. 1.7. Confirm the outcomes of a ***goals and needs analysis*** in collaboration with the client and the ***medical or allied health professional*** if appropriate. 1.8. Explain to the client their need to be referred back to a medical or allied health professional if their condition becomes unstable. 1.9. Identify any potential barriers to exercise and discuss ***methods to enhance exercise adherence*** with the client.

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ELEMENT	PERFORMANCE CRITERIA
	1.10. Clarify any areas of concern with the referring ***accredited exercise physiologist or relevant medical or allied health professional***, in conjunction with the client.
	1.11. Obtain the informed consent of the client and maintain the client's ***records*** according to ***relevant legislation*** and ***organisational policies and procedures***.
2. Consult with clients presenting with disabilities.	2.1. Receive exercise referral from medical and allied health professional if applicable or undertake pre-exercise screening with client.
	2.2. Interpret referral and ***pre-exercise screening*** and seek clarification from medical or allied health professional.
	2.3. Discuss with the client their complete exercise history and condition and record relevant information according to relevant legislation and organisational policies and procedures.
	2.4. Explain to the client the role and benefits of physical activity in managing ***disabilities*** and enhancing health.
3. Deliver prescribed exercise programs.	3.1. Undertake appropriate ***fitness assessment*** as required.
	3.2. Work with ***medical or allied health professional*** to deliver an exercise plan in accordance with recognised exercise recommendations, fitness test results, client limitations, and potential interactions of medications.
	3.3. Explain to the client the different roles of cardiorespiratory and ***muscular conditioning***, and the reasons for their inclusion as part of the client's exercise prescription.
	3.4. Explain to the client the exercise variables to be implemented in the context of managing their specific cardiorespiratory conditions.
	3.5. Apply ***instructional techniques*** to ensure safe and appropriate application of the ***exercise program*** by the client.
	3.6. Demonstrate the safe and appropriate use of selected ***exercise equipment*** and report or address any unsafe equipment according to organisational policies and procedures.
4. Monitor and review	4.1. Monitor perceived exercise intensity and make

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ELEMENT	PERFORMANCE CRITERIA
clients responses to the prescribed exercise program.	adjustment as required. 4.2. Assess the client's performance and explain and correct any unsafe exercise procedures. 4.3. ***Monitor client responses*** for any typical signs and ***symptoms requiring intervention*** that may occur during exercise. 4.4. Apply ***procedures to respond to signs and symptoms requiring intervention*** as required according to relevant legislation and organisational policies and procedures. 4.5. Recognise ***signs of an unstable condition*** and refer the client back to an appropriate ***medical or allied health professional***. 4.6. Monitor progress and report outcomes to the client. 4.7. Revise the client's record and advise the referral source of suggested changes to the exercise program if required.
5. Provide advice regarding additional ***lifestyle modifications*** to enhance the management of the disability or neurological impairment.	5.1. Obtain information about the client's current lifestyle. 5.2. Discuss possible barriers to behaviour change and implementation of healthy eating practices. 5.3. Provide information about the fundamental features of balanced nutrition and recommend modifications to dietary intake to improve general health and reduce the risk of cardiovascular disease. 5.4. Recommend other lifestyles changes to improve current disease status.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - elicit and convey information to clients with neurological conditions or disabilities
  - develop rapport with clients
  - clarify potential risks and concerns with treating medical or allied health professionals
- Problem-solving skills to identify adverse signs and symptoms requiring

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intervention and unsafe exercise performance and to recommend appropriate changes in consultation with an appropriate medical or allied health professional
- teamwork skills to work collaboratively with medical and allied health professionals according to all legal and ethical considerations
- decision making skills to determine suitable exercise selection and progression
- analytical skills to interpret information on the health and functional status of clients with disabilities or neurological impairments in terms of their medical conditions, risk factors, medical treatments and exercise history
- literacy and numeracy skills to enable the accurate interpretation of referrals and to record client exercise programs and calculate and adjust exercise duration and frequency.
- decision making skills to determine appropriate instructional techniques.
- literacy skills to accurately document and report on client progress.

Required knowledge

- physical and cognitive consequences of common neurological impairments likely to be encountered in the exercise setting including:
  - cerebral palsy
  - multiple sclerosis
  - Parkinson's disease
  - spinal cord injury
  - acquired brain injury
  - stroke
  - dementia
  - muscular dystrophy
  - autism spectrum disorder
- effect of neurological conditions on the acute response to exercise to enable assessment of the individual's functional capacity when developing exercises
- anatomy and physiology of the musculoskeletal system and its supporting systems to enable appropriate design of exercise programs
- nervous system and its relationship to movement
- digestive system and its relationship to exercise performance
- physiology of specific disabilities and associated risk factors in relation to exercise to enable safe and effective exercise outcomes
- causes and consequences of specific disabilities in the context of their effect on exercise capacity and the role of physical activity in managing disability and enhancing health
- directional and movement terminology to enable effective communication with medical and allied health professionals
- range of motion and stretching techniques to enable the inclusion of exercise variables to suit client's functional capacity
- the role of physical activity in improving functionality in clients with neurological conditions
- relevant legislation and organisational policies and procedures to maintain the

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safety of clients and the confidentiality of client information
- use, care and maintenance of facility equipment to maintain safety of clients and other facility users.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • communicates effectively with medical or allied health professionals regarding relevant health and functional status of the referred client • effective communication skills to discuss aspects of exercise prescription with clients • when appropriate, react to adverse events to deal with exercise program problems and issues • ability to correctly interpret the exercise prescription and make modifications consistent with prescribed parameters and scope of practice • safely and effectively delivers exercise for referred clients with disabilities and neurological impairment and recommends appropriate alterations according to client's physical and motivational responses • monitors and maintains the safety of clients, exercise equipment and the exercise setting and applies effective contingency management techniques to deal with problems and issues that may arise during the exercise program • applies all relevant legal and ethical requirements when discussing and recording client information • demonstrates appropriate manner, empathy and patience when working with clients with disabilities and neurological impairment
Context of and specific resources for assessment	Assessment must ensure demonstration of skills over a period of time within a facility where a variety of exercise modes and equipment are available to support effective exercise for clients with disabilities and neurological impairment. Assessment must also ensure access to:

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- a facility where a variety of exercise modes and equipment are available, such as exercise machines, weight machines, exercise mats and adequate floor space
- a range of clients with real or simulated neurological impairment from a range of ages
- a range of clients with real or simulated disability from a range of ages
- a range of real or simulated medical and allied health professional referrals for a range of clients with neurological impairment
- demonstration of skills on sufficient occasions to determine competence in interpreting relevant information and delivering the prescribed exercise program for a range of clients with disabilities and neurological impairment.
- relevant documentation such as client record forms.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of consulting with clients and adjusting standard exercise prescriptions to account for a range of neurological impairments, disabilities and risk factors to focus on functional capacity and health rather than physical fitness
- observation of dealing effectively with a range of contingencies such as real or simulated client injuries or inability to complete the exercise prescription
- oral and or written questioning to assess knowledge of physical and cognitive consequences of common neurological impairments and disabilities likely to be encountered in the exercise setting
- third-party reports from a supervisor detailing work performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Medical or allied health professional may include:	• sports physician • sports doctor • general practitioner • physiotherapist • accredited exercise physiologist • occupational therapist • remedial massage therapist • chiropractor • osteopath • accredited practising dietician • podiatrist • psychologist • aboriginal health worker.
Client may include:	• older • sedentary • overweight or obese.
Neurological impairment may include:	• cerebral palsy • acquired brain injury • stroke • Parkinson's disease • multiple sclerosis • spinal cord injury • dementia • autism spectrum disorder • muscular dystrophy • spasticity.
Disability may include:	• intellectual • physical • neurological • sensory.
Relevant legislation may include:	• Occupational Health and Safety • duty of care • privacy • codes of practice • fair trading.
Organisational policies and procedures may include:	• Occupational Health and Safety • emergency procedures • risk management • use of client record systems

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	• collection and use of client information • equipment use and maintenance • client supervision • incident reporting • client screening procedures • client referral procedures.
Muscular conditioning may include:	• muscular strength • muscular power • muscular endurance
Goals and needs analysis may include:	• timeframes • appropriate exercise program adjustments • barriers • motivation.
Barriers may include:	• physical access • client attitude • perceived limitations.
Methods to enhance exercise adherence may include:	• rewards for attendance and participation • statement of intent • perceived choice • goal setting.
Records may include:	• electronic • hand written.
Pre-exercise screening may include:	• medical clearance • current client condition • medical and exercise history • functional limitations • medication • fitness goals • time availability.

Disabilities may include:	• *paraplegic*
	• *quadriplegic*
	• *visually impaired*
	• *hearing impaired*
	• *cerebral palsy*
	• *chromosomal abnormalities*:
	  • *down syndrome*
	  • *turner syndrome*
	• *chronic pain*
	• *brain injury*
	• *amputee*
	• *intellectual disabilities*

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	• *stroke* • *muscular dystrophy* • *joint replacement*.
Fitness assessment may include:	• neurological or relevant disability response to exercise • range of movement • strength • girth measurements • posture.
Instructional techniques may include:	• demonstration • explanation • positive feedback • motivational strategies.
Exercise program may include:	• exercise selection • exercise sequence • exercise variety.
Exercise equipment may include:	• free weight equipment • resistance training machines • hydraulic machines • aquatic equipment • resistance bands.
Monitor client responses may include:	• rating of perceived exertion (RPE) • heart rate measures • 'talk test' • direct observation.
Symptoms requiring intervention may include:	• shortness of breath at rest or with mild exertion • dizziness or syncope • unusual fatigue • illness or sickness • weakness • neck pain or strain • pain on movement of any body part.
Procedures to respond to signs and symptoms requiring intervention may include:	• cessation of activity • first aid • emergency medical assistance • referral.
Signs of an unstable condition may include:	• fatigue and weakness • cardiac pain • breathlessness • oedema • palpitations

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- claudication pain
- dizziness.

Lifestyle modifications may include:

- moderation of alcohol consumption
- cessation of smoking
- increased incidental activity
- stress reduction
- provision of health eating guidelines
- provision of healthier choices.

Alterations to the exercise variables may include:

- duration
- frequency
- intensity.

Pre-exercise screening may include:

- initial screening may consist of:
  - *questionnaire*
  - *interview*
  - *medical clearance*
- initial screening should determine whether the client:
  - *has a medical condition*
  - *has an injury*
  - *is on prescribed medication*
- forms used:
  - *pre-activity screening questionnaire*
  - *informed consent*
  - *medical clearance*
- information obtained:
  - *medical history*
  - *functional limitations*
  - *medication*
  - *lifestyle evaluation*
  - *fitness goals*
  - *exercise history*
  - *time* availability.

Unit Sector(s)

Fitness

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Competency Field

Fitness

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SISFFIT530A Deliver prescribed exercise to children and young adolescents with specific chronic conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to deliver exercise programs to children and young adolescents who present with risk of an adverse event or exacerbation of impairment during exercise, in collaboration with relevant medical or allied health professionals.

Application of the Unit

This unit applies to specialised exercise trainers whose clients have one or more specific but stable chronic conditions. A chronic medical condition is usually a condition in which the signs and symptoms related to that condition last more than three months. Common paediatric chronic medical conditions include, but are not restricted to, metabolic and endocrine, musculo-skeletal, respiratory, sensory impairment and neurological. This unit excludes clients with congenital cardiac disorders and some cardiorespiratory conditions.

The specialised exercise trainer demonstrates the ability to analyse the clients responses to exercise and where appropriate consult with the medical or allied health professional.

The specialised exercise trainer applies the understanding and skills to deliver and modify the program in terms of mode, frequency, intensity and volume to accommodate the progression of the client within the parameters prescribed by the medical or allied health professional.

They apply self directed application of knowledge and skills related to chronic conditions of children and young adolescents, and exercise judgment in delivering the prescribed exercise. The specialised exercise trainer demonstrates the ability to analyse the clients responses to exercise and where appropriate consult with the medical or allied health professional.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

SISFFIT313A Plan and deliver exercise to apparently health children and adolescents

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Apply pre-screening and baseline assessment protocols and procedures to children and young adolescents.	1.1. Demonstrate the appropriate ***pre-screening*** required to determine the needs of ***children and young adolescents*** to participate in an ***exercise program*** in accordance with ***organisation policies and procedures***. 1.2. Recommend advice be sought from a ***medical or allied health professional*** based on any health, nutritional or dietary disorder, or medical or injury concerns according to organisational policies and procedures. 1.3. Provide advice for participants and their parents or guardian when referrals are required following appropriate pre-screening procedures. 1.4. Plan and develop physical activity sessions based on results of pre-screening procedures. 1.5. Demonstrate appropriate ***baseline assessment*** protocols for children and young adolescents with special needs prior to participation in an exercise program in accordance with organisation policies and procedures.
2. Develop a plan for an exercise session for children and young adolescents with special needs.	2.1. Identify prevailing conditions of children and young adolescents and establish ***client needs***. 2.2. Become familiar with typical adverse signs and symptoms that may arise during exercise for children and young adolescents with ***specific chronic medical conditions***. 2.3. Consult with an appropriate ***medical or allied health professional*** as necessary. 2.4. Work with ***medical or allied health professionals*** to document

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ELEMENT	PERFORMANCE CRITERIA
	exercise ***session plans*** for a variety of exercise programs for children and young adolescents with specific chronic medical conditions in accordance with recognised exercise recommendations, fitness test results, client limitations, and potential interactions of medications.
	2.5. Explain to the children and young adolescents and their caregivers their need to be referred back to a medical or allied health professional if their condition becomes unstable.
3. Instruct an exercise session for children and young adolescents with special needs.	3.1. Outline the purpose of the exercise session to participants including the benefits of exercise for children and young adolescents with specific chronic medical conditions.
	3.2. Deliver appropriate ***instructional skills*** for the client group.
	3.3. Select and modify appropriate equipment for safe use according to the prevailing needs of children and young adolescents with specific chronic medical conditions.
	3.4. Demonstrate the safe and appropriate use of selected ***exercise equipment*** and report or address any unsafe equipment according to organisational policies and procedures.
	3.5. Deliver exercise sessions suitable to the needs and goals of the client group.
	3.6. Demonstrate how ***modifications*** to the exercise can incorporate the different needs of ***children and young adolescents***.
	3.7. Demonstrate ***motivational techniques*** providing positive and effective feedback to the client group.
	3.8. Implement strategies to promote positive behaviour.
	3.9. Monitor client responses for any typical signs and ***symptoms requiring intervention*** that may occur during exercise.
	3.10. Apply ***procedures to respond to adverse signs and symptoms requiring intervention*** as required according to relevant legislation and organisational policies and procedures.
	3.11. Recognise ***signs of an unstable medical condition*** and refer the client back to an appropriate ***medical or allied health professional***.
4. Review a range of exercise programs for children and young adolescents with special needs.	4.1. Critically evaluate a series of exercise sessions for children and young adolescents with special needs according to feedback received from participants and parents, carers or guardians.
	4.2. Produce a ***written evaluation*** assessing observations.

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Required Skills and Knowledge

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

Required skills

- communication skills to provide clear instruction and constructive feedback to children, young adolescents, parents, guardians or caregivers, medical or allied health professionals
- problem-solving skills to:
  - identify exercises targeted to specific fitness components and to make modifications where required
  - recognise conditions outside own scope of practice and make appropriate referral to medical or allied health professionals
- planning and organising skills to deliver the exercise session including accessing all required equipment
- team work skills to work collaboratively with medical or allied health professionals according to legal and ethical condition.
- literacy and numeracy skills to enable:
  - the accurate interpretation of referrals and to
  - document exercise sessions and calculate and
  - adjust exercise duration and frequency.
- manage the time of sessions and facility schedules
- decision making skills to select venues appropriate for the physical and social needs of children and young adolescents and determine appropriate instructional techniques
- ability to adapt to the inclusion of children with specific chronic medical conditions in normal sessions where appropriate.

Required knowledge

- the medical and allied health sector to enable appropriate recommendations to be made to parents, guardians or care givers
- principles of biomechanics and exercise science to enable the selection of exercises appropriate to participant characteristics and needs
- stages of physical, social and cognitive growth and development in children and young adolescents to enable effective planning of programs
- principles of exercise program design to enable development of exercise sessions for specific age groups or development stages of children and adolescents
- medical and anatomical terminology to interpret referrals from medical or allied health professionals
- motivational psychology to enable identification and mitigation of barriers to exercise adherence
- relevant legislation and organisational policies and procedures to enable safe and appropriate conduct of exercise for children and young adolescents and to maintain the confidentiality of client information.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • screens children and young adolescents with specific chronic medical conditions needs prior to commencement of physical activity sessions and communicates results to relevant caregivers and recommends referral to appropriate medical or allied health professionals where necessary • develops a variety of physical activity sessions for a range of client groups of children and young adolescents with specific chronic medical conditions • monitors and maintains the safety of clients, exercise equipment and the exercise setting and applies effective contingency management techniques to deal with problems and issues that may arise during the exercise program. • communicates effectively to provide clear instruction and constructive feedback to a range of children and young adolescents, caregivers, medical and allied health professionals • demonstrates appropriate manner, empathy and patience when working with children and young adolescents. • modifies individual exercises to accommodate the specific chronic medical conditions of the client group • evaluates exercise sessions and modifies exercise plans according to feedback received from participants, relevant medical and allied health professionals and own evaluation.
Context of and specific resources for assessment	Assessment must ensure training of multiple exercise sessions that are of sufficient duration and breadth to allow the demonstration of competency and consistency of performance. Assessment must also ensure access to: • a facility where a variety of exercise modes and equipment are available, such as a weights gym, exercise room or outdoors • relevant resources; for example, nutritional

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information prepared by dieticians for a range of ages
- appropriate documentation normally used in the workplace such as fitness charts, client record forms and assessment questionnaires
- a range of participant groups composed of children and young adolescents with specific medical conditions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of instructing and monitoring exercise sessions for children and young adolescents
- oral or written questioning to assess knowledge of stages of development and growth in children and young adolescents and how these relate to effective exercise planning
- portfolio of plans for physical activity sessions for different age groups, covering a range of specific medical conditions.
- third-party reports from a supervisor detailing work performance.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Pre-exercise screening may include:

- medical history
- functional limitations
- medication
- lifestyle evaluation
- fitness goals
- exercise history
- questionnaire
- interview.

Children and young adolescents may include:

- children:
  - aged between 3 - 5 years
  - aged between 5 - 9 years

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- young adolescents:
  - aged between 9 - 16 years.

Exercise programs may include:

- cardio-vascular exercise for age variations
- resistance training
- flexibility
- fundamental motor skills.

Organisational policies and procedures may include:

- Occupational Health and Safety
- emergency procedures
- risk management
- use of client record systems
- collection and use of client information
- equipment use and maintenance
- client supervision
- incident reporting
- client screening procedures
- client referral procedures
- ethical considerations in assessing children
- child protection

Medical or allied health professional may include:

- sports medicine physician
- staff specialist
- general practitioner
- physiotherapist
- accredited exercise physiologist
- occupational therapist
- remedial massage therapist
- chiropractor
- osteopath
- accredited practising dietician
- psychologist
- aboriginal health worker
- diabetes educator.

Baseline assessment may include:

- cardio-vascular
- strength
- agility
- flexibility
- fundamental motor skills.

Client needs may include:

- consideration of adaptations by children with specific medical conditions to physical activity programs
- methods of instruction
- time delivery to achieve outcomes

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- changes to environment and or spaces
- adaptation and modification of equipment
- modification to rules.

Specific chronic medical conditions may include:

- musculoskeletal issues
- sensory impairment
- eating disorders
- metabolic and endocrine conditions
- physical disabilities
- neurological disorders
- respiratory conditions
- mental health.

Session plans may include:

- exercise selection
- identification of client needs and goals
- components of the session
- order and or sequence of physical activities
- duration and or intensity of exercise
- safety considerations
- instructional skills
- equipment selection
- suggested progression within the physical activity
- special consideration to accommodate the different needs and limitations and age variations
- selection of appropriate music.

Instructional skills may include:

- transitions between exercises or games
- session structure variations.
- communication skills
- verbal and visual instructions relevant to age group
- technique correction.

Exercise equipment may include:

- treadmill
- cycle
- ergomoters
- rowing machine
- dumbbells and age specific strength training equipment
- small equipment
- interactive equipment
- sporting
- circuit-based equipment.

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Modifications may include:	• accommodation for the physical changes and health conditions associated with developmental age • accommodation for the social and psychological changes that occur with children.
Motivational techniques may include:	• goal setting • positive feedback.
Symptoms requiring interjection may include:	• shortness of breath at rest or with mild exertion • dizziness or syncope • orthopnea or paroxysmal nocturnal dyspnea • palpitations or tachycardia • intermittent claudication • unusual fatigue or shortness of breath with usual activities • illness or sickness • lack of functional strength • neck soreness or strain • pain on movement of any body part.
Procedures to respond to adverse signs and symptoms requiring intervention may include:	• cessation of activity • first aid • emergency medical assistance • referral.
Written evaluation may include:	• evaluation of session • possible improvements.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISFFIT531A Deliver prescribed exercise to older clients with chronic conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to deliver exercise programs to referred older clients who present with risk of an adverse event or exacerbation of impairment during exercise, in collaboration with relevant medical or allied health professionals.

Application of the Unit

This unit applies to specialised exercise trainers, whose clients are adults aged 50 years and over who present with risk of an adverse event or exacerbation of impairment during exercise and have been provided an exercise prescription from an accredited exercise physiologist or relevant medical or allied health professional.

The specialised exercise trainer applies the understanding and skills to deliver the program and modify the program in terms of frequency, mode, intensity and volume to accommodate the progression of the client within the parameters prescribed by the accredited exercise physiologist or relevant medical or allied health professional.

They apply self directed application of knowledge and skills related to chronic conditions, and exercise judgment in delivering the prescribed exercise. The specialised exercise trainer demonstrates the ability to analyse the clients responses to exercise and where appropriate consult with the accredited exercise physiologist or relevant medical or allied health professional.

This unit excludes clients with cardiac disease and serious respiratory conditions.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISFFIT314A Plan and deliver exercise for older clients with managed conditions

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Consult with referred clients presenting with chronic conditions.	1.1. Receive exercise referral from a ***medical or allied health professional***. 1.2. Confirm exercise referral has sufficient detail to allow flexibility for modifications to accommodate progression of the client. 1.3. Become familiar with typical adverse signs and symptoms that may arise during exercise for this pathology. 1.4. Consult with an appropriate ***medical or allied health professional*** as necessary. 1.5. Discuss with the client their complete exercise history and their ***chronic condition*** and co-morbidities and record information according to ***relevant legislation*** and ***organisational policies and procedures***. 1.6. Explain the physiology of chronic conditions and associated ***risk factors*** to the client in simple terms and confirm client understanding. 1.7. Explain to the client the causes and consequences of specific chronic conditions in the context of their effect on exercise capacity and conditions. 1.8. Explain to the client the role of physical activity and exercise in managing chronic conditions and enhancing health. 1.9. Confirm the outcomes of a goals and needs analysis in collaboration with the client and the ***medical or allied health professionals*** if appropriate.

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ELEMENT	PERFORMANCE CRITERIA
	1.10. Explain to the client and their family members where necessary their need to be referred back to a medical or allied health professional if their condition becomes unstable.
	1.11. Establish ***client needs*** and identify any potential barriers to exercise, and discuss methods to enhance exercise adherence with the client.
	1.12. Clarify any areas of concern with the referring ***medical or allied health professional***, in conjunction with the client.
	1.13. Obtain the informed consent of the client and maintain the client's records according to relevant legislation and organisational policies and procedures.
2. Deliver prescribed exercise programs.	2.1. Undertake appropriate fitness assessments as required.
	2.2. Work with ***medical or allied health professionals*** to deliver an exercise plan in accordance with recognised exercise recommendations, fitness test results, client limitations, and potential interactions of medications.
	2.3. Explain to the client the different roles of ***cardiorespiratory*** and ***muscular conditioning***, and the reasons for their inclusion as part of the client's exercise prescription.
	2.4. Explain to the client the exercise variables to be delivered in the context of managing their specific cardiorespiratory conditions.
	2.5. Apply ***instructional techniques*** to ensure safe and appropriate application of the ***exercise program*** by the client.
	2.6. Demonstrate how ***modifications*** to the exercise can incorporate the different needs of ***older clients***
	2.7. Demonstrate the safe and appropriate use of selected ***exercise equipment*** and report or address any unsafe equipment according to organisational policies and procedures.
3. Monitor and review clients responses to the prescribed exercise program.	3.1. Monitor perceived exercise intensity and make adjustment as required.
	3.2. Assess the client's performance and explain and correct any unsafe exercise procedures.
	3.3. Monitor client responses for any typical signs and ***symptoms requiring intervention*** that may occur

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ELEMENT	PERFORMANCE CRITERIA
	during exercise.
	3.4. Apply ***procedures to respond to signs and symptoms requiring intervention*** as required according to relevant legislation and organisational policies and procedures.
	3.5. Recognise signs of an ***unstable condition*** and refer the client back to an appropriate ***medical or allied health professional***.
	3.6. Monitor progress and report outcomes to the client.
	3.7. Revise the client's record and advise the referral source of suggested changes to the exercise program if required.
4. Provide advice regarding additional ***lifestyle modifications*** to enhance the management of the condition.	4.1. Obtain information about the client's current lifestyle.
	4.2. Discuss possible barriers to behaviour change and implementation of healthy eating practices.
	4.3. Recommend other lifestyles changes to improve current disease status.

Required Skills and Knowledge

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

Required skills

- communication skills to provide clear instruction and constructive feedback to older clients, family members, medical or allied health professionals
- problem-solving skills to:
  - identify exercises targeted at specific fitness components or medical conditions and make modifications where required
  - recognise conditions outside own scope of practice and make appropriate recommendations and referrals
- team work skills to work collaboratively with medical or allied health professionals according to legal and ethical conditions
- literacy and numeracy skills to enable the accurate interpretation of referrals and to record client exercise programs and calculate and adjust exercise duration and frequency.
- decision making skills to determine appropriate instructional techniques
- planning and organising skills to plan and instruct the exercise session including accessing all required equipment and making appropriate modifications to equipment

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- interpersonal skills to interact effectively with older adults.
- observation skills to monitor the performance of older clients and recognise where and when modifications are required.
- literacy skills to accurately document and report on client progress
- numeracy skills to manage the time of classes and facility schedules.

Required knowledge

- the medical and allied health sector to enable appropriate recommendations to be made to older clients and family members
- principles of biomechanics and exercise science to enable the selection of exercises appropriate to participant conditions and needs
- physiological, social and emotional processes of ageing to enable effective planning of programs.
- age related health conditions to enable appropriate selection and modification of exercises.
- principles of exercise program design to enable development of a program for a specific condition or multiple conditions.
- relevant legislation and organisational policies and procedures to enable safe and appropriate conduct of exercise for older clients.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • communicates effectively with accredited exercise physiologist or relevant medical or allied health professional regarding relevant health and functional status of the referred client • effective communication skills to discuss aspects of exercise prescription with clients • when appropriate, react to adverse events to deal with exercise program problems and issues • ability to correctly interpret the exercise prescription and make modifications consistent with prescribed parameters and scope of practice • safely and effectively delivers exercise for older clients with chronic conditions and recommends appropriate alterations according to client's physical and motivational responses

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- monitors and maintains the safety of clients, exercise equipment and the exercise setting and applies effective contingency management techniques to deal with problems and issues that may arise during the exercise program
- applies all relevant legal and ethical requirements when discussing and recording client information
- demonstrates appropriate manner, empathy and patience when working with older clients
- develops a variety of sessions for physical activity classes for a range of client groups of older clients with chronic conditions
- modifies individual exercises to accommodate the specific needs of the client
- evaluates exercise sessions and modifies exercise plans according to feedback received from clients and own evaluation.

Context of and specific resources for assessment

Assessment must ensure training of multiple exercise sessions that are of sufficient duration and breadth to allow the demonstration of competency and consistency of performance

Assessment must also ensure access to:

- a facility or venue where a variety of exercise modes and equipment are available, such as a weights gym, pool, exercise room and open air
- a range of real or simulated medical or allied health professional referrals for a range of older clients with chronic conditions
- relevant documentation such as client record forms
- a range of participant groups composed of older adults with a variety of chronic conditions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of instructing and monitoring exercise classes for older clients with unstable conditions
- oral or written questioning to assess knowledge of ageing process, specific medical conditions and how these relate to effective exercise planning
- portfolio of plans for physical activity programs for older clients with different unstable conditions
- third-party reports from a supervisor detailing work performance.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Medical or allied health professional may include:

- sports physician
- sports doctor
- general practitioner
- physiotherapist
- accredited exercise physiologist
- occupational therapist
- remedial massage therapist
- chiropractor
- osteopath
- accredited practising dietician
- psychologist
- aboriginal health worker
- diabetes educator.

Chronic conditions may include:

- asthma
- autoimmune diseases
- cancer
- cardiovascular diseases
- chronic fatigue
- chronic obstructive pulmonary disease
- diabetes
- hepatitis
- osteoarthritis
- osteoporisis
- renal failure
- rheumatoid arthritis.

Relevant legislation may include:

- Occupational Health and Safety
- duty of care
- privacy
- codes of practice
- fair trading.

Organisational policies and procedures may include:

- Occupational Health and Safety
- emergency procedures
- risk management

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- use of client record systems
- collection and use of client information
- equipment use and maintenance
- client supervision
- incident reporting
- client screening procedures
- client referral procedures.

Risk factors may include:

- family history
- obesity
- joint trauma and injury
- menopause in females
- repetitive occupational use
- physical inactivity
- eating disorders
- low body weight and calcium intake
- smoking.

Client needs may include:

- consideration of adaptations of older clients
- methods of instruction
- time delivery to achieve outcomes
- changes to environment and or spaces
- adaptation and modification of equipment.

Cardiorespiratory conditioning may include:

- Choice of exercises and location:
  - appropriate to condition and health needs
  - emphasis on functional capacity and activities of daily living such as mobility
  - gait, coordination, balance limitations
  - low initial fitness level, easily fatigued
  - inefficient movement
  - possible cognitive impairment
- integration with muscular training:
  - prior improvement in strength, balance and range of motion
  - use of exercise machines and circuit training
- low fitness level and need for gradual progression.

Muscular conditioning may include:

- muscular endurance
- muscular strength
- muscular power.

Instructional techniques may include:

- transitions between exercises or games
- class structure variations

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- communication skills
- verbal and visual instructions relevant to client conditions
- technique correction.

Exercise programs may include:

- cardiovascular
- strength training
- flexibility
- agility
- balance
- posture and core stability
- fundamental movement skills
- aquatic exercise.

Modifications may include:

- accommodations for the physical changes and unstable health conditions
- accommodations for the social and psychological changes that occur with ageing

Older clients may include:

- adults 50 years and over with:
  - one chronic condition
- multiple conditions

Exercise equipment may include:

- treadmill
- cycle
- ergometers
- rowing machine
- dumbbells and strength training equipment
- small equipment
- chairs
- balance equipment
- interactive equipment
- circuit-based equipment
- aquatic.

Symptoms requiring interjection may include:

- shortness of breath at rest or with mild exertion
- dizziness or syncope
- orthopnea or paroxysmal nocturnal dyspnea
- palpitations or tachycardia
- intermittent claudication
- unusual fatigue or shortness of breath with usual activities
- illness or sickness
- lack of functional strength
- neck soreness or strain
- pain on movement of any body part.

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Procedures to respond to signs and symptoms requiring intervention may include:	• cessation of activity • first aid • emergency medical assistance • referral.
Unstable condition may include:	• musculoskeletal • sensory impairment • dementia • metabolic conditions • physical disabilities • neurological disorders • joint replacement • claudication • angina • stroke • COPD and or COAD.
Lifestyle modifications may include:	• moderation of alcohol consumption • cessation of smoking • increased incidental activity • stress reduction • provision of health eating guidelines • provision of healthier choices.

Unit Sector(s)

Fitness

Competency Field

Fitness

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SISOABA201A Demonstrate abseiling skills on artificial surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in basic abseiling activities on artificial surfaces under supervision. This unit focuses on the demonstration of simple abseiling skills in a controlled artificial environment.

Application of the Unit

This unit applies to those working as assistant abseiling leaders or support staff under supervision in a range of controlled artificial conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for abseiling activity.	1.1. Identify associated ***hazards*** and procedures to minimise ***risks*** for abseiling on ***artificial surfaces***, as advised by the leader. 1.2. Comply with ***relevant legislation*** and ***organisational policies and procedures***.
2. Select and utilise appropriate equipment.	2.1. Identify, select and use ***equipment*** in a safe and efficient manner. 2.2. Adjust and fit equipment to ensure personal comfort and safety. 2.3. Select and attach ***descending device*** to the rope and tie ***knots*** suitable to the ***belay system*** being used. 2.4. Complete all necessary personal and equipment ***safety checks including belay systems used***, prior to commencing descent.
3. Demonstrate abseiling technique.	3.1. Demonstrate correct posture and technique while abseiling, using single and or double rope. 3.2. Demonstrate use of effective ***communication*** between abseiler and belayer using standard calls and procedures. 3.3. Negotiate simple ***obstacles*** and avoid ***hazards*** safely, to descend in a controlled manner.
4. Evaluate the abseiling activity.	4.1. Receive feedback on performance from leader. 4.2. Evaluate ***relevant aspects*** of the abseiling activity. 4.3. Identify personal improvements for future abseiling activities.

Required Skills and Knowledge

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

Required skills

- communication skills to inform progress and interact with belayer
- problem-solving skills to negotiate obstacles and hazards when abseiling

Required knowledge

- relevant organisational policies and procedures to enable safe participation in

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abseiling activities
- identification and use of personal abseiling equipment.
- care of abseiling equipment to ensure prolonged life span and safety requirements
- abseiling techniques and common communication methods and calls used to reduce risk during an abseiling activity on an artificial surface
- hazards that may be experienced in an artificial abseiling environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • selects and fits abseiling equipment, and carries out personal safety checks • follows written and verbal instructions to apply knowledge and demonstrate controlled abseiling techniques on an artificial surface • negotiates obstacles and hazards during the abseiling activity, and communicates effectively with the belayer or leader to ensure safety of self and others • Receives feedback from leader and evaluates and reflects on own abseiling performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in abseiling activities that are of sufficient duration to allow the participant to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding abseiling techniques and potential hazards of the artificial surface • a suitable artificial abseiling site with simple obstacles and features that allow participant to demonstrate simple abseiling skills • a qualified leader

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- abseiling equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral and or written questioning to assess knowledge of organisational policies and procedures to enable safe participation in abseiling
- observation of safe participation and demonstration of abseiling skills and techniques, such as communicating with belayer and descending in a controlled manner
- observation of dealing with contingencies
- third-party reports from a leader detailing performance.

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

- SISOABN202A Safeguard an abseiler using a single rope belay system

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Hazards may include:

- Fitting and fixtures
- Surface irregularities
- dangerous animals and insects
- Slippery surfaces

Risks may include:

- Emotional risk
- injuries
- exhaustion
- equipment and misuse

Artificial surfaces may include:

- portable or fixed wall
- fixed tower or bridge
- indoor or outdoor
- single pitch.

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Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• operating procedures and company or enterprise policies • use of equipment • communication protocols • emergency procedures • code of ethics.
Equipment may include:	• helmets • protective clothing • karabiners • harnesses • gloves • footwear • belay device • rope • descending device.
Safety checks may include:	• A - anchors - secure and suitable to application • B - buckles - locked as per manufacturers recommendations • C- connector - locked, secured and orientated • D - devices - threaded correctly and secured • E - organisation specific procedures including; end or rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured. • F- friend - cross check.
Belay and Descending devices may include:	• auto locking devices • figure 8 devices • plate devices • tubular devices • inline devices.
Belay system may include:	• top belay • bottom brake • self belay.
Communication may include:	• calls • radio • hand signals • whistles.

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Obstacles may include:

- ledges
- overhangs
- squeezes.

Relevant aspects may include:

- objectives
- equipment selection
- clothing selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques.

Unit Sector(s)

Outdoor Recreation

Competency Field

Abseiling artificial surface

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SISOABA302A Apply single pitch abseiling skills on artificial surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently abseil in single pitch situations on artificial surfaces. This unit includes the application of belaying skills for the protection of self and others. It does not cover setting up or rigging an abseil.

Application of the Unit

This unit applies to those working as abseiling guides or assistant guides in a range of controlled artificial conditions. This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for the abseiling activity.	1.1. Identify and plan ***food and water requirements*** according to the duration of the activity. 1.2. Identify and select an appropriate activity site after consideration of ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Identify associated ***hazards*** and procedures to minimise ***risks*** to abseiler and belayer on ***artificial surfaces***. 1.4. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan, where applicable. 1.5. Establish a suitable ***communication system*** to use while abseiling and belaying with other participants.
2. Select and utilise appropriate equipment.	2.1. Select and use ***equipment*** in a safe and efficient manner, after consideration of ***contextual issues***. 2.2. Adjust and fit equipment to ensure personal comfort and safety. 2.3. Select and attach ***descending device*** to the rope and tie ***knots*** suitable to the ***belay system*** being used. 2.4. Complete all necessary personal and equipment ***safety checks*** prior to commencing abseiling and or belaying. 2.5. Apply ***safety procedures*** at top and bottom of descent site to minimise risk.
3. Demonstrate abseiling technique.	3.1. Display correct posture and technique while abseiling, using single and double rope. 3.2. Maintain effective communication between abseiler and belayer throughout the descent. 3.3. Apply safe and correct ***abseiling techniques***. 3.4. Negotiate ***simple obstacles*** and avoid or remove hazards to descend in a controlled manner. 3.5. Apply safety procedures at top and bottom of descent site to minimise risk.
4. Demonstrate belaying technique.	4.1. Establish belaying position by moving body in relation to ***belay device*** that allows effective use of belay system. 4.2. Demonstrate a safe and efficient escape from a belay system, and attachment of belayer to an

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ELEMENT	PERFORMANCE CRITERIA
	anchor to minimise movement during a fall. 4.3. Maintain rope tension to ensure fall distance is minimised whilst not restricting abseiler movement. 4.4. Monitor abseiler progress constantly and respond appropriately to abseiler calls. 4.5. Arrest falls promptly using technique suitable to the belaying device and situation. 4.6. Demonstrate attachment to alternate belay or safety system when self-belaying to maintain safety in the event of a fall. 4.7. Apply safety procedures at top and bottom of descent site to minimise risk.
5. Evaluate abseiling activity.	5.1. Receive feedback on performance from leader. 5.2. Evaluate ***relevant aspects*** of abseiling and belaying. 5.3. Identify improvements for future abseiling activities.

Required Skills and Knowledge

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

Required skills

- communication skills to inform progress and interact with abseiler and or belayer
- problem-solving skills to:
  - identify and negotiate obstacles and hazards when abseiling
  - assess application of rope tension when belaying
- rope handling skills to maintain adequate rope tension when belaying
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of abseiling activities
- equipment types, characteristics and technology used for abseiling on artificial surfaces, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- care and maintenance of abseiling equipment to ensure prolonged life span and safety requirements
- abseiling techniques and common communication methods and calls used between abseilers and belayers to reduce risk during abseiling on artificial surfaces

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- belay techniques and devices appropriate for single pitch surfaces
- technical abseiling knowledge, such as common techniques and procedures to suit the features of the surface
- weather and environmental information to ascertain possible conditions and their affect on the activity
- hazards that may be experienced in an artificial abseiling environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant processes to plan for abseiling and belaying activities, and identifies procedures to minimise potential hazards and risks • selects and fits equipment independently and carries out safety checks to ensure effective working order • arranges a suitable communication system with abseiler, when belaying, to monitor progress • negotiates obstacles and hazards during abseiling, and adapts quickly to problems or issues that may arise to ensure safety of self and other participants • evaluates and reflects on own abseiling and belaying performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in abseiling and belaying activities on single pitch artificial surfaces, that are of a sufficient duration to demonstrate competency and consistency of performance. Assessment must also include access to: • resources and information regarding abseiling and belaying, to accurately plan for the activity • a suitable artificial single pitch abseiling site with simple obstacles and features that allow participant to demonstrate abseiling skills • other abseiling participants, to assist with belaying • equipment such as harnesses, helmets, belay devices,

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descending devices, ropes, gloves, karabiners and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all abseiling activities
- observation of safe participation and demonstration of abseiling and belaying skills, such as communicating with abseiler or belayer to inform of progress
- observation of dealing with contingencies, such as equipment misuse or change in weather or abseiler entrapment
- third-party reports from a leader detailing performance.

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

- SISOABA303A Establish ropes for abseiling on artificial surfaces
- SISOVTR301A Perform vertical rescues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:

- range of foods
- perishability
- packaging.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment

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	• communication protocols • emergency procedures • code of ethics.
Hazards may include:	• fitting and fixtures • surface irregularities • dangerous animals and insects • slippery surfaces.
Risks may include:	• emotional risk • injuries • exhaustion • equipment and misuse.
Artificial surfaces may include:	• portable or fixed walls • fixed towers or bridges • indoor or outdoor • single pitch.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather events • event warnings • synoptic charts.
Communication system may include:	• calls • radio • hand signals • whistles.
Equipment may include:	• helmets • protective clothing • karabiners • harnesses • gloves • belay device • descender • rope • first aid kit.
Contextual issues may include:	• weather conditions, including times • season • transport

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- location
- trip distance and duration
- group objectives
- group size.

Safety checks may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C- connector - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - organisation specific procedures including; end or rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured.
- F- friend - cross check.

Descending device may include:

- auto locking devices
- circular devices
- plate devices
- tubular devices
- improvised devices
- inline devices.

Knots may include:

- rethreaded figure 8
- figure 8 on bight
- friction hitches.

Belay system may include:

- top belay
- bottom brake
- self belay.

Abseiling techniques may include:

- expedition abseil
- sports abseil
- forward rundowns.

Simple obstacles may include:

- ledges
- overhangs
- squeezes

Belay device may include:

- plate devices
- auto locking devices
- tubular devices
- figure 8
- inline device

Safety Procedures may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations

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- C - connector - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - organisation specific procedures including; end or rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured.
- F - friend - cross check.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Abseiling artificial surface

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SISOABA303A Establish ropes for abseiling on artificial surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently select fixed anchors for the attachment of ropes and equipment for belays, such as tapes and karabiners. These anchors are to be used to establish belay systems and rope pitches on single-pitched artificial abseiling surfaces, and must be able to accommodate different belayer and abseiler abilities.

Application of the Unit

This unit applies to those required to establish ropes for abseiling activities. This may include those working as abseiling guides or assistant guides in a range of controlled artificial conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select suitable equipment for belay system.	1.1. Select a ***belay system*** according to ***contextual issues*** of the activity. 1.2. Identify and select ***equipment*** after consideration of ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select ***anchors*** that meet the requirements of the abseil and abilities of the ***participants***. 1.4. Assess ***condition of the anchors***, including performance under ***likely load***. 1.5. Choose a ***belay device*** that is suitable to the ***artificial surface conditions*** and belayer's ability. 1.6. Complete all necessary ***safety checks***, according to organisational policies and procedures.
2. Set up belay system.	2.1. Rig multiple anchors, ensuring equalisation and minimal shock loading. 2.2. Tie ***knots*** and rig ropes suitable for the type of belay system established. 2.3. Establish a belay from which the belayer is able to escape and safely perform a rescue. 2.4. Avoid or remove belay ***hazards***, to maintain ***safety of belayer***. 2.5. Complete all necessary safety checks, according to organisational policies and procedures.
3. Rig rope pitches.	3.1. Identify safe access to and egress from the site according to relevant legislation. 3.2. Identify descent route appropriate to context. 3.3. Select and tie knots suitable for the type of system established and for potential retrieval or rescue situations. 3.4. Minimise the risk of cross loading and cyclical loading of karabiners.

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Required Skills and Knowledge

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

Required skills

- problem-solving skills to select appropriate anchors and belay systems for the context and conditions of the abseiling activity
- rope handling and knot tying skills to rig ropes and anchors adequately and safely
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of abseiling activities
- equipment types, characteristics and technology used to establish belays for abseiling on artificial surfaces
- care and maintenance of equipment to ensure prolonged life span and safety requirements, as advised by the manufacturer's specifications and recommendations for equipment use
- belay and anchor systems appropriate for single pitch artificial abseiling surfaces
- technical abseiling and equipment knowledge to establish top belay and bottom brake
- types of knots, their advantages and disadvantages and their impact on abseiling activities
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- independently selects appropriate equipment and carries out safety checks to ensure effective working order
- differentiates between the different types of belay systems, anchors and knots and their suitability to different rigging situations
- determines the need for, and establishes, belay systems to ensure safety of self and other

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participants.

Context of and specific resources for assessment	Assessment must ensure participation in rigging of equipment that is of sufficient breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding abseiling and belaying equipment • suitable artificial single pitch abseiling sites with simple obstacles and features that allow participant to demonstrate rigging skills • equipment such as anchors, harnesses, helmets, belay devices, descending devices, slings, ropes, karabiners and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to ensure safe and appropriate use of all abseiling equipment • observation of safe participation and demonstration of setting up belay systems suitable to different contexts and participants • observation of dealing with contingencies, such as equipment misuse • third-party reports from a leader detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOABA302A Apply single pitch abseiling skills on artificial surfaces. • SISOVTR301A Perform vertical rescues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Belay system may include:	• top belay • self belay • bottom brake.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Equipment may include:	• ropes • tape slings • rope protectors • karabiners • belay devices. • rope protectors
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • emergency procedures • code of ethics.
Anchors may include:	• bolts • chains • bollards • eyelets • U bolts • beams • poles • wire cables.
Participants may include:	• experienced • inexperienced • adults • children • tourists, club members, clients, school or youth groups.
Condition of the anchors may include:	• age • location • wear

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	• decay • corrosion • environmental stress • insect damage.
Likely load may include:	• group size • set up • type of abseil conducted • abseiler ability • technique • possible forces generated during a fall.
Belay device may include:	• plate devices • auto-locking devices • tubular devices • figure 8 • inline device.
Artificial surface conditions may include:	• portable or fixed walls or towers • fixed towers or bridges • indoor or outdoor • single pitch.
Safety checks may include:	• certification of anchor points • angles at focal point • no shock loading • no single point at failure • minimum of two failsafe anchor points.
Knots may include:	• knots that have at least 50% of the static strength of the rope • end-of-rope knots • mid-rope knots • rope joining knots • tape knot.
Hazards may include:	• temperature extremes of surfaces • slippery surfaces • dangerous animals and insects • group management hazards.
Safety of belayer may include:	• attachment to anchor or alternate safety system • positioning out of direct line of equipment fall • minimising movement of the belayer in the event of a fall.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Abseiling artificial surface

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SISOABA304A Guide abseiling on single pitch artificial surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants in a single pitch abseiling activity on an artificial surface. This unit focuses on the skills to guide a group through an abseiling activity.

Application of the Unit

This unit applies to those working as abseiling guides or assistant guides in a range of controlled artificial conditions that have easy access to the top and bottom of the pitch.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan abseiling activity.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop an activity ***plan***, according to ***relevant legislation*** and ***organisational policies and procedures***, to meet participant's needs. 1.3. Select an appropriate activity site or location that is suitable for participants and meets ***activity objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with abseiling on ***artificial surfaces*** and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan, where applicable. 1.6. Determine ***food and water requirements*** according to ***contextual issues*** of the activity. 1.7. Determine most appropriate ***belay system*** according to participant's abilities and site conditions. 1.8. Inform ***appropriate authorities*** before commencing the abseiling activity.
2. Select equipment for the group.	2.1. Select ***equipment*** according to contextual issues and organisational policies and procedures, and check that it is in good working condition. 2.2. Assess equipment for safety and suitability, and adjust and fit to ensure personal comfort. 2.3. Select safety and rescue equipment to check suitability to the group and the abseil.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the abseiling activity in a manner suitable to the participants. 3.2. Demonstrate correct abseiling and belaying techniques. 3.3. Establish a suitable ***communication system*** for participants to use while abseiling and belaying. 3.4. Outline ***safety procedures*** and safe areas and or boundaries for the activity. 3.5. Confirm participants are properly equipped for the abseil and correct any omissions or deficiencies.

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ELEMENT	PERFORMANCE CRITERIA
4. Supervise abseiling activity.	4.1. Conduct introductory activities for participants, to reduce the risk of injury. 4.2. Provide clear and concise direction and advice to group during the activity. 4.3. Monitor ***participant's performance*** of abseiling and belaying techniques and provide feedback as required. 4.4. Identify potential hazards as they occur and implement contingency actions according to organisational policies and procedures. 4.5. Implement appropriate modifications to activity in regard to all ***variable factors*** that are monitored.
5. Complete post activity responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures including manufacturers recommendations. 5.2. Evaluate ***relevant aspects*** of abseiling activity. 5.3. Identify potential areas of improvement for future abseiling activities. 5.4. Review performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan an appropriate abseiling activity
  - convey information about the safety aspects of the activity
  - interact with participants to create a safe and positive abseiling environment
- problem-solving skills to:
  - plan a suitable abseiling activity according to participant's needs and abilities
  - make decisions affecting the activity
  - respond appropriately to non routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and an artificial pitch suitable for the participants
  - organise participants into manageable groups for abseiling and belaying
- language and literacy skills to:

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  - produce an activity plan for the abseiling activity,
  - complete post-activity participant and self evaluations
- personal abseiling skills to a high level , rescue skills and be able to demonstrate and explain abseiling and belaying techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of abseiling activities
- site specific information to assist in the planning process and to enable management of potential abseiling hazards, and any special restrictions applying to the site
- equipment types, characteristics and technology used for abseiling on artificial surfaces, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing and footwear requirements for abseiling activities to ensure comfort and safety
- care and maintenance of abseiling equipment to ensure prolonged life span and safety requirements are met
- abseiling techniques and common communication methods and calls used between abseilers and belayers to reduce risk during abseiling on artificial surfaces
- belay systems, devices and anchors appropriate for single pitch artificial surfaces
- technical abseiling knowledge, such as techniques and procedures to suit the features of the surface
- weather and environmental information to ascertain possible conditions and their affect on the activity
- hazards that may commonly be encountered in an artificial abseiling environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Develop an activity plan and documentation which comply with relevant legislation and organisational policies and procedures

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- continually monitors the performance and progress of participants and identifies and corrects any performance issues
- applies effective contingency management techniques to deal with problems and issues that arise during the abseiling activity
- receive feedback
- evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that can be improved.

Context of and specific resources for assessment

Assessment must ensure the planning and guiding of abseiling activities for single pitch artificial surfaces that are of sufficient duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding participants and location to accurately plan, guide and document abseiling activities for a variety of participants
- an artificial abseiling site suitable to the abilities of participants
- a group of participants to take part in the abseiling activity
- equipment such as harnesses, helmets, belay devices, descending devices, ropes, gloves, karabiners, rescue equipment and safety and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with a group of participants including conveying information for safe participation
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all abseiling activities
- observation of dealing with contingencies such as changing weather conditions, equipment misuse, abseiler entrapment
- review of abseiling activity plans
- third-party reports from a leader detailing performance.

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

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for example:

- SISOABA303A Establish ropes for abseiling on artificial surfaces.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- skill level
- previous experience
- fitness level and physical capabilities
- age
- injuries and illnesses.

Plan may include:

- activity aims and objectives
- date, time and duration
- location or site
- guide and participant ratios
- resources and equipment
- food and water
- weather details
- risk management plan.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- participant confidentiality
- assessment procedures
- time constraints
- use and maintenance of equipment
- communication protocols
- guide and participant ratios
- emergency and safety procedures
- code of ethics.

Activity objectives may include:

- self improvement
- meeting people
- fitness targets

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	• adventure and recreation.
Hazards may include:	• temperature extremes on surfaces • slippery surfaces • dangerous animals and insects • group management hazards.
Risks may include:	• Emotional risk • injuries • exhaustion • equipment misuse
Artificial surfaces may include:	• portable or fixed wall • fixed tower or bridge • indoor or outdoor • single pitch.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • synoptic charts
Food and water requirements may include:	• perishability • packaging • storage.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Belay system may include:	• top belay • bottom brake.
Appropriate authorities may include:	• government departments or agents • facility and land managers • statutary bodies • supervisors.
Equipment may include:	• ropes • harnesses

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- descending device
- karabiners
- helmet
- belay devices
- first aid kit
- rope protectors
- knife
- rescue pulley
- whistle

Relevant information may include:

- personal equipment requirements:
- safety procedures
- preventative measures for risks
- possible hazards
- abseiling and belaying techniques
- objectives
- rules and codes
- responsible and safe behaviour.

Communication system may include:

- calls
- radio
- hand signals
- whistles.

Safety procedures may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C- connector - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - organisation specific procedures including; end or rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured.
- F- friend - cross check.

Participant's performance may include:

- use of appropriate communication system
- abseiling technique
- attitude
- negotiation of hazards
- use of equipment.

Variable factors may include:

- change of weather
- equipment misuse
- participant's needs
- abseiling conditions.

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Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Abseiling artificial surface

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SISOABA405A Establish ropes for multi pitch abseiling on artificial surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently select anchors and rig ropes for multi pitch abseiling on artificial surfaces. These anchors are to be used in establishing belay systems and rope pitches, and must be able to accommodate different belayer and abseiler abilities in multi pitch contexts.

Application of the Unit

This unit applies to those required to establish ropes for multi pitch abseiling activities. This may include those working as abseiling guides or assistant guides in a range of artificial conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select suitable equipment for belay system.	1.1. Select a ***belay system*** according to ***contextual issues*** of the activity. 1.2. Identify and select ***equipment*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select ***anchors*** that meet the requirements of the abseil and abilities of the ***participants***. 1.4. Assess ***condition of the anchors***, including performance under ***likely load***. 1.5. Choose a ***belay device*** that is suitable to the ***artificial surface conditions*** and belayer's ability. 1.6. Complete all necessary ***safety checks***, and action unsafe equipment according to organisational policies and procedures.
2. Set up belay system.	2.1. Rig anchors, ensuring equalisation and minimal shock loading in the event of a failure. 2.2. Tie ***knots*** and rig ropes suitable for the type of belay system established. 2.3. Establish a belay from which the belayer is able to escape and safely perform a rescue. 2.4. Avoid or remove belay ***hazards***, to maintain ***safety of belayer***. 2.5. Complete all necessary ***safety checks*** and action unsafe equipment according to organisational policies and procedures.
3. Rig rope pitches.	3.1. Identify safe access to and egress from the site according to relevant legislation. 3.2. Identify descent route appropriate to context. 3.3. Select and tie knots suitable for the type of system established and for potential retrieval or rescue situations. 3.4. Minimise the risk of cross loading and cyclical loading of karabiners.

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Required Skills and Knowledge

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

Required skills

- problem-solving skills to select appropriate anchors and belay systems for the context and conditions of the abseiling activity
- rope handling and knot tying skills to rig ropes and anchors safely
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of multipitch abseiling activities
- equipment types, characteristics and technology used to establish belays for multi pitch abseiling on artificial surfaces
- care and maintenance of equipment to ensure prolonged life span and safety requirements, as advised by the manufacturer's specifications and recommendations for equipment use
- belay and anchor systems appropriate for multi pitch abseiling on artificial surfaces
- technical abseiling and equipment knowledge to establish appropriate belay systems
- types of knots, their advantages and disadvantages and their impact on roping activities
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- independently selects appropriate equipment and carries out safety checks to ensure effective working order
- uses discretion and judgement to determine belay system required for abseiling in multi pitch contexts and differentiates between the types of belay systems, anchors and knots and their suitability to different rigging situations

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- determines the need for, and establishes, belay systems to ensure safety of self and other participants.

Context of and specific resources for assessment

Assessment must ensure participation in rigging of anchors and equipment that is of sufficient breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding abseiling and belaying equipment
- suitable artificial multi pitch abseiling sites with fixed anchors and varying qualities and features that allow participant to demonstrate rigging skills
- equipment such as anchors, harnesses, belay systems, descending devices, slings, ropes, karabiners and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to ensure safe and appropriate use of all abseiling equipment
- observation of safe participation and demonstration of setting up belay systems suitable to different contexts and participants
- observation of dealing with contingencies, such as equipment misuse
- third-party reports from a leader detailing performance.

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

- SISOVTR301A Perform vertical rescues
- SISOABA303A Establish ropes for abseiling on artificial surfaces

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Belay system may include:
- top belay
- self belay
- bottom brake.

Contextual issues may include:
- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Equipment may include:
- ropes
- tape slings
- rope protectors
- karabiners
- belay devices.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:
- occupational health and safety
- use and maintenance of equipment
- emergency procedures
- code of ethics.

Anchors may include:
- bolts
- chains
- bollards
- eyelets
- U bolts
- beams
- poles
- wire cables.

Participants may include:
- experienced
- inexperienced
- adults
- children
- tourists, club members, clients, school or youth groups.

Condition of the anchors may include:
- age
- location
- wear

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	• decay • corrosion • environmental stress • insect damage.
Likely load may include:	• group size • set up • type of abseil conducted • abseiler ability • technique • possible forces generated during a fall.
Belay device may include:	• plate devices • auto-locking devices • tubular devices • prusik cord and suitable friction hitch. • Figure 8 • Inline device
Artificial surface conditions may include:	• portable or fixed walls or towers • fixed towers or bridges • indoor or outdoor
Safety checks may include:	• Certification of anchor points • Angles at focal point • No slack loading • No single point at failure • Minimum of two failsafe anchor points
Knots may include:	• knots that have at least 50% of the static strength of the original • end-of-rope knots • mid-rope knots • rope joining knots • tape knot.
Hazards may include:	• temperature extremes of surfaces • slippery surfaces • dangerous animals and insects • group management hazards.
Safety of belayer may include:	• attachment to anchor or alternate safety system • positioning out of direct line of equipment fall • minimising movement of the belayer in the event of a fall.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Abseiling artificial surface

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SISOABA406A Instruct abseiling on single pitch artificial surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct abseiling on single pitch artificial surfaces. This unit focuses on planning, instructing and evaluating an instructional abseiling session to enable participants to achieve the skills and knowledge required to participate independently in single pitch abseiling on artificial surfaces.

Application of the Unit

This unit applies to those working as abseiling instructors in a range of single pitch artificial conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan an abseiling session.	1.1. Establish ***participant's needs and characteristics***. 1.2. Determine participant's current abseiling knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop an ***abseiling plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with abseiling on ***artificial surfaces*** and minimise ***risks***, according to organisational policies and procedures, to ensure safety of participants. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check that it is in good working condition. 2.2. Check equipment for safety and suitability, according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and rescue kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the abseiling session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable ***communication system*** for participants to use while abseiling and belaying. 3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate

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ELEMENT	PERFORMANCE CRITERIA
	behaviour.
4. Instruct an abseiling session.	4.1. Conduct introductory activities for participants to reduce the risk of injury. 4.2. Monitor individual ***participant's performance*** during abseiling session. 4.3. Apply clear and accurate ***instructional techniques*** to impart ***activity specific knowledge***, ***abseiling skills*** and ***safety and rescue procedures***. 4.4. Observe participants during abseiling and belaying and adjust or refine individual and or group technique as required. 4.5. Inform participants of ***opportunities*** to further develop their abseiling skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures and manufacturers specifications and recommendations. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Receive feedback and evaluate ***relevant aspects*** of abseiling session, and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future abseiling instruction sessions.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan an abseiling session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive abseiling environment
- problem-solving skills to:
  - plan a suitable abseiling session according to participant's needs and characteristics
  - address participant difficulties in developing abseiling techniques

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    - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
    - source, allocate and coordinate resources, equipment and an artificial pitch suitable for the participants
    - monitor and evaluate progress
    - organise participants into manageable groups for abseiling and belaying
- language and literacy skills to:
    - produce abseiling and instructional plans for the abseiling session
    - complete post-session participant and self evaluations
- instructional techniques to suit a range of participant's needs and characteristics
- a high level of personal abseiling skills, rigging skills and rescue skills to demonstrate and explain abseiling and belaying techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing abseiling on artificial surfaces.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of an abseiling session
- site specific information to assist in the planning process and to enable management of potential abseiling hazards, and any special restrictions applying to the site
- equipment types, characteristics and technology used for abseiling on artificial surfaces, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection of equipment
- clothing and footwear requirements for abseiling activities to ensure comfort and safety
- care and maintenance of abseiling equipment to ensure prolonged life span and safety requirements are met
- instruction techniques and theories applicable to a range of ages and learning abilities
- abseiling techniques and common communication methods and calls used between abseilers and belayers to reduce risk during abseiling on artificial surfaces
- belay systems, devices and anchors appropriate for single pitch artificial surfaces
- technical abseiling knowledge, such as techniques and procedures to suit the features of the surface
- weather and environmental information to ascertain possible conditions and their affect on the session
- hazards that may be experienced in an artificial abseiling environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

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

Context of and specific resources for assessment

Assessment must ensure instruction of multiple single pitch abseiling activities on artificial surfaces using a variety of instructional techniques that reflect the needs and characteristics of a range of participants and are of sufficient duration to demonstrate competency and consistency of performance.

Assessment must also include access to:

- resources and information regarding participants and location to accurately plan, instruct and document abseiling sessions for a variety of participants
- an artificial abseiling site suitable for the conduct of instructional sessions
- a group of participants to take part in the abseiling session
- equipment such as harnesses, helmets, belay devices, descending devices, ropes, gloves, karabiners, rescue and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all abseiling activities during the session

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

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

- SISOABA303A Establish ropes for abseiling on artificial surfaces.
- SISOABA304A Guide abseiling on a single pitch artificial surfaces

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:

- age
- cultural factors
- fitness level and physical capabilities
- abseiling skills and knowledge
- injuries and illnesses.

Session's aims and objectives may include:

- developing single pitch abseiling skills independently
- education
- therapy
- fitness targets
- recreation.

Instructional plan may include:

- abseiling activities and drills
- duration of activities and drills.

Abseiling plan may include:

- session's aims and objectives
- date, time and duration
- location or site
- instructor and participant ratios
- resources
- equipment

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- weather details
- safety requirements.

Relevant legislation may include:

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

Organisational policies and procedures may include:

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

Hazards may include:

- temperature extremes of surfaces
- slippery surfaces
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

Artificial surfaces may include:

- portable or fixed walls
- fixed towers or bridges
- indoor or outdoor

Risks may include:

- emotional stress
- injuries
- exhaustion
- equipment misuse and failure

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- synoptic charts.

Contingency plans may include:

- change in weather
- equipment failure
- unavailability of artificial pitch.
- Group or individual participant issues

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Equipment may include:	• abseiling equipment • safety equipment • rescue equipment
Resources may include:	• food and water • personal clothing and footwear • teaching aids. • suitable artificial structure of instructing abseiling
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• equipment requirements, selection and use • safety procedures • preventative measures for risks • possible hazards • abseiling and belaying techniques • objectives • rules and codes • responsible and safe behaviour.
Communication system may include:	• calls • radio • hand signals • whistles.
Safety procedures may include:	• A - anchors - secure and suitable to application • B - buckles - locked as per manufacturers recommendations • C- connector - locked, secured and orientated • D - devices - threaded correctly and secured • E - organisation specific procedures including; end or rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured. • F- friend - cross check.
Participant's performance may include:	• use of appropriate communication system • abseiling technique • belaying technique • attitude and behaviour • negotiation of hazards

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	• use of equipment.

Instructional techniques may include:	• simple to complex
	• part to whole
	• chronological
	• known to unknown
	• D.E.D.I.C.T:
	  • demonstrate
	  • explain
	  • demonstrate
	  • instruct
	  • critique
	  • test
	• E.D.I.C.T:
	  • explain
	  • demonstrate
	  • instruct
	  • critique
	  • test
	• I.D.E.A:
	  • introduce
	  • demonstrate
	  • explain
	  • apply

Activity specific knowledge may include:	• abseiling skills and techniques • establishment of ropes • risk and hazard management • equipment selection, use, maintenance and storage • communication systems used in abseiling.
Abseiling skills may include:	• abseiling and belaying techniques • establishment of ropes for a single pitch • use and knowledge of different techniques • practice of techniques • negotiation of hazards and management of risks to ensure safety of self and group • use and maintenance of equipment.
Safety and rescue procedures may include:	• emergency response procedures • group management in emergency situations • emergency response equipment • understanding of safety practices.

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Opportunities may include:

- locations suitable to skill level
- range of equipment and clothing available
- outdoor clubs or groups in the local area.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Abseiling artificial surface

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SISOABA407A Instruct abseiling on multi pitch artificial surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct abseiling on multi pitch artificial surfaces. This unit focuses on planning, instructing and evaluating an instructional abseiling session to enable participants to achieve the skills and knowledge required to participate independently in multi pitch abseiling on artificial surfaces.

Application of the Unit

This unit applies to those working as abseiling instructors in a range of multi pitch artificial conditions. This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOABA406A Instruct abseiling on single pitch artificial surfaces

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Plan an abseiling session.	1.1. Establish ***participant's needs and characteristics***. 1.2. Determine participant's current abseiling knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop an ***abseiling plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with multi pitch abseiling on ***artificial surfaces*** and minimise ***risks***, according to organisational policies and procedures, to ensure safety of participants. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check that it is in good working condition. 2.2. Check equipment for safety and suitability, according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and rescue kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the abseiling session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable ***communication system*** for participants to use while abseiling and belaying. 3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour.
4. Instruct an abseiling session.	4.1. Conduct introductory activities for participants, to reduce the risk of injury. 4.2. Monitor individual ***participant's performance*** during abseiling session.

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Apply clear and accurate ***instructional techniques*** to impart ***activity specific knowledge***, ***abseiling skills*** and ***safety and rescue procedures***.
	4.4. Observe participants during abseiling and belaying and adjust or refine individual and or group technique as required.
	4.5. Inform participants of ***opportunities*** to further develop their abseiling skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures and manufacturers specifications and recommendations.
	5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required.
	5.3. Receive feedback and evaluate ***relevant aspects*** of abseiling session, and determine the level of learning achieved.
	5.4. Identify potential areas of improvement for future abseiling instruction sessions.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan an abseiling session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive abseiling environment
- problem-solving skills to:
  - plan a suitable abseiling session according to participant's needs and characteristics
  - address participant difficulties in developing abseiling techniques
  - anticipate and respond appropriately to non routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and an artificial pitch suitable for the participants
  - monitor and evaluate progress

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  - organise participants into manageable groups for abseiling and belaying
- language and literacy skills to:
  - produce abseiling and instructional plans for the abseiling session
  - complete post session participant and self evaluations
- instructional techniques to suit a range of participant's needs and characteristics
- a high level of personal abseil skills, rigging skills and rescue skills to demonstrate and explain abseiling and belaying techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing abseiling on artificial surfaces.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of an abseiling session
- site specific information to assist in the planning process and to enable management of potential abseiling hazards, and any special restrictions applying to the site
- equipment types, characteristics and technology used for abseiling on multi pitch artificial surfaces, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection of equipment
- clothing and footwear requirements for abseiling activities to ensure comfort and safety
- care and maintenance of abseiling equipment to ensure prolonged life span and safety requirements are met
- instruction techniques and theories applicable to a range of ages and learning abilities
- abseiling techniques and common communication methods and calls used between abseilers and belayers to reduce risk during multi pitch abseiling on artificial surfaces
- belay systems, devices and anchors appropriate for multi pitch artificial surfaces
- technical abseiling knowledge, such as techniques and procedures to suit the features of the surface
- weather and environmental information to ascertain possible conditions and their affect on the session
- hazards that may be experienced in an artificial abseiling environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers precise relevant information, explanations and demonstrations for abseiling session to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve abseiling performance • modifies instructional techniques and or activities to cater for a range of individual learning styles • receives feedback and evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of multi pitch abseiling activities on artificial surfaces, using a variety of instructional techniques that reflect the needs and characteristics of a range of participants and are of sufficient duration to demonstrate competency and consistency of performance. Assessment must also include access to: • resources and information regarding participants and location to accurately plan, instruct and document abseiling sessions for a variety of participants • a multi pitch artificial abseiling site suitable for the conduct of instructional sessions • a group of participants to take part in the abseiling session • equipment such as harnesses, helmets, belay devices, descending devices, ropes, gloves, karabiners, rescue and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral and or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all abseiling activities during the session • observation of safe abseiling instruction, monitoring and adjustment according to participant's needs and characteristics

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- review of abseiling session plans
- third-party reports from a leader detailing performance.

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

- SISOABA405A Establish ropes for multi pitch abseiling on artificial surfaces.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:

- age
- cultural factors
- fitness level and physical capabilities
- abseiling skills and knowledge
- injuries and illnesses.

Session's aims and objectives may include:

- developing abseiling skills
- education
- development
- therapy
- fitness targets
- recreation

Instructional plan may include:

- abseiling activities and drills
- duration of activities and drills.

Abseiling plan may include:

- session's aims and objectives
- date, time and duration
- location or site
- instructor and participant ratios
- resources and equipment
- food and water
- weather details
- participant information
- safety requirements
- risk management plan.

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Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • time and budget constraints • use and maintenance of equipment • communication protocols • confidentiality of participant information • instructor and participant ratios • emergency and safety procedures • code of ethics.
Hazards may include:	• temperature extremes on surfaces • slippery surfaces • dangerous animals and insects • group management hazards.
Artificial surfaces may include:	• portable or fixed walls • fixed towers or bridges • indoor or outdoor.
Risks may include:	• emotional stress • injuries • exhaustion • equipment misuse and failure
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • synoptic charts
Contingency plans may include:	• change in weather • equipment failure • unavailability of artificial pitch. • group or individual participant issue
Equipment may include:	• abseiling equipment: • safety equipment: • rescue equipment: • artificial protection.

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Resources may include:	• food and water • personal clothing and footwear • teaching aids • suitable artificial structure for instructing abseiling.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• equipment requirements, selection and use • safety procedures • possible hazards • abseiling and belaying techniques • communication • objectives • rules and codes • responsible and safe behaviour.
Communication system may include:	• calls • radio • hand signals • whistles.
Safety procedures may include:	• A - anchors - secure and suitable to application • B - buckles - locked as per manufacturers recommendations • C - connector - locked, secured and orientated • D - devices - threaded correctly and secured • E - organisation specific procedures including; end or rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured. • F - friend - cross check.
Participant's performance may include:	• use of appropriate communication system • abseiling technique • belaying technique • attitude and behaviour • negotiation of hazards • use of equipment.
Instructional techniques may	• simple to complex • part to whole

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include:

- chronological
- known to unknown
- D.E.D.I.C.T:
  - demonstrate
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- E.D.I.C.T:
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- I.D.E.A:
  - introduce
  - demonstrate
  - explain
  - apply

Activity specific knowledge may include:

- abseiling skills and techniques
- establishment of ropes
- minimal impact practices
- risk and hazard management
- equipment selection, use, maintenance and storage
- communication systems used in abseiling.

Abseiling skills may include:

- abseiling and belaying techniques
- establishment of ropes for a multi pitch
- communication of progress
- negotiation of hazards and management of risks to ensure safety of self and group
- use and maintenance of equipment.

Safety and rescue procedures may include:

- emergency response procedures
- group management in emergency situations
- emergency response equipment
- understanding of safety practices.

Opportunities may include:

- locations suitable to skill level
- range of equipment and clothing available
- outdoor clubs or groups in the local area.

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Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Abseiling artificial surface

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SISOABL301A Assist in the facilitation of adventure-based learning activities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist in the facilitation of adventure-based learning activities, in situations where the responsibility for the overall activity or program rests with a more experienced facilitator.

Application of the Unit

This unit applies to those who work as assistant leaders or facilitators of adventure-based learning activities in a range of settings. This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Assist in planning for adventure activity.	1.1. Determine individual roles, tasks and responsibilities with the activity leader. 1.2. Identify ***phases of an adventure-based learning cycle*** within the activity. 1.3. Encourage and support participants to set realistic individual and group goals that are consistent with learning outcomes for the activity. 1.4. Negotiate individual and group guidelines that will inform action and behaviour by all participants. 1.5. Identify ***safety issues*** for the adventure activity and the participants. 1.6. Brief the group on safety issues and activity-specific participation requirements and techniques.
2. Assist in facilitation of the activity.	2.1. Implement risk management strategies according to ***relevant legislation***, ***organisational policies and procedures***, and activity-specific requirements. 2.2. Communicate ideas and information clearly and constructively and engender trust and confidence within the group. 2.3. Encourage co-operation between individual group members. 2.4. Implement strategies which develop trust between individuals within the group and with the leaders. 2.5. Monitor and maintain compliance with agreed individual and group guidelines. 2.6. Establish a supportive and constructive environment and respond to emergent issues that may require intervention.
3. Participate in activity debriefing.	3.1. Observe and monitor individual actions and group interactions during activities, and provide feedback to participants during and after the activity. 3.2. Evaluate personal role as assistant facilitator within the activity, based on ***feedback*** from participants and activity leader and personal reflection. 3.3. Review the conduct of the activity according to program, individual and group goals and outcomes.

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Required Skills and Knowledge

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

Required skills

- planning and organising skills to determine own roles, responsibilities and tasks within the activity
- problem-solving skills to identify and address safety issues within own level of responsibility
- communication skills to:
  - interact with different groups in a variety of situations and circumstances
  - brief groups on safety issues, activity requirements
  - communicate information throughout activity
- teamwork skills to support leader and participants to achieve goals
- self management skills to review and reflect on own performance.

Required knowledge

- legislation and organisational policies and procedures to enable safe facilitation of activities
- definitions of adventure-based learning and associated disciplines to implement suitable activities with relevant goals and outcomes
- philosophical and psychological foundations for adventure-based learning to determine its relevance and significance to participants
- debriefing techniques to enhance learning through adventure activities
- models and stages of group formation to enable effective and constructive group support
- factors impacting on group dynamics to enable response to group behaviour
- facilitation techniques to assist the group to obtain the best outcomes.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assists in planning processes required for adventure-based learning activities and identifies individual and group roles, responsibilities, learning outcomes, and goals • interacts effectively with group members from

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	diverse backgrounds and assists in the facilitation of adventure-based learning activities • communicates clearly and concisely with the group and implements strategies which encourage co-operation and develop trust • conducts a debriefing process which includes strategies and tasks to facilitate and enhance learning outcomes for individuals and the group • evaluates own performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure assisting in the facilitation of multiple adventure-based learning activities to demonstrate competency and consistency of performance. Assessment must also ensure access to: • diverse groups of participants to take part in adventure-based learning activities • an environment suitable for the conduct of adventure-based activities, this may include outdoor or indoor activities • equipment and resources required for adventure-based learning activities.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of participation in planning, facilitating and debriefing processes under the guidance of an activity leader • oral and or written questioning to assess knowledge of the application of legislation and organisational policies and procedures required to maintain participant safety • third-party reports from a supervisor and or leader detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • adventure activity specific units of competency.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Phases of an adventure-based learning cycle may include:

- ice breaking and briefing
- goal setting
- development of trust
- adventure activity participation
- processing and debriefing
- transfer of learning.

Safety issues may include:

- physical
- mental
- emotional
- individual or group.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- time and budget constraints
- debriefing procedures
- risk management
- communication protocols
- minimal impact environmental codes
- code of ethics.

Feedback may include:

- oral
- written
- direct
- indirect.

Unit Sector(s)

Outdoor Recreation

Competency Field

Adventure based learning

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SISOABL402A Facilitate adventure-based learning activities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently facilitate learning through adventure activities. This unit focuses on the ability to plan and conduct activities demonstrating a range of basic facilitation techniques.

Application of the Unit

This unit applies to those who work as facilitators of adventure-based learning activities in a range of settings. This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Plan and prepare for adventure activity	1.1. Identify individual and or group ***learning outcomes*** to inform the planning and design of activities. 1.2. Establish a program and sequence of activities according to participant's needs, learning outcomes, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select an adventure environment according to participant's needs, learning outcomes, relevant legislation and organisational policies and procedures. 1.4. Determine factors affecting a participant's perception of risk and plan activities with a balance between real and perceived risk. 1.5. Select and access equipment and resources according to ***contextual issues*** and organisational policies and procedures. 1.6. Confirm all staff conducting the activities are suitably qualified.
2. Plan for progression and transfer of learning.	2.1. Select a ***model of adventure or experiential learning*** and apply ***phases within the model*** to program to meet learning outcomes. 2.2. Inform participants of any potential transfer of learning to different environments and contexts. 2.3. Incorporate measures for monitoring individual and group ***holistic development*** in planned adventure activities. 2.4. Establish ***contingency plans*** for adventure activities according to organisational policies and procedures.
3. Manage learning activities in an outdoor environment.	3.1. Implement minimal impact practices and display a respect and understanding of the outdoor environment. 3.2. Monitor the physical and emotional safety of individuals and the group. 3.3. Implement ***facilitation approaches*** that allow individuals to share in the responsibility of their learning and safety. 3.4. Identify potential situations of physical and emotional danger and take action to manage these dangers. 3.5. Re-evaluate participant's needs throughout activities and make adjustments as required.

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ELEMENT	PERFORMANCE CRITERIA
	3.6. Reinforce the value of ***individual differences*** in terms of their contribution within the group to stimulate collaborative work between participants.
4. Evaluate adventure-based learning activities.	4.1. Facilitate individuals and group to identify their future learning needs. 4.2. Use a suitable facilitation activity to achieve the development of personal and group ***action plans***. 4.3. Evaluate and review outcomes for all participants against individual participant goals for the program and activity. 4.4. Obtain feedback from assistant facilitators on program and activity delivery. 4.5. Develop strategies for improvement in personal skills and programming according to participant feedback, peer review and evaluation reports.

Required Skills and Knowledge

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

Required skills

- planning and organising skills to:
  - identify individual and group learning needs, goals and outcomes
  - establish a program and sequence of activities
  - locate suitable adventure-based learning environment
  - source equipment and resources
  - select suitable facilitation approaches and activities
- problem-solving skills to:
  - anticipate potential problems and consequences and establish contingency plans
  - sequence components within adventure activities
  - identify and manage possible physical and emotional dangers
  - respond to situational demands and make changes to activities where required
- communication and interpersonal skills to:
  - interact with and facilitate different groups in a variety of situations and circumstances
  - brief groups on safety issues, activity requirements and behaviour
  - provide active listening, questioning and feedback throughout activity
- self management skills to assess feedback and review and reflect on activity and personal performance.

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Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- basic adventure-based learning cycle to enable appropriate sequencing of activities and debriefing
- facilitation approaches and activities applicable to a range of needs, ages and learning abilities to enhance learning outcomes
- theories on the transfer of learning and ways of transferring learning in different contexts to meet individual and group needs
- physical and psychological needs of participants to plan suitable adventure-based activities
- factors affecting participant's perception of risk to plan activities with a balance between real and perceived risk
- models and stages of group formation to enable effective and constructive group support
- factors impacting on group dynamics to enable response to group behaviour
- motivation techniques and strategies to keep participants engaged and challenged
- forms of reflective learning and facilitation to improve on various aspects of adventure-based learning activities and programming
- adventure environments, equipment and resources required to facilitate adventure-based learning activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and designs a sequence of adventure activities according to individual and group learning outcomes, needs and goals
- interacts effectively with group members from diverse backgrounds and facilitates adventure-based learning activities which evidence positive group dynamics
- monitors individual and group progression throughout activities and implements contingency plans where required
- evaluates and reflects on own performance as a facilitator to identify strengths, weaknesses and areas

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	that need improvement.
Context of and specific resources for assessment	Assessment must ensure facilitation of adventure-based learning activities on multiple occasions to enable demonstration of competency and consistency of performance. Assessment must also ensure access to: • diverse groups of participants to take part in adventure-based learning activities • an environment suitable for the conduct of adventure-based activities, this may include outdoor or indoor activities • equipment and resources required for adventure-based learning activities.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning processes, such as determining learning outcomes and assessing participant's needs • observation of safe facilitation of adventure-based learning programs for a variety of individuals and groups • oral and or written questioning to assess knowledge of facilitation approaches and activities • third-party reports from a supervisor and or leader detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • adventure activity specific units of competency.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Learning outcomes may include:	• recreational • educational

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	• developmental • therapeutic • vocational.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • time and budget constraints • support personnel • use, maintenance and storage of equipment and resources • risk management • communication protocols • minimal impact environmental codes • code of ethics.
Contextual issues may include:	• weather conditions; including times • season • transport • location • trip distance and duration • group objectives • group size.
Model of adventure or experiential learning may include:	• linear • cyclical • spiral • nested loop.
Phases within the model may include:	• diagnosis • design • delivery • debriefing • detachment.
Holistic development may include:	• physical • emotional • social • intellectual • spiritual.
Contingency plans may include:	• change in weather and conditions • equipment failure • unavailability of equipment or suitable site.
Facilitation approaches may	• funnelling

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include:	• cognitive hierarchy • challenge by choice • working agreements.
Individual differences may include:	• gender • language • age • life experiences and background • mental or physical ability • culture and values.
Action plans may include:	• short term • long term.

Unit Sector(s)

Outdoor Recreation

Competency Field

Adventure based learning

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SISOABL503A Design and facilitate adventure-based learning programs

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and conduct adventure-based learning programs to meet outcomes for participants and enhance their learning opportunities. This unit focuses on the use of advanced facilitation techniques to meet the complex learning needs of participants in a range of contexts.

Application of the Unit

This unit applies to those who work as program managers and or facilitators of adventure-based learning programs.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide
1. Design adventure-based learning programs.	1.1. Consult with participant to determine required program outcomes. 1.2. Access ***external services*** where required to assist participants whose needs require specialist skills. 1.3. Design activities to meet the ***complex learning needs*** of individuals and the group according to ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Determine facilitation techniques within the proposed program to reflect the stages of group development.
2. Apply isomorphic framing and indirect frontloading.	2.1. Determine the appropriate application of isomorphic framing adventure-based program facilitation. 2.2. Create and incorporate an isomorphic framework that meets program outcomes. 2.3. Determine the appropriate application of indirect frontloading to adventure-based program facilitation. 2.4. Identify and address relevant ethical issues related to the use of indirect frontloading.
3. Evaluate adventure-based learning programs.	3.1. Develop or access ***adventure-based learning program*** evaluation tools according to organisational policies and procedures. 3.2. Conduct evaluation with the assistance of peer and, where relevant, external professional supervision. 3.3. Use feedback from others, in consultation with professional supervision, to identify areas where own professional practice can be improved and ways of improving.

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Required Skills and Knowledge

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

Required skills

- planning and organising skills to:
  - identify program outcomes and participant's learning needs
  - design activities that reflect stages of development and meet learning needs and outcomes
  - conduct adventure-based learning programs using advanced facilitation techniques including isomorphic framing and indirect frontloading
  - evaluate adventure-based learning programs
- problem-solving skills to:
  - develop activities that meet complex learning needs and safety requirements
  - identify potential problems and develop contingency plans
  - identify advantages and disadvantages of using isomorphic framing plans and the implications of using indirect frontloading techniques
- communication and interpersonal skills to:
  - interact with and facilitate different groups in a variety of situations and circumstances
  - collaborate with colleagues and share leadership roles
- self management skills to:
  - determine effectiveness of program and activities
  - review performance and identify potential improvement in personal skills and programming.

Required knowledge

- legislation and organisational policies and procedures to enable safe and ethical conduct of all activities
- advantages and disadvantages of isomorphic framing and indirect frontloading to enable their appropriate application to the conduct of adventure-based learning programs
- factors affecting participant's perception of risk to plan activities with a balance between real and perceived risk
- adventure-based learning cycle to enable appropriate sequencing of activities within programs
- theories on the transfer of learning to enable learning to be transferred in different adventure-based learning contexts
- principles of evaluation to enable the design or implementation of evaluation tools and analysis of results
- physical and psychological needs of participants to enable the design of appropriate programs.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consults with participants and professional practitioners, where required, to identify individual and group learning needs • designs challenging and stimulating adventure-based learning programs to meet complex learning needs and outcomes • conducts adventure-based learning programs using isomorphic framing and indirect frontloading techniques to meet complex learning needs of participants • evaluates and reflects on own performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure design and implementation of multiple adventure-based learning programs that meet complex learning needs and outcomes to demonstrate competency and consistency of performance. Assessment must also ensure access to: • diverse groups of participants with complex learning needs to take part in adventure-based learning activities • an environment suitable for the conduct of indoor or outdoor adventure-based activities • equipment and resources required to facilitate adventure-based learning activities.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of adventure-based learning programs incorporating the appropriate use of isomorphic framing and frontloading techniques to enhance program outcomes • observation of safe facilitation of adventure-based learning programs for a variety of individuals and groups • portfolio of program evaluations identifying

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strengths, weaknesses and required improvements
- third-party reports from a supervisor and or leader detailing performance.

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

- activity specific units of competency.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

External services may include:
- counsellors
- specialist teachers
- human resource officers
- therapists.

Complex learning needs may include:
- youth at risk
- offenders
- learning difficulties
- corporate clients.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations.

Organisational policies and procedures may include:
- occupational health and safety
- time and budget constraints
- support personnel
- use, maintenance and storage of equipment and resources
- risk management
- communication protocols
- minimal impact environmental codes
- code of ethics.

Adventure-based learning programs may include:
- indoor
- outdoor
- experiential focus

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- personal growth focus.

Unit Sector(s)

Outdoor Recreation

Competency Field

Adventure based learning

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SISOABN303A Apply single pitch abseiling skills on natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently abseil in single pitch situations on natural surfaces. This unit includes the application of belaying skills for the protection of self and others. It does not cover setting up or rigging an abseil.

Application of the Unit

This unit applies to those working as assistant abseiling leaders or support staff under supervision in a range of controlled natural conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select and utilise appropriate equipment.	1.1. Use ***equipment*** in a safe and efficient manner. 1.2. Adjust and fit equipment to ensure personal comfort and safety. 1.3. Complete all necessary personal and equipment ***safety checks***, prior to commencing abseiling and or belaying. 1.4. Attach ***descending device*** to the abseil rope being used. 1.5. Apply safety procedures at top and bottom of descent site to minimise risk.
2. Demonstrate abseiling technique.	2.1. Display correct posture and technique while abseiling, using single and double rope. 2.2. Maintain effective ***communication systems*** between abseiler and belayer throughout the descent. 2.3. Apply safe and correct ***abseiling techniques***, to minimise injury in the event of a fall. 2.4. Negotiate simple ***obstacles*** and avoid or remove hazards to descend in a controlled manner. 2.5. Demonstrate techniques that minimise damage to the environment while abseiling.
3. Demonstrate belaying technique.	3.1. Establish belaying position by moving body in relation to ***belay device*** that allows effective use of ***belay system***. 3.2. Demonstrate a safe and efficient escape from belay system, and attachment of belayer to an anchor to minimise movement during a fall. 3.3. Maintain rope tension to ensure fall distance is minimised whilst not restricting abseiler movement. 3.4. Monitor abseiler progress constantly and respond appropriately to abseiler calls. 3.5. Arrest falls promptly using technique suitable to the belaying device and situation. 3.6. Identify a situation where a self belay system or bottom brake system would be required. 3.7. Demonstrate use of a self belay or bottom brake

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ELEMENT	PERFORMANCE CRITERIA
	system to maintain safety in the event of a fall.
4. Evaluate abseiling activity.	4.1. Evaluate ***relevant aspects*** of abseiling and belaying. 4.2. Identify improvements for future abseiling activities.

Required Skills and Knowledge

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

Required skills

- communication skills to inform progress and interact with abseiler and or belayer whilst participating in activity
- problem-solving skills to:
  - negotiate obstacles and hazards when abseiling
  - assess application of rope tension when belaying
- rope handling skills to maintain adequate rope tension when belaying
- self belaying or bottom brake skills to maintain personal safety in the absence of top rope belay
- Tie off skills to protect or safeguard abseilier when belayer escapes from system.

Required knowledge

- minimal impact codes to ensure protection of the environment
- equipment types, characteristics and technology used for abseiling on natural surfaces, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- care and maintenance of abseiling equipment to ensure prolonged life span and safety requirements
- abseiling techniques and common communication methods and calls used between abseilers and belayers to reduce risk during abseiling on single pitch natural surfaces
- belay techniques and devices appropriate for single pitch surfaces
- technical abseiling knowledge, such as techniques and procedures to suit the features of the surface
- basic weather and environmental information to ascertain possible conditions and their affect on the activity
- hazards that may be experienced in a natural abseiling environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- correctly fits equipment independently and carries out safety checks to ensure effective working order
- arranges a suitable communication system with abseiler, when belaying, to monitor progress
- negotiates obstacles and hazards during abseiling, and adapts quickly to problems or issues that may arise to ensure safety of self and other participants
- evaluates and reflects on own abseiling and belaying performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in abseiling and belaying activities on single pitch natural surfaces that are of a sufficient duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a cliff with simple obstacles and features that allow participant to demonstrate abseiling skills
- other abseiling participants, to assist with belaying
- equipment such as harnesses, helmets, belay devices, descending devices, ropes, gloves and karabiners.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of safe participation and demonstration of abseiling and belaying skills, such as communicating with abseiler or belayer to inform of progress
- observation of dealing with contingencies, such as equipment failure or change in weather
- third-party reports from a supervisor detailing performance.

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

- SISOABN304A Establish ropes for single pitch

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abseiling on natural surfaces
- SISOVTR301A Perform vertical rescues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment may include:
- helmets
- protective clothing
- karabiners
- harnesses
- gloves
- belay device
- rope
- anchors
- footwear.

Safety checks may include:
- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C - connectors - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured
- F - friend - cross check.

Descending device may include:
- auto locking devices
- circular devices
- plate devices
- tubular devices
- improvised devices
- inline devices.

Communication system may include:
- calls
- radio
- hand signals
- whistles.

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Abseiling techniques may include:
- walking backwards
- bouncing backwards
- forward rundowns.

Obstacles may include:
- ledges
- trees
- water
- overhangs.

Belay device may include:
- plate devices
- auto locking devices
- tubular devices.

Belay system may include:
- top belay
- bottom brake
- self belay.

Relevant aspects may include:
- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed
- natural surface features
- abseiling techniques.

Unit Sector(s)

Outdoor Recreation

Competency Field

Abseiling natural surface

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SISOABN201A Demonstrate abseiling skills on natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in basic abseiling activities on natural surfaces under supervision. This unit focuses on the demonstration of simple abseiling skills in a controlled natural environment.

Application of the Unit

This unit applies to those participating in abseiling activities.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for abseiling activity.	1.1. Adjust and fit ***equipment*** to ensure personal comfort and safety. 1.2. Complete all necessary personal and equipment ***safety checks***, prior to commencing descent. 1.3. Attach ***descending device*** to the rope.
2. Demonstrate abseiling technique.	2.1. Demonstrate correct posture and technique while abseiling, using single and double rope. 2.2. Demonstrate use of effective ***communication systems*** between abseiler and belayer using standard calls and procedures. 2.3. Negotiate simple ***obstacles*** and avoid or remove hazards safely, to descend in a controlled manner. 2.4. Demonstrate appropriate techniques to minimise damage to the environment while abseiling.
3. Evaluate the abseiling activity.	3.1. Evaluate ***relevant aspects*** of the abseiling activity. 3.2. Identify improvements for future abseiling activities.

Required Skills and Knowledge

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

Required skills

- communication skills to inform of progress and interact with belayer whilst abseiling
- problem-solving skills to negotiate obstacles and hazards when abseiling.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of all activities and legal access
- equipment types, characteristics and technology used for abseiling on natural surfaces, and factors affecting appropriate selection of equipment
- care and maintenance of abseiling equipment to ensure prolonged life span and safety requirements
- abseiling techniques and common communication methods and calls used to reduce risk during an abseiling activity on a natural surface
- hazards that may be experienced in a natural abseiling environment
- emergency procedures, potential hazards and obstacles relevant to the location to

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ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • fits equipment, such as a harness and helmet, and carries out safety checks • follows verbal instructions to accurately apply knowledge and demonstrate controlled abseiling techniques on a natural surface • negotiates obstacles and hazards during the abseiling activity, and communicates effectively with the belayer and or supervisor to ensure safety of self and others • evaluates and reflects on own abseiling performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in abseiling activities that are of a sufficient duration to allow the participant to demonstrate competency. Assessment must also ensure access to: • a cliff with simple obstacles and features that allow participant to demonstrate simple abseiling skills • equipment such as a harness, helmet and karabiners.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral and or written questioning to assess knowledge to enable the safe conduct of all activities • observation of safe participation and demonstration of abseiling skills and techniques, such as communicating with belayer and descending in a controlled manner • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the

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industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment may include:

- helmets
- protective clothing
- karabiners
- harnesses
- gloves
- footwear
- belay device
- rope.

Safety checks may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C - connectors - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured
- F - friend - cross check.

Descending device may include:

- auto locking devices
- circular devices
- plate devices
- tubular devices

Communication system may include:

- calls
- radio
- hand signals
- whistles.

Obstacles may include:

- ledges
- trees
- water
- overhangs.

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Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Abseiling natural surface

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SISOABN202A Safeguard an abseiler using a single rope belay system

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safeguard an abseiler using a single rope belay system and a bottom brake system under direct supervision. This unit applies to abseiling on either natural or artificial surfaces.

Application of the Unit

This unit applies to those participating in abseiling activities.

This unit applies to leaders working for outdoor education or adventure providers, volunteer groups, not for profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Utilise appropriate equipment.	1.1. Use ***equipment*** in a safe and efficient manner. 1.2. Adjust and fit equipment to ensure personal comfort and safety. 1.3. Complete all necessary personal and equipment ***safety checks***, in accordance with standard ***procedures*** prior to commencing. 1.4. Demonstrate a safe and efficient escape from belay system, and attachment of belayer to an anchor point within the system to minimise movement during a fall.
2. Demonstrate suitable belaying technique.	2.1. Arrange a ***communication system*** with abseiler. 2.2. Establish belaying position by moving body in relation to ***belay device*** that allows effective use of belay system and minimises movement during a fall. 2.3. Maintain rope slack to ensure fall distance is minimised whilst not restricting abseiler movement. 2.4. Monitor abseiler progress constantly and respond appropriately to abseiler calls. 2.5. Arrest falls promptly using technique suitable to the belaying device and or situation.
3. Evaluate the belaying activity.	3.1. Evaluate ***relevant aspects*** of the belaying activity. 3.2. Identify improvements for future belays.

Required Skills and Knowledge

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

Required skills

- communication skills to interact with abseiler whilst belaying to enable safe conduct of the abseiling activity
- problem-solving skills to assess and apply rope tension requirements
- rope handling skills to maintain adequate rope tension when belaying.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of all activities and legal access

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- minimal impact codes to ensure protection of the environment
- equipment types, characteristics and technology used for single rope belay systems and bottom brake systems, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- care and maintenance of abseiling equipment, such as dynamic and static ropes, to ensure prolonged life span and safety requirements
- common communication methods and calls used between abseilers and belayers
- belay techniques and devices appropriate for single rope belay systems
- technical abseiling knowledge, such as abseiling techniques and procedures to suit the features of the surface
- basic weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • correctly fits equipment, such as attachment of belayer to an anchor, and carries out safety checks to ensure effective working order • arranges a suitable communication system with abseiler, monitors their progress and responds to abseilers calls appropriately • follows instructions to accurately apply knowledge and demonstrate belaying techniques, such as maintaining appropriate rope tension • adapts quickly to problems or issues that may arise during abseiling or belaying, such as movement restriction of the abseiler due to inappropriate rope tension, and makes appropriate adjustments to ensure safety of abseiler • evaluates and reflects on own belaying performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in belaying, using a single rope belay system and a bottom brake system,

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that is of a sufficient duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding belaying techniques and potential hazards of artificial and natural surfaces, to plan for the activity
- a suitable single pitch natural and or artificial abseiling site with simple obstacles and features that allow participant to demonstrate simple abseiling and belaying skills
- a qualified abseiling guide or instructor
- equipment such as belay devices, prusik loops, sewn slings, ropes, harness, helmet, karabiners and safety equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of equipment usage, and safety checks to ensure correct equipment application
- questioning to assess knowledge of appropriate rope tension to minimise abseiler fall distance
- observation of safe participation and demonstration of belaying skills, such as communication with abseiler and constant monitoring of abseiler
- observation of dealing with contingencies, such as equipment failure or change in weather
- third-party reports from a supervisor detailing performance.

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

- SISOABN201A Demonstrate abseiling skills on natural surfaces

or

- SISOABA201A Demonstrate abseiling skills on artificial surfaces

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment may include:

- rope
- belay device
- prusik loops
- sewn slings
- karabiners
- helmets
- harness.

Safety checks may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C - connector - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - organisation specific procedures including; end or rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured.
- F - friend - cross check.

Procedures may include:

- wearing of helmets
- attaching to safety ropes for top belay
- positioning out of direct line of rock fall.

Communication system may include:

- calls
- radio
- hand signals
- whistles.

Belay device may include:

- plate devices
- auto locking devices
- tubular devices.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique assessment technique
- group feedback

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- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Abseiling natural surface

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SISOABN304A Establish ropes for single pitch abseiling on natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently select fixed or natural anchors for the attachment of ropes and equipment for belays, such as tapes and karabiners. These anchors are to be used to establish belay systems and ropes on single-pitch natural abseiling surfaces and must be able to accommodate different belayer and abseiler abilities.

Application of the Unit

This unit applies to those required to establish ropes for abseiling activities.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select suitable equipment for abseiling and belay system.	1.1. Select an ***abseiling and belay system*** according to ***contextual issues*** and to minimise ***environmental impact***. 1.2. Identify and select ***equipment*** according to ***relevant***. ***legislation*** and ***organisational policies and procedures*** 1.3. Select ***anchors*** that meet the requirements of the abseil and abilities of the ***participants***. 1.4. Assess ***condition of the anchors***, including performance under ***likely load***. 1.5. Choose a ***belay device*** that is suitable to the natural surface conditions and belayer's ability. 1.6. Complete all necessary equipment ***safety checks***, and action unsafe equipment according to organisational policies and procedures.
2. Set up belay system.	2.1. Rig multiple anchors, ensuring equalisation and minimal shock loading. 2.2. Tie ***knots*** and rig ropes suitable for the type of belay system established. 2.3. Establish a belay from which the belayer is able to escape and safely perform a rescue. 2.4. Avoid or remove belay ***hazards***, to maintain ***safety of belayer***. 2.5. Determine the need for, and establish, back up belay systems.
3. Rig rope pitches.	3.1. Identify safe access to and egress from the site. 3.2. Identify ascent and descent route appropriate to context. 3.3. Select and tie knots suitable for the type of system established and for potential retrieval or rescue situations.

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Required Skills and Knowledge

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

Required skills

- language and literacy skills to:
  - implement organisational policies and procedures
  - comply with legislative requirements
- problem-solving skills to select appropriate anchors and belay systems for the context and conditions of abseiling activity
- rope handling and knot tying skills to rig ropes and anchors adequately and safely
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable the safe conduct of all abseiling activities
- minimal impact codes to enable protection of the environment
- equipment types, characteristics and technology used to establish belays for abseiling on natural surfaces
- care and maintenance of equipment to ensure prolonged life span and safety requirements, as advised by the manufacturer's specifications and recommendations for equipment use
- belay and anchor systems appropriate for single pitch natural surfaces
- technical abseiling and equipment knowledge to establish top, self belay and bottom brake
- types of knots, their advantages and disadvantages and their impact on roping activities
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • independently selects appropriate equipment and carries out safety checks to ensure effective working order

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- uses discretion and judgement to determine belay system required for abseiling in single pitch contexts
- differentiates between the different types of belay systems, anchors and knots and their suitability to different rigging situations
- determines the need for, and establishes belay systems to ensure safety of self and other participants.

Context of and specific resources for assessment

Assessment must ensure participation in rigging of equipment for different situations to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding abseiling and belaying equipment
- single pitch cliff sites suitable for the participants with simple obstacles and features that allow participant to demonstrate rigging skills
- other abseiling participants, to assist in belaying and rigging
- equipment such as harnesses, belay systems, descending devices, ropes, karabiners and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to ensure safe and appropriate use of all abseiling equipment
- observation of safe participation and demonstration of setting up belay systems suitable to different contexts and participants
- observation of dealing with contingencies, such as equipment failure
- third-party reports from a supervisor detailing performance.

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

- SISOABN303A Apply single pitch abseiling skills on natural surfaces.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Abseiling and belay system may include:	• twin rope • single rope • top belay • self belay • bottom brake.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Environmental impact may include:	• rock dislodgement • compacting of soil • damage to flora, fauna, and the environment • effect on other users of the site.
Equipment may include:	• ropes • tape slings • karabiners • rope protectors • belay devices.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • emergency procedures • code of ethics.
Anchors may include:	• trees • threads • bolts • chains • bollards • boulders

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	• pitons.
Participants may include:	• experienced • inexperienced • adults • children.
Condition of the anchors may include:	• age • location • wear • decay • corrosion • environmental stress • insect damage.
Likely load may include:	• group size • set up • abseiler ability • technique • possible forces generated during a fall • type of abseil conducted.
Belay device may include:	• plate devices • auto-locking devices • tubular devices • improvised device.
Safety checks may include:	• corrosion • abrasion • impact • aging • cracks • deformities • fissures.
Knots may include:	• end-of-rope knots • mid-rope knots • rope joining knots • tape knot.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Safety of belayer must include:	• attachment to anchor or alternate safety system

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- positioning out of direct line of rock or equipment fall.

Unit Sector(s)

Outdoor Recreation

Competency Field

Abseiling natural surface

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SISOABN305A Guide abseiling on single pitch natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants in a single pitch abseiling activity on a natural surface. This unit focuses on the application of planning skills to make suitable arrangements to guide a group through an abseiling activity.

Application of the Unit

This unit applies to those working as abseiling guides. Activities are conducted in a range of natural single pitch sites that have access to the top and bottom of the pitch.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan abseiling activity.	1.1. Determine the ***condition of participants*** prior to participation in the activity. 1.2. Develop an activity ***plan***, according to ***relevant legislation*** and ***organisational policies and procedures***, to meet participant's needs. 1.3. Select an appropriate activity site or location that is suitable for participants and meets ***activity objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with abseiling on ***natural surfaces*** and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the activity. 1.7. Determine most appropriate ***belay system*** according to participant's abilities and conditions at the site. 1.8. Inform ***appropriate authorities*** before commencing the abseiling activity as required.
2. Select equipment for the group.	2.1. Select ***equipment*** according to contextual issues and organisational policies and procedures and check serviceability. 2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort. 2.3. Establish anchors and ropes, ensuring they are in correct position for the activity. 2.4. Check safety and rescue equipment to ensure suitability to the group and the abseil.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the abseiling activity in a manner suitable to the participants. 3.2. Demonstrate correct abseiling and belaying techniques. 3.3. Establish a suitable ***communication system*** for participants to use while abseiling and belaying.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Outline ***safety checks***, safe areas and boundaries for the activity. 3.5. Check and confirm participants are properly equipped for the abseil.
4. Supervise abseiling activity.	4.1. Provide clear and concise direction and advice to group during the activity. 4.2. Monitor abseiling and belaying techniques to ensure safety of participants. 4.3. Monitor individual ***participant's performance*** and provide appropriate feedback. 4.4. Implement appropriate modifications to activity in regard to all ***variable factors*** that are monitored. 4.5. Use positive encouragement throughout activity, and encourage feedback and questioning from group members.
5. Complete post-activity responsibilities.	5.1. Retrieve, inspect and store equipment according to organisational policies and procedures. 5.2. Evaluate ***relevant aspects*** of abseiling activity. 5.3. Identify potential areas of improvement for future abseiling activities. 5.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan an abseiling activity that meets their needs
  - convey information about the safety aspects of the activity
  - interact with participants to create a safe and positive abseiling environment
- problem-solving skills to:
  - plan a suitable abseiling activity according to participant's needs and abilities
  - make decisions affecting activity such as potential hazards and impact of weather
  - respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and natural pitch suitable

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for the participants
    - organise participants into manageable groups for abseiling and belaying
- language, numeracy and literacy skills to:
    - produce an activity plan for the abseiling activity
    - perform basic calculations to determine equipment needs based on height of pitch
    - complete post activity participant and self evaluations
- effective and efficient personal abseiling skills to demonstrate and explain abseiling and belaying techniques to participants
- rope handling, retrieval and knot tying skills to rig ropes and anchors adequately and safely
- contingency and rescue skills to recover participants from abseiling incident
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of abseiling activities
- minimal impact codes to ensure protection of the environment
- site specific information to assist in the planning process and enable management of potential abseiling hazards, and any special restrictions applying to the area
- equipment types, characteristics and technology used for abseiling on natural surfaces, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing and footwear requirements for abseiling activities to ensure comfort and safety
- care and maintenance of abseiling equipment to ensure prolonged life span and safety requirements
- nutritional requirements when abseiling to maintain wellbeing
- abseiling techniques and common communication methods and calls used between abseilers and belayers to reduce risk during abseiling on single pitch natural surfaces
- belay systems, devices and anchors appropriate for single pitch natural surfaces
- technical abseiling knowledge, such as techniques and procedures to suit the features of the surface
- weather and environmental information to ascertain possible conditions and their affect on the activity
- hazards that may be experienced in a natural abseiling environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans activity in accordance with participants needs, relevant legislation, organisational policy and procedures
- briefs, guides and monitors groups in a safe and professional manner
- applies effective contingency management techniques to deal with a range of problems and issues that may arise during the abseiling activity
- encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure leading abseiling activities that reflect the needs of a range of participants and are of sufficient duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding participants and location to accurately plan, guide and document abseiling activities for a variety of participants
- a natural single pitch abseiling site suitable for the participants
- a group of participants to take part in the abseiling activity
- equipment such as harnesses, helmets, belay devices, descending devices, ropes, gloves, karabiners, food and water, and safety and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with a group of participants, including conveying information for safe participation
- oral and written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all abseiling

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activities
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- review of abseiling activity plans
- third-party reports from a supervisor detailing performance.

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

- SISOVTR301A Perform vertical rescues
- SISOABN303A Apply single pitch abseiling skills on natural surfaces
- SISOABN304A Establish ropes for single pitch abseiling on natural surfaces

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:
- skill level
- previous experience
- physical capabilities and fitness level
- age
- injuries and illnesses.

Plan may include:
- activity aims and objectives
- date, time and duration
- location
- guide and participant ratios
- resources
- equipment
- food and water
- weather details
- participant information
- safety requirements
- risk management plan.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access

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	• environmental regulations
Organisational policies and procedures may include:	• occupational health and safety • time and budget constraints • use and maintenance of equipment • communication protocols • confidentiality of participant information • guide and participant ratios • emergency and safety procedures • code of ethics.
Activity objectives may include:	• self improvement • fitness • social interaction • education
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Natural surfaces may include:	• cliffs • boulders
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Food and water requirements may include:	• perishability • packaging

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	• storage.
Principles of nutrition may include:	• food groups • dietary guidelines.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Belay system may include:	• top belay • bottom brake • self belay.
Appropriate authorities may include:	• authorities • supervisors
Equipment may include:	• abseiling equipment: • safety equipment • rescue equipment.
Relevant information may include:	• personal equipment requirements • safety procedures • possible hazards • environmental impact minimisation • abseiling and belaying techniques • objectives • rules and codes • responsible and safe behaviour.
Communication system may include:	• calls • radio • hand signals • whistles.
Safety checks may include:	• A - anchors - secure and suitable to application • B - buckles - locked as per manufacturers recommendations • C - connectors - locked, secured and orientated • D - devices - threaded correctly and secured • E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured • F - friend - cross check.

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Participant's performance may include:	• use of appropriate communication system • abseiling technique • attitude • negotiation of hazards • use of equipment.
Variable factors may include:	• change of weather • equipment failure • participant's needs • abseiling conditions.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Abseiling natural surface

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SISOABN406A Apply multi pitch abseiling skills on natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to abseil independently in multi pitch descents on natural surfaces in a wide range of contexts. This unit does not include the application of belaying or rigging skills.

Application of the Unit

This unit applies to those working as abseiling guides or assistant guides in a range of natural conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for the abseiling activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the duration of the activity. 1.2. Identify and select an appropriate activity site or location according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Identify associated ***hazards*** and procedures to minimise ***risks*** to abseiler and belayer on ***natural surfaces***. 1.4. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.5. Establish a suitable ***communication system*** to use with belayer while abseiling.
2. Select and utilise appropriate equipment.	2.1. Select and use ***equipment*** in a safe and efficient manner, after consideration of ***contextual issues***. 2.2. Adjust and fit equipment to ensure personal comfort and safety. 2.3. Complete all necessary personal and equipment ***safety checks*** prior to commencement according to organisational policies and procedures. 2.4. Select and attach ***descending device*** to the rope, suitable to the ***belay system*** being used. 2.5. Apply safety procedures at top and bottom of descent site to minimise risk.
3. Demonstrate abseiling technique.	3.1. Display correct posture and technique while abseiling, using single and double rope. 3.2. Maintain effective communication between abseiler and belayer throughout the descent. 3.3. Apply safe and correct ***abseiling techniques*** according to the belay system being used to minimise injury in the event of a fall. 3.4. Negotiate ***obstacles*** and avoid or remove hazards to descend in a controlled manner. 3.5. Demonstrate techniques that minimise damage to the environment while abseiling. 3.6. Retrieve ropes upon completion of an abseil.

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ELEMENT	PERFORMANCE CRITERIA
4. Evaluate abseiling activity.	4.1. Evaluate ***relevant aspects*** of abseiling. 4.2. Identify improvements for future abseiling activities.

Required Skills and Knowledge

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

Required skills

- communication skills to inform progress and interact with belayer
- problem-solving skills to identify and safely negotiate obstacles and hazards
- rope handling skills to manage and retrieve ropes
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of all activities
- minimal impact codes to ensure protection of the environment
- equipment types, characteristics and technology used for abseiling on natural surfaces, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- care and maintenance of abseiling equipment to ensure prolonged life span and safety requirements
- knots that are appropriate to the abseiling activity to manage risk
- abseiling techniques and common communication methods and calls used between abseilers and belayers to reduce risk during multi pitch abseiling on a variety of natural surfaces according to the features of the surface
- weather and environmental information to ascertain possible conditions and their affect on the activity
- hazards that may be experienced in a natural abseiling environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • selects and fits equipment independently and carries out safety checks to ensure effective working order • arranges a suitable communication system with belayer, when abseiling, to monitor progress • applies abseiling techniques and negotiates obstacles and hazards during to ensure safety of self and other participants • evaluates and reflects on own abseiling performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple abseiling activities on multi pitch natural surfaces that are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also include access to: • resources and information regarding abseiling to accurately plan for the activity • a variety of multi pitch natural abseiling sites with obstacles and features that allow participant to demonstrate abseiling skills • other abseiling participants, to assist with belaying • equipment such as harnesses, helmets, belay devices, descending devices, ropes, gloves, karabiners and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all abseiling activities • observation of safe participation and demonstration of abseiling skills, such as communicating with belayer to inform of progress • observation of dealing with contingencies, such as equipment failure or change in weather • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the

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industry sector, workplace and job role is recommended, for example:

- SISOABN407A Establish ropes for multi pitch abseiling on natural surfaces
- SISOVTR402A Perform complex vertical rescues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• perishability • packaging • storage.
Principles of nutrition may include:	• food groups • dietary guidelines.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • code of ethics.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.

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Natural surfaces may include:	• cliffs • boulders
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Communication system may include:	• calls • radio • hand signals • whistles.
Equipment may include:	• helmets • protective clothing • karabiners • harnesses • gloves • belay device • rope • anchors • spare equipment • first aid kit.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size
Safety checks may include:	• A - anchors - secure and suitable to application • B - buckles - locked as per manufacturers recommendations

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- C - connectors - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured
- F - friend - cross check.

Descending device may include:

- auto locking devices
- circular devices
- plate devices
- tubular devices
- improvised devices
- inline devices.

Belay system may include:

- top belay
- bottom brake
- self belay.

Abseiling techniques may include:

- walking backwards
- bouncing backwards
- forward rundowns.

Obstacles may include:

- ledges
- trees
- falling water
- overhangs
- squeezes
- traverses.

Relevant aspects may include:

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

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Unit Sector(s)

Outdoor Recreation

Competency Field

Abseiling natural surface

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SISOABN407A Establish ropes for multi pitch abseiling on natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently select anchors and rig ropes for multi pitch abseiling on natural surfaces. These anchors are to be used in establishing belay systems and rope pitches, and must be able to accommodate different belayer and abseiler abilities in multi pitch contexts.

Application of the Unit

This unit applies to those required to establish ropes for multi pitch abseiling activities.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select suitable equipment for belay system.	1.1. Select an *abseiling and* ***belay system*** according to ***contextual issues*** and to minimise ***environmental impact***. 1.2. Identify and select ***equipment*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select ***anchors*** that meet the requirements of the abseil and abilities of the ***participants***. 1.4. Assess ***condition of the anchors***, including performance under ***likely load***. 1.5. Choose a ***belay device*** that is suitable to the ***natural surface conditions*** and belayer's ability. 1.6. Complete all necessary equipment ***safety checks***, according to organisational policies and procedures.
2. Set up belay system.	2.1. Rig multiple anchors, ensuring equalisation and minimal shock loading. 2.2. Tie ***knots*** and rig ropes suitable for the type of belay system established. 2.3. Establish a belay from which the belayer is able to escape and safely perform a rescue. 2.4. Avoid or remove belay ***hazards*** to maintain ***safety of belayer***. 2.5. Determine the need for, and establish, back up belay systems.
3. Rig rope pitches.	3.1. Identify safe access to and egress from the site according to relevant legislation. 3.2. Identify ascent and descent route appropriate to context. 3.3. Select and tie knots suitable for the type of system established and for potential retrieval or rescue situations.

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Required Skills and Knowledge

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

Required skills

- language and literacy skills to:
  - implement organisational policies and procedures
  - comply with legislative requirements
- problem-solving skills to select appropriate anchors and belay systems for the context and conditions
- rope handling, retrieval and knot tying skills to rig ropes and anchors adequately and safely
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of all activities
- minimal impact codes to enable protection of the environment
- equipment types, characteristics and technology used to establish belays for multi pitch abseiling on natural surfaces
- care and maintenance of equipment to ensure prolonged life span and safety requirements, as advised by the manufacturer's specifications and recommendations for equipment use
- belay and anchor systems appropriate for multi pitch natural abseiling surfaces
- technical abseiling and equipment knowledge to establish top, self belay and bottom belays
- types of knots, their advantages and disadvantages and their impact on roping activities
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • independently selects appropriate equipment and carries out safety checks to ensure effective working

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order
- uses discretion and judgement to determine belay system required for abseiling in multi pitch contexts
- differentiates between the types of belay systems, anchors and knots and their suitability to different rigging situations
- determines the need for, and establishes belay systems to ensure safety of self and other participants.

Context of and specific resources for assessment

Assessment must ensure participation in rigging of anchors and equipment for different situations to demonstrate competency and consistency of performance.

Assessment must also include access to:

- resources and information regarding abseiling and belaying equipment
- suitable natural multi pitch abseiling sites with varying qualities and features that allow participant to demonstrate rigging skills
- other abseiling participants, to assist in belaying and rigging
- equipment such as anchors, harnesses, belay systems, descending devices, slings, ropes, karabiners and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to ensure safe and appropriate use of all abseiling equipment
- observation of safe participation and demonstration of setting up belay systems suitable to different contexts and participants
- observation of dealing with contingencies, such as equipment failure
- third-party reports from a supervisor detailing performance.

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

- SISOABN406A Apply multi pitch abseiling skills on natural surfaces.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Abseiling and Belay system may include:	• twin rope • single rope • top belay • self belay • bottom brake.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Environmental impact may include:	• rock dislodgement • compacting of soil • damage to flora, fauna, and the environment • effect on other users of the site.
Equipment may include:	• ropes • tape slings • rope protectors • karabiners • belay devices.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • emergency procedures • code of ethics.
Anchors may include:	• trees • threads

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- bolts
- chains
- bollards
- boulders
- pitons.

Participants may include:

- experienced
- inexperienced
- adults
- children

Condition of the anchors may include:

- age
- location
- wear
- decay
- corrosion
- environmental stress
- insect damage.

Likely load may include:

- group size
- set up
- type of abseil conducted
- abseiler ability
- possible forces generated during a fall.

Belay device may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C - connectors - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured
- F - friend - cross check.

Natural surface conditions may include:

- cliffs
- boulders

Safety checks may include:

- corrosion
- abrasion
- impact
- aging
- cracks
- deformities
- fissures.

Knots may include:

- end-of-rope knots
- mid-rope knots

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	• rope joining knots • tape knot.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Safety of belayer may include:	• attachment to anchor or alternate safety system • positioning out of direct line of rock or equipment fall.

Unit Sector(s)

Outdoor Recreation

Competency Field

Abseiling natural surface

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SISOABN408A Instruct abseiling on single pitch natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct abseiling on single pitch natural surfaces. This unit focuses on planning, instructing and evaluating an instructional abseiling session to enable participants to achieve the skills and knowledge required to participate independently in single pitch abseiling on natural surfaces.

Application of the Unit

This unit applies to those working as abseiling instructors in a range of single pitch natural conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan an abseiling session.	1.1. Establish ***participant's needs and characteristics***. 1.2. Determine participant's current abseiling knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop an ***abseiling plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with abseiling on ***natural surfaces*** and minimise ***risks***, according to organisational policies and procedures, to ensure safety of participants. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check that it is in good working condition. 2.2. Check equipment for safety and suitability, according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the abseiling session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable ***communication system*** for participants to use while abseiling and belaying. 3.4. Inform participants of known and anticipated hazards, ***safety checks*** and appropriate behaviour.
4. Instruct an abseiling session.	4.1. Conduct introductory activities for participants to reduce the risk of injury.

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ELEMENT	PERFORMANCE CRITERIA
	4.2. Monitor individual ***participant's performance*** during abseiling session. 4.3. Apply clear and accurate ***instructional techniques*** to impart ***activity specific knowledge***, ***abseiling skills*** and ***safety and rescue procedures***. 4.4. Observe participants during abseiling and belaying and adjust or refine individual and or group technique as required. 4.5. Inform participants of ***opportunities*** to further develop their abseiling skills and knowledge.
5. Complete post-session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Evaluate ***relevant aspects*** of abseiling session, and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future abseiling instruction sessions.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan an abseiling session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive abseiling environment
- problem-solving skills to:
  - plan a suitable abseiling session according to participant's needs and characteristics
  - address participant difficulties in developing abseiling techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a natural pitch
  - monitor and evaluate progress
  - organise participants into manageable groups for abseiling and belaying
- language and literacy skills to:

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  - produce abseiling and instructional plans for the abseiling session,
  - complete post-session participant and self evaluations
- instructional techniques to suit a range of participant's needs and characteristics
- rope handling, retrieval and knot tying skills to rig ropes and anchors adequately and safely
- efficient and effective personal abseiling skills to demonstrate and explain abseiling and belaying techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing abseiling on natural surfaces.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of abseiling sessions
- minimal impact codes to ensure protection of the environment
- site specific information to assist in the planning process and enable management of potential abseiling hazards, and any special restrictions applying to the site
- equipment types, characteristics and technology used for abseiling on natural surfaces, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing and footwear requirements for abseiling activities to ensure comfort and safety
- care and maintenance of abseiling equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- abseiling techniques and common communication methods and calls used between abseilers and belayers to reduce risk during abseiling on single pitch natural surfaces
- belay systems, devices and anchors appropriate for single pitch natural surfaces
- technical single pitch abseiling knowledge, such as techniques and procedures to suit the features of the surface
- weather and environmental information to ascertain possible conditions and their affect on the session
- hazards that may be experienced in a natural abseiling environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for abseiling session to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants, provides constructive feedback and intervention and modifies instructional techniques and activities to improve participants abseiling performance as required • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of abseiling activities, using a variety of instructional techniques that reflect the needs and characteristics of a range of participants competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to accurately plan, instruct and document abseiling sessions for a variety of participants • a natural single pitch abseiling site suitable for the conduct of instructional sessions • a group of participants to take part in the abseiling session • equipment such as harnesses, helmets, belay devices, descending devices, ropes, gloves, karabiners, food and water, and safety and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral and or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all abseiling activities during the session • observation of safe abseiling instruction, monitoring and adjustment according to participant's needs and characteristics • review of abseiling session plans • third-party reports from a supervisor detailing

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performance.

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

- SISOABN305A Guide abseiling on single pitch natural surfaces

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:

- age
- cultural factors
- fitness level and physical capabilities
- abseiling skills and knowledge
- injuries and illnesses.

Session's aims and objectives may include:

- developing abseiling on natural surface skills
- education
- development
- therapy
- fitness targets
- recreation.

Instructional plan may include:

- abseiling activities and drills
- duration of activities and drills.

Abseiling plan may include:

- session's aims and objectives
- date, time and duration
- location
- instructor and participant ratios
- resources and equipment
- food and water
- weather details
- participant information
- safety requirements
- risk management plan.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access

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- environmental regulations
- marine regulations.

Organisational policies and procedures may include:

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

Hazards may include:

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

Natural surfaces may include:

- cliffs
- boulders

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Contingency plan may include:

- change location
- reduce duration
- cancel

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	• postpone
Equipment may include:	• abseiling equipment • safety equipment • rescue equipment
Resources may include:	• food and water • teaching aids • suitable natural single pitch surface for instructing abseiling.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• equipment requirements, selection and use • safety procedures • possible hazards • abseiling and belaying techniques • objectives • rules and codes • responsible and safe behaviour.
Communication system may include:	• calls • radio • hand signals • whistles.
Safety checks may include:	• A - anchors - secure and suitable to application • B - buckles - locked as per manufacturers recommendations • C - connectors - locked, secured and orientated • D - devices - threaded correctly and secured • E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured • F - friend - cross check.
Participant's performance may include:	• use of appropriate communication system • abseiling technique • belaying technique • attitude and behaviour • negotiation of hazards • use of equipment.

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Instructional techniques may include:

- part to whole
- sequential
- known to unknown
- D.E.D.I.C.T:
  - demonstrate
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- E.D.I.C.T:
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- I.D.E.A:
  - introduce
  - demonstrate
  - explain
  - apply
- orientate, enhance, synthesise

Activity specific knowledge may include:

- abseiling skills and techniques
- establishment of ropes
- features of a natural surface
- minimal impact practices
- risk and hazard management
- equipment selection, use and maintenance
- communication systems used in abseiling.

Abseiling skills may include:

- abseiling and belaying techniques
- establishment and retrieval of ropes for a single pitch
- communication of progress
- negotiation of hazards and or risks
- use and maintenance of equipment.

Safety and rescue procedures may include:

- emergency response procedures
- group management in emergency situations
- emergency response equipment
- understanding of safety practices.

Opportunities may include:

- locations suitable to skill level

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- range of equipment and clothing available
- abseiling clubs or groups in the local area.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Abseiling natural surface

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SISOABN409A Guide abseiling on multi pitch natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants in a multi pitch abseiling activity on a natural surface. This unit focuses on the application of planning skills to make suitable arrangements to guide a group through an abseiling activity.

Application of the Unit

This unit applies to those working as abseiling guides. Activities are conducted in a range of natural multi pitch sites.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan abseiling activity.	1.1. Determine the ***condition of participants*** prior to participation in the activity. 1.2. Develop an activity ***plan*** according to ***relevant legislation*** and ***organisational policies and procedures***, to meet participant's needs. 1.3. Select an appropriate activity site or location that is suitable for participants and meets ***activity objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with abseiling on ***natural surfaces*** and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the activity. 1.7. Determine most appropriate ***belay system*** according to participant's abilities and conditions at the site. 1.8. Inform ***appropriate authorities*** before commencing the abseiling activity.
2. Select equipment for the group.	2.1. Select ***equipment*** according to contextual issues and organisational policies and procedures and check serviceability. 2.2. Assess equipment for safety and suitability, and adjust and fit to ensure personal comfort. 2.3. Establish anchors and ropes, ensuring they are in correct position for the activity. 2.4. Check safety and rescue equipment to ensure suitability to the group and the abseil.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the abseiling activity in a manner suitable to the participants. 3.2. Demonstrate correct abseiling and belaying techniques. 3.3. Establish a suitable ***communication system*** for participants to use while abseiling and belaying.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Outline ***safety checks***, safe areas and boundaries for the activity. 3.5. Check and confirm participants are properly equipped for the abseil.
4. Supervise abseiling activity.	4.1. Provide clear and concise direction and advice to group during the activity. 4.2. Monitor abseiling, belaying and back-up belaying techniques to ensure safety of participants. 4.3. Monitor individual ***participant's performance*** and provide appropriate feedback. 4.4. Implement appropriate modifications to activity in regard to all ***variable factors*** that are monitored. 4.5. Use positive encouragement throughout activity, and encourage feedback and questioning from group members.
5. Complete post activity responsibilities.	5.1. Retrieve, inspect and store equipment according to organisational policies and procedures. 5.2. Evaluate ***relevant aspects*** of abseiling activity. 5.3. Identify potential areas of improvement for future abseiling activities. 5.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan an abseiling activity that meets their need
  - convey information about the safety aspects of the activity
  - interact with participants to create a safe and positive abseiling environment
- problem-solving skills to:
  - plan a suitable abseiling activity according to participant's needs and abilities
  - make decisions affecting activity such as potential hazards and impact of weather
  - respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and natural pitch suitable

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for the participants
    - organise participants into manageable groups for abseiling and belaying
- language, numeracy and literacy skills to:
    - produce an activity plan for the abseiling activity
    - perform basic calculations to determine equipment needs based on height of pitch
    - complete post-activity participant and self evaluations
- effective and efficient personal abseiling skills to demonstrate and explain abseiling and belaying techniques to participants
- rope handling, retrieval and knot tying skills to rig ropes and anchors adequately and safely
- contingency and rescue skills to recover participants from abseiling incident
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of abseiling activities
- minimal impact codes to ensure protection of the environment
- site specific information to assist in the planning process and enable management of potential abseiling hazards, and any special restrictions applying to the area
- equipment types, characteristics and technology used for multi pitch abseiling on natural surfaces, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection of equipment
- clothing and footwear requirements for abseiling activities to ensure comfort and safety
- care and maintenance of abseiling equipment to ensure prolonged life span and safety requirements
- nutritional requirements when abseiling to maintain wellbeing
- abseiling techniques and common communication methods and calls used between abseilers and belayers to reduce risk during abseiling on multi pitch natural surfaces
- belay systems, devices and anchors appropriate for multi pitch natural surfaces
- technical abseiling knowledge, such as techniques and procedures to suit the features of the surface
- weather and environmental information to ascertain possible conditions and their affect on the activity
- hazards that may be experienced in a natural abseiling environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans activity in accordance with participants needs, relevant legislation, organisational policy and procedures
- briefs, guides and monitors groups in a safe and professional manner
- applies effective contingency management techniques to deal with a range of problems and issues that may arise during the abseiling activity
- encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure leading abseiling activities that reflect the needs of a range of participants demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding participants and location to accurately plan, guide and document abseiling activities for a variety of participants
- a natural multi pitch abseiling site suitable for the participants
- a group of participants to take part in the abseiling activity
- equipment such as harnesses, helmets, belay devices, descending devices, ropes, gloves, karabiners, food and water, and safety and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with a group of participants, including conveying information for safe participation
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all abseiling

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activities
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- review of abseiling activity plans
- third-party reports from a supervisor detailing performance.

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

- SISOABN407A Establish ropes for multi pitch abseiling on natural surfaces.
- SISOABN406A Apply multi pitch abseiling skills on natural surfaces
- SISOVTR301A Perform vertical rescues

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:
- skill level
- previous experience
- physical capabilities and fitness level
- age
- injuries and illnesses.

Plan may include:
- activity aims and objectives
- date, time and duration
- location
- guide and participant ratios
- resources
- equipment
- food and water
- weather details
- participant information
- safety requirements
- risk management plan.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access

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- environmental regulations
- marine regulations.

Organisational policies and procedures may include:

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

Activity objectives may include:

- self improvement
- meeting people
- fitness targets
- adventure and recreation.

Hazards may include:

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

Natural surfaces may include:

- cliffs
- boulders

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts

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	• high and low tide predictions.
Food and water requirements may include:	• perishability • packaging • storage.
Principles of nutrition may include:	• food groups • dietary guidelines.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Belay system may include:	• top belay • bottom brake • self belay.
Appropriate authorities may include:	• waterways departments • surf rescue • authorities • supervisors.
	•
Equipment may include:	• abseiling equipment: • safety equipment • rescue equipment.
Relevant information may include:	• personal equipment requirements • safety procedures • possible hazards • environmental impact minimisation • abseiling and belaying techniques • objectives • rules and codes • responsible and safe behaviour.
Communication system may include:	• calls • radio • hand signals • whistles.
Safety checks may include:	• A - anchors - secure and suitable to application • B - buckles - locked as per manufacturers recommendations • C - connectors - locked, secured and

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	orientated • D - devices - threaded correctly and secured • E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured • F - friend - cross check.
Participant's performance may include:	• use of appropriate communication system • abseiling technique • attitude • negotiation of hazards • use of equipment.
Variable factors may include:	• change of weather • equipment failure • participant's needs • abseiling conditions.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Abseiling natural surface

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SISOABN510A Instruct abseiling on multi pitch natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct abseiling on multi pitch natural surfaces. This unit focuses on planning, instructing and evaluating an instructional abseiling session to enable participants to achieve the skills and knowledge required to participate independently in multi pitch abseiling on natural surfaces.

Application of the Unit

This unit applies to those working as abseiling instructors in a range of multi pitch natural conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan an abseiling session.	1.1. Establish ***participant's needs and characteristics***. 1.2. Determine participant's current abseiling knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop an ***abseiling plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with multi pitch abseiling on ***natural surfaces*** and minimise ***risks***, according to organisational policies and procedures to ensure safety of participants. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures and check serviceability. 2.2. Check equipment for safety and suitability, according to relevant legislation and manufacturer's recommendations. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the abseiling session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable ***communication system*** for participants to use while abseiling and belaying. 3.4. Inform participants of known and anticipated hazards, ***safety checks*** and appropriate behaviour.
4. Instruct an abseiling session.	4.1. Conduct introductory activities for participants, to reduce the risk of injury. 4.2. Monitor individual ***participant's performance*** during abseiling session.

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Apply clear and accurate ***instructional techniques*** to impart ***activity specific knowledge***, ***abseiling skills*** and ***safety and rescue procedures***.
	4.4. Observe participants during abseiling and belaying and adjust or refine individual and or group technique as required.
	4.5. Inform participants of ***opportunities*** to further develop their abseiling skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.
	5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required.
	5.3. Evaluate ***relevant aspects*** of abseiling session, and determine the level of learning achieved.
	5.4. Identify potential areas of improvement for future abseiling instructional sessions.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan an abseiling session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive abseiling environment
- problem-solving skills to:
  - plan a suitable abseiling session according to participant's needs and characteristics
  - address participant difficulties in developing abseiling techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a natural pitch suitable for the participants
  - monitor and evaluate progress
  - organise participants into manageable groups for abseiling and belaying
- language and literacy skills to:
  - produce abseiling and instructional plans for the abseiling session,

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    - complete post session participant and self evaluations
- instructional techniques to suit a range of participant's needs and characteristics
- rope handling, retrieval and knot tying skills to rig ropes and anchors adequately and safely
- efficient and effective personal abseiling skills to demonstrate and explain abseiling and belaying techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing abseiling on natural surfaces.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe and non-discriminatory conduct of abseiling session
- minimal impact codes to ensure protection of the environment
- site specific information to assist in the planning process and enable management of potential abseiling hazards, and any special restrictions applying to the site
- equipment types, characteristics and technology used for abseiling on multi pitch natural surfaces, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing and footwear requirements for abseiling activities to ensure comfort and safety
- care and maintenance of abseiling equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- abseiling techniques and common communication methods and calls used between abseilers and belayers to reduce risk during multi pitch abseiling on natural surfaces
- belay systems, devices and anchors appropriate for multi pitch natural surfaces
- technical multi-pitch abseiling knowledge, such as techniques and procedures to suit the features of the surface
- weather and environmental information to ascertain possible conditions and their affect on the session
- hazards that may be experienced in a natural abseiling environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers information, explanations and demonstrations for abseiling session to ensure activities are conducted safely according to participant's needs and characteristics
- observes and monitors the progress of participants, provides constructive feedback and intervention and modifies instructional techniques and activities to improve participants abseiling performance as required
- evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure instruction of abseiling activities using a variety of instructional techniques that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding participants and location to accurately plan, instruct and document abseiling sessions for a variety of participants
- a natural multi pitch abseiling site suitable for the conduct of instructional sessions
- a group of participants to take part in the abseiling session
- equipment such as harnesses, helmets, belay devices, descending devices, ropes, gloves, karabiners, food and water, and safety and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral and or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all abseiling activities during the session
- observation of safe abseiling instruction, monitoring and adjustment according to participant's needs and characteristics
- review of abseiling session plans
- third-party reports from a supervisor detailing performance.

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

- SISOABN409A guide abseiling on multi pitch natural surfaces

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural factors • fitness level and physical capabilities • abseiling skills and knowledge • injuries and illnesses.
Session's aims and objectives may include:	• developing abseiling on a multi pitch natural surface skills • education • development • therapy • fitness targets • recreation.
Instructional plan may include:	• abseiling activities and drills • duration of activities and drills.
Abseiling plan may include:	• session's aims and objectives • date, time and duration • location • instructor and participant ratios • resources • equipment • food and water • weather details • participant information • safety requirements • risk management plan.
Relevant legislation may include:	• occupational health and safety

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- permits or permission for access
- environmental regulations
- marine regulations.

Organisational policies and procedures may include:

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

Hazards may include:

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

Natural surfaces may include:

- cliffs
- boulders

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal partrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts

Contingency plans may include:

- change location
- reduce duration
- cancel

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	• postpone
Equipment may include:	• abseiling equipment • safety equipment • rescue equipment
Resources may include:	• food and water • teaching aids • suitable natural multi pitch surface for instructing abseiling.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• equipment requirements, selection and use • safety procedures • possible hazards • abseiling and belaying techniques • communication • objectives • rules and codes • responsible and safe behaviour.
Communication system may include:	• calls • radio • hand signals • whistles.
Safety checks may include:	• A - anchors - secure and suitable to application • B - buckles - locked as per manufacturers recommendations • C - connectors - locked, secured and orientated • D - devices - threaded correctly and secured • E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured • F - friend - cross check.
Participant's performance may include:	• use of appropriate communication system • abseiling technique • belaying technique • attitude and behaviour • negotiation of hazards • use of equipment.

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Instructional techniques may include:	• simple to complex
	• part to whole
	• chronological
	• known to unknown
	• D.E.D.I.C.T:
	  • demonstrate
	  • explain
	  • demonstrate
	  • instruct
	  • critique
	  • test
	• E.D.I.C.T:
	  • explain
	  • demonstrate
	  • instruct
	  • critique
	  • test
	• I.D.E.A:
	  • introduce
	  • demonstrate
	  • explain
	  • apply

Activity specific knowledge may include:	• abseiling skills and techniques • establishment of ropes • features of a natural surface • minimal impact practices • risk and hazard management • equipment selection, use and maintenance • communication systems used in abseiling.
Abseiling skills may include:	• abseiling and belaying techniques • establishment and retrieval of ropes for a multi pitch • use and knowledge of different techniques • negotiation of hazards and or risks • use and maintenance of equipment.
Safety and rescue procedures may include:	• emergency response procedures • group management in emergency situations • emergency response equipment • understanding of safety practices.
Opportunities may include:	• locations suitable to skill level

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- range of equipment and clothing available
- abseiling clubs or groups in the local area.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Abseiling natural surface

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SISOARC301A Conduct an archery session

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and conduct a non-instructional target archery session. It does not cover field or clout archery.

Application of the Unit

This unit applies to those working as archery leaders, coaches or guides who conduct target archery sessions in controlled conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for an archery session.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a ***plan*** according to ***relevant legislation***, ***organisational policies and procedures*** and ***participant's needs***. 1.3. Identify a location according to participant's abilities, ***aims and objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with target archery and minimise ***risks*** to ensure safety of participants. 1.5. Access ***relevant sources*** to interpret ***weather and environmental information*** to determine activity plan. 1.6. Inform ***appropriate authorities*** before commencing the session, where required.
2. Select equipment for the group.	2.1. Select ***equipment*** according to ***contextual issues*** and organisational policies and procedures. 2.2. Assess equipment for safety and serviceability. 2.3. Check and pack safety equipment according to organisational policies and procedures.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the archery session in a manner suitable to the participants. 3.2. Outline safety procedures, contingency plans and boundaries for the session and activities. 3.3. Demonstrate correct posture and techniques for firing arrows and the removal of arrows from the ground and targets. 3.4. Establish a suitable communication system for participants to use during the session. 3.5. Check and confirm participants are properly equipped for archery activities and conditions.
4. Conduct archery session.	4.1. Demonstrate archery techniques to participants. 4.2. Monitor individual participant's performance and provide appropriate feedback. 4.3. Implement appropriate modifications to activities as required according to ***situational changes***. 4.4. Respond to emergencies or non-routine situations according to organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
5. Complete post session responsibilities.	5.1. Notify appropriate authority of session completion as required. 5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.3. Evaluate ***relevant aspects*** of the session. 5.4. Identify potential areas of improvement for future sessions. 5.5. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan an archery session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan an archery session according to participant's needs
  - make decisions regarding potential hazards and impact of weather conditions
  - respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate equipment and a suitable location
  - organise participants into manageable groups for archery activities
- language and literacy skills to:
  - produce plans
  - complete post session participant and self evaluations
- personal target archery skills to a high level of technical correctness to demonstrate and explain techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of archery session
- location specific information to enable planning and management of potential archery hazards and any special restrictions applying to the area

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- equipment types, characteristics and technology used for target archery, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection
- clothing and footwear requirements for safe conduct and participation in archery session
- target archery techniques and communication systems used between participants
- weather and environmental information to ascertain possible conditions and their affect on the session
- emergency and safety procedures to negotiate potential hazards and risks relevant to the location to ensure safety of self and participants.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides or leads and monitors groups in a safe and professional manner • applies contingency management techniques to deal with a range of problems and issues that may arise during archery sessions • encourages and responds to group feedback and evaluates and reflects on own leading performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the safe leading of groups in archery activities that are appropriate to the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable archery venue to lead groups in archery activities • participants to take part in the archery session • resources and information regarding participants and location to plan, lead and document archery activities for a variety of participants • bows, strings, arrows, targets, stands, quivers, finger or arm guards, and safety and first aid equipment.

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Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning and leading processes and interacting with a group of participants, including conveying information for safe participation • oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all archery activities during session • observation of dealing with contingencies such as changing weather conditions and equipment failure • review of archery session plans • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:	• previous experience • physical development • age • injuries and illnesses.
Plan may include:	• aims and objectives • date, time and duration • location or site, equipment and resources • safety requirements.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • time and budget constraints • use, maintenance and storage of equipment

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	• communication protocols • confidentiality of participant information • assessment procedures • code of ethics.
Participant's needs may include:	• physical • emotional • psychological.
Aims and objectives may include:	• self improvement • meeting people • adventure and recreation.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Appropriate authorities may include:	• authorities • supervisors.
Equipment may include	• bows • strings • arrows • quivers • stands

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	• targets • finger tab or shooting glove • arm guards • safety and first aid equipment.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• safety procedures • logistical details • risk and hazard prevention and management • archery techniques • responsible and safe behaviour.
Situational changes may include:	• change of weather • equipment failure • conditions.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Archery

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SISOBWG201A Demonstrate bushwalking skills in a controlled environment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in supervised bushwalks. This unit focuses on the demonstration of bushwalking skills through the participation in planned bushwalks and associated activities under the supervision of a suitably qualified leader.

Application of the Unit

This unit applies to those working as assistant bushwalking guides under supervision, in tracked or easy untracked areas that are reliably marked on maps and are obvious on the ground.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for a bushwalk.	1.1. Identify ***food and water requirements*** according to ***principles of nutrition*** and the ***duration of the walk*** to maintain physiological well being during activity. 1.2. Identify an appropriate activity location according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Obtain and become familiar with appropriate map for the intended walk. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information***. 1.5. Identify potential ***hazards*** associated with the activity.
2. Select equipment.	2.1. Select, fit and adjust ***equipment*** to ensure comfort and safety according to ***contextual issues*** and organisational policies and procedures. 2.2. Ensure pack weight is appropriate to body weight and level of fitness. 2.3. Select personal clothing and footwear and identify the design and or construction features that make it appropriate.
3. Apply bushwalking skills.	3.1. Adopt appropriate posture when lifting and carrying backpack. 3.2. Approach ***obstacles*** and hazards in a safe manner and minimise ***risks*** to self and group where possible. 3.3. Apply ***ascending techniques*** and ***descending techniques*** on slopes. 3.4. Follow a route in ***tracked or easy untracked areas***, demonstrating use of ***navigation aids***.
4. Evaluate the bushwalk.	4.1. Evaluate ***relevant aspects*** of the walk. 4.2. Identify improvements for future walks.

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Required Skills and Knowledge

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

Required skills

- literacy skills to:
  - read and interpret maps
  - analyse weather and environmental information
- planning and organising skills to select an appropriate activity location and equipment
- communication skills to:
  - follow instructions and directions from the supervisor
  - interact with other participants
- numeracy skills to navigate and follow a route using a map and compass
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all bushwalking activities
- minimal impact walking codes to ensure protection of environment
- equipment types, characteristics and technology used for bushwalking, the advantages and disadvantages of the range of equipment provided by supervisor, and factors affecting appropriate selection of equipment
- packing techniques in order to protect personal and group equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- footwear types, the advantages and disadvantages of different footwear, and factors affecting appropriate selection for the anticipated track conditions
- principles of nutrition to maintain health during activity
- navigation techniques in tracked or easy untracked areas to determine location, direction and potential hazards under supervision
- basic weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies relevant process to plan equipment and supply requirements according to the conditions and duration of the bushwalk
- demonstrates bushwalking techniques including ascending and descending techniques
- seeks advice and feedback from leader to improve skills and ensure safety of self and group
- evaluates and reflects on own bushwalking performance to identify strengths and weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in bushwalking activities in tracked and untracked areas that reflect local conditions and are of sufficient duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information, such as maps and meteorological data, to plan for the bushwalk
- a suitable outdoor location with tracks that are reliably marked on maps, are obvious on the ground and are inspected on a regular basis
- a qualified leader or supervisor
- bushwalking, navigation and safety equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of safe participation and demonstration of bushwalking skills
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all bushwalking activities
- written or verbal self evaluation
- third-party reports from a supervisor detailing performance.

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

- SISOOPS202A Use and maintain a temporary or overnight site.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods • emergency food and water.
Principles of nutrition may include:	• food groups • dietary guidelines • essential nutrients • individual food requirements and allergies.
Duration of the walk may include:	• short walks of up to two hours • day walks • two day walks.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational procedures may include:	• occupational health and safety • emergency procedures • communication protocols • use and maintenance of equipment • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.

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Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Equipment may include:	• bushwalking equipment • navigation equipment • safety and first aid equipment • overnight equipment.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Obstacles may include:	• rivers • logs • rocks • gullies • exposed areas.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Ascending techniques may include:	• zig-zagging • placing feet down flat with a deliberate step • resting heels on any available projections.
Descending techniques may include:	• placing toes against projections to avoid overstriding • avoiding placing feet down heavily • using flat-footed or stiff-heeled technique.
Tracked or easy untracked areas include:	• those that align with Class 4 Tracks within the Australian Standard for Walking Tracks.
Navigation aids may include:	• maps • compass.
Relevant aspects may include:	• objectives

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Bushwalking

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SISOBWG302A Apply intermediate bushwalking skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to bushwalk in uncontrolled environments under minimal supervision. This unit focuses on the demonstration of various bushwalking skills through the participation in bushland, arid, alpine, or rainforest walks.

Application of the Unit

This unit applies to those who are working as bushwalking guides in uncontrolled environments where there are limited modifications to the natural surface and minimal clearance and signage along the track.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISONAV302A Apply navigation skills in an intermediate environment

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for a bushwalk.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the ***duration of the walk*** to maintain physiological well being during activity. 1.2. Identify an appropriate activity location according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Obtain and become familiar with appropriate map for the intended walk. 1.4. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activities. 1.5. Identify possible ***hazards*** and ***changing conditions*** associated with the activity.
2. Select equipment.	2.1. Select ***equipment*** according to ***contextual issues*** and check to ensure that it is in good working condition. 2.2. Adjust and fit equipment to ensure comfort and safety according to organisational policies and procedures. 2.3. Ensure pack weight is appropriate to body weight and level of fitness. 2.4. Select personal clothing and footwear, and identify the design and or construction features that make it appropriate.
3. Apply walking skills.	3.1. Adopt appropriate posture when lifting and carrying backpack. 3.2. Approach ***obstacles*** and hazards in a safe manner and minimise ***risks*** to self and group where possible. 3.3. Apply ***ascending*** and ***descending techniques*** on slopes. 3.4. Maintain an appropriate ***walking rhythm*** and pace according to conditions. 3.5. Follow a route in ***difficult or trackless areas***, demonstrating use of ***navigation aids***.
4. Evaluate the bushwalk.	4.1. Evaluate ***relevant aspects*** of the walk. 4.2. Identify improvements for future walks.

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Required Skills and Knowledge

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

Required skills

- literacy skills to:
  - read and interpret maps
  - analyse weather and environmental information
- planning and organising skills to select an appropriate activity location and equipment
- communication skills to:
  - interact with other participants
  - follow instructions and procedures
- numeracy skills to navigate and follow a route using a map and compass
- problem-solving skills to deal with unforeseen circumstances such as changes in weather conditions
- survival skills to keep warm and sheltered in the case of extreme environmental conditions and or loss of equipment
- minimal impact camping skills to use lightweight, portable equipment
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all bushwalking activities
- minimal impact walking codes to ensure protection of environment
- equipment types, characteristics and technology used for bushwalking, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- packing and maintenance techniques before, during and after the activity to protect personal and group equipment and ensure prolonged life
- pack handling, packing and lifting techniques to prevent and avoid injury
- clothing and footwear requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- principles of nutrition to maintain health during activity
- navigation techniques in difficult or trackless areas to determine location, direction and potential hazards
- weather and environmental information to ascertain possible conditions and their effect on the activity
- selection of tie-off points and anchors when using handlines to assist on steep terrain

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- relevant track signage standards, such as the current Australian Standard, to determine the suitability of the track to skill levels
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant processes to plan equipment and supply requirements according to the conditions and duration of the bushwalk • demonstrates bushwalking techniques including ascending and descending techniques on slopes • adapts to problems or issues that may arise during the walk, such as change in weather conditions, and makes appropriate adjustments in response to these contingencies to ensure safety of self and group • evaluates and reflects on own bushwalking performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple bushwalking activities in difficult or trackless areas that reflect local conditions demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, such as maps and meteorological data, to plan for the bushwalk • a suitable outdoor location with tracks that have limited modifications and indistinct alignment, minimal clearance and signage, and may have terrain and man-made hazards • bushwalking, navigation and safety equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of

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relevant legislation and organisational policies and procedures to enable safe conduct of all bushwalking activities
- observation of safe participation and demonstration of bushwalking skills
- observation of dealing with contingencies, such as changing weather conditions
- written or verbal self evaluation
- third-party reports from a supervisor detailing performance.

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

- SISOOPS202A Use and maintain a temporary or overnight site.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:
- menu planning and preparation
- range of foods
- emergency food and water.

Principles of nutrition may include:
- food groups
- dietary guidelines
- essential nutrients
- individual food requirements and allergies.

Duration of the walk may include:
- short walks of up to two hours
- day walks
- multiple day walks.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations

Organisational procedures may include:
- occupational health and safety
- emergency procedures
- equipment use and maintenance
- communication protocols

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	• code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Changing conditions may include:	• weather • equipment failure • injuries • group dynamics.
Equipment may include:	• bushwalking equipment • navigation equipment • safety and first aid equipment • overnight equipment.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Obstacles may include:	• rivers • logs • rocks • gullies • exposed areas.
Risks may include:	• hypothermia • heat exhaustion

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	• injuries • exhaustion • lost party or party member • equipment failure.
Ascending techniques may include:	• zig-zagging • placing feet down flat with a deliberate step • resting heels on any available projections.
Descending techniques may include:	• placing toes against projections to avoid overstriding • avoiding placing feet down heavily • using flat-footed or stiff-heeled technique.
Walking rhythm may include:	• maintaining same speed of pace • keeping hands free • allowing natural body swing • avoiding jerky movements or springing.
Difficult or trackless areas may include:	• bushland • arid areas • alpine areas • rainforest • those that align to Class 5 tracks within the Australian Standard for Walking Tracks.
Navigation aids may include:	• maps • compass.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Bushwalking

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SISOBWG303A Guide bushwalks in a controlled environment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to guide or lead participants on day and or overnight bushwalks. This unit focuses on the application of planning skills to make logistical arrangements for a bushwalking trip and lead the trip safely according to an activity plan.

Application of the Unit

This unit applies to those working as bushwalking guides who are responsible for planning, implementing and evaluating bushwalking trips conducted in a range of controlled environments and locations such as tracked or easy untracked areas that are reliably marked on maps, are obvious on the ground, and easily accessed within two hours.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a bushwalking trip.	1.1. Conduct relevant assessments to determine the condition of participants in consultation with ***support personnel***. 1.2. Select an activity site or location which meets ***activity objectives*** and is suitable for participants according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select appropriate maps and plan the route for the walk, taking into account environmental impact factors. 1.4. Identify ***hazards*** associated with the activity and apply risk minimisation procedures to ensure personal safety of participants. 1.5. Develop an ***activity plan*** for the walk to meet the identified needs, abilities and risk factors of participants according to relevant legislation and organisational policies and procedures. 1.6. Prepare a Navigation Data Sheet for the proposed walk. 1.7. Access ***relevant sources*** to obtain and interpret ***weather and environmental information*** for the walk. 1.8. Inform ***appropriate authorities*** before the walk.
2. Select equipment for the activity.	2.1. Identify and source ***equipment*** for the activity. 2.2. Assess equipment for safety and suitability for the walk and complete documentation. 2.3. Prepare equipment for transportation to walk location according to organisational policies and procedures.
3. Make logistical arrangements.	3.1. Determine and plan ***food and water requirements*** for participants according to walking requirements. 3.2. Identify the location of water sources accessible during the walk and determine the need for water purification. 3.3. Prepare water for carrying and storage in a manner appropriate to the activity.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Select clothing suitable for the walk.
4. Brief participants.	4.1. Communicate instructions and ***relevant information*** about the walk in a manner suitable to participants. 4.2. Demonstrate packing of a backpack with gear appropriate to proposed walk to participants. 4.3. Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to group to assist in self-monitoring. 4.4. Establish communication systems for use during walk and confirm systems with participants. 4.5. Check and confirm participants are properly equipped for the walk.
5. Lead bushwalking trip.	5.1. Assist participants to fit and adjust equipment to ensure suitability and safety as required. 5.2. Provide and reinforce direction and advice to the group during the walk. 5.3. Monitor walking pace and spacing between walkers in relation to conditions during the walk. 5.4. Monitor individual participant's performance and behaviour. 5.5. Monitor weather conditions during the walk. 5.6. Implement appropriate modifications to walk in response to ***changing conditions***.
6. Select and maintain a temporary site as required.	6.1. Select a suitable site with reference to minimal impact on the environment according to relevant legislation. 6.2. Arrange shelter appropriate for prevailing weather conditions. 6.3. Establish site to ensure comfort and safety of the group. 6.4. Explain relevant minimum impact practices to group and monitor their compliance. 6.5. Return site to an equal standard on departure.
7. Complete post trip responsibilities.	7.1. Notify relevant authority of trip completion. 7.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 7.3. Evaluate ***relevant aspects*** of the walk according to organisational criteria and record outcomes. 7.4. Identify potential areas of improvement for future walks.

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a bushwalking activity to meet their needs
  - convey information about the safety and logistical aspects of trip
  - interact with participants to create a safe and positive environment during the walk
- problem-solving skills to:
  - plan a trip according to participant's needs, abilities and risk factors
  - make decisions about potential hazards that may affect trips
  - modify aspects of trips according to all variable factors and non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and location for the walk
  - make logistical arrangements
  - advise authorities of routes and duration of walk as required
  - organise participants into manageable groups
- language, literacy and numeracy skills to:
  - produce and document a plan for the walk
  - complete post trip documentation
  - produce a navigation data sheet
- self management to review and reflect on own work performance to facilitate personal development
- use of communications equipment
- first aid, search and rescue and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies.

Required knowledge

- legislation and organisational policies and procedures to ensure safe and legal conduct of all activities performed during bushwalking trips
- minimal impact codes and practices and general land management requirements to enable application of low impact environmental practices during the walk
- Australian Standards for Walking Tracks to enable accurately identify track classifications appropriate for the capabilities of participants
- site specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the area
- equipment characteristics and technology used for bushwalking, and factors

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affecting appropriate selection, use and maintenance to enable safe conduct of all activities
- clothing and footwear requirements for bushwalking and general principles affecting clothing selection, such as layering and protective clothing principles
- nutritional requirements when participating in outdoor activities and types of food available to suit activity constraints to enable participant wellbeing
- risk management strategies to enable safe completion of the walk
- water purification methods and equipment to enable access to fresh water
- conflict resolution techniques to ensure the group functions cohesively
- influence of local air masses, seasons and topography on weather
- barometric pressure and its implications for planning
- tie-off points and anchors for handlines
- first aid, emergency, search and rescue procedures relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors group in a safe and professional manner • applies effective modifications and contingency management techniques to make adjustments in response to changing conditions that may arise during bushwalking trips • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure guiding of groups on multiple bushwalking trips in tracked or easy untracked areas that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an outdoor environment with tracked or easy untracked areas to guide bushwalking

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- participants to take part in bushwalking trips
- bushwalking, navigation, communication, overnight, safety, rescue and first aid equipment
- resources and information regarding participants to plan, guide and document bushwalking trips.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning and guiding processes and interacting with participants, including conveying information for safe participation
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- oral or written questioning to assess knowledge of the application of relevant legislation and organisational policies and procedures to enable safe conduct of all bushwalking activities throughout trip
- review of activity plans for the bushwalking activity
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

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

- SISOODR302A Plan outdoor recreation activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Support personnel may include:

- emergency contact
- logistics personnel
- drivers
- administrators
- teachers or instructor
- subject matter experts.

Activity objectives may include:

- self improvement
- fitness

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- social interaction
- education.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- participant confidentiality and assessment procedures
- use, maintenance and storage of equipment
- tagging faulty or damaged equipment
- emergency procedures
- communication protocols
- risk management procedures
- time and budget constraints
- code of ethics.

Hazards may include:

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

Activity plan may include:

- aims and objectives
- date, time and duration
- location, equipment and resources
- guide and participant ratios
- safety and emergency requirements
- risk assessment and contingency management plans.

Relevant Sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions

Appropriate authorities may

- authorities

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include:
- supervisors.

Equipment may include:
- bushwalking equipment
- navigation equipment
- safety, rescue and first aid equipment
- communication equipment
- camping equipment.

Food and water requirements may include:
- menu planning and preparation
- range of foods
- emergency food and water
- water purification

Relevant information may include:
- logistical details
- personal equipment requirements
- safety procedures
- responsible behaviour
- risk and hazard prevention and management.

Changing conditions may include:
- weather
- participant needs
- equipment failure.

Relevant aspects may include:
- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Bushwalking

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SISOBWG404A Apply river crossing skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to select a suitable location and apply methods of crossing a river during a bushwalk. This unit focuses on the demonstration of various river crossing methods in safe rapids, such as those done individually and those which need mutual support.

Application of the Unit

This unit applies to those working as bushwalking guides, assistant guides or support staff for private outdoor adventure companies and or school based outdoor education programs, such as holiday programs and camps.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a river crossing.	1.1. Identify ***river features***. 1.2. Identify potential ***hazards*** and ***risks*** associated with crossing rivers. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information***. 1.4. Waterproof backpack contents. 1.5. Select and justify an ***appropriate location*** to cross a river according to ***relevant legislation*** and ***organisational policies and procedure***.
2. Apply swimming techniques in moving water.	2.1. Adopt the correct body position for defensive swimming. 2.2. Demonstrate the negotiation of hazards using ***defensive swimming techniques*** and ferry angles. 2.3. Identify and demonstrate techniques to actively free oneself from river hazards using ***aggressive swimming techniques***. 2.4. Demonstrate the ability to set a ferry angle in order to reach the bank or eddy.
3. Apply river crossing techniques.	3.1. Demonstrate the ability to wade across a swift current of mid-thigh depth, using a wide variety of ***river crossing methods***. 3.2. Complete entry to and exit from river safely. 3.3. Demonstrate safe retreating from a partial river crossing. 3.4. Demonstrate appropriate use of upstream and downstream safety.

Required Skills and Knowledge

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

Required skills

- communication skills to discuss, negotiate and apply appropriate river crossing methods with other participants
- problem-solving skills to determine river crossing methods appropriate to the

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conditions
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care
- swimming skills to free oneself from potential hazards.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all river crossing activities
- river crossing methods and techniques to cross rivers in a safe manner after selection of a suitable crossing location
- weather and environmental information to ascertain possible conditions and their affect on the activity including life threatening conditions
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group
- hydrology and river grading systems, to understand how rivers work so decisions can be made accordingly
- aggressive and defensive swimming techniques to get free from hazards
- equipment improvisation to help with the river crossing
- first aid appropriate to location and level of responsibility.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant knowledge of river features and hazards to select a suitable crossing site and plans for a safe crossing • applies defensive and aggressive swimming techniques to negotiate river crossings • adapts quickly to problems or issues that may arise during the river crossing, such as change in current and or weather conditions, and makes appropriate adjustments in response to these contingencies to ensure safety of self and group.
Context of and specific resources for assessment	Assessment must ensure participation in multiple river crossings that reflect local conditions to demonstrate competency and consistency of performance.

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Assessment must also ensure access to:

- a suitable moving water location with safe rapids to minimise the danger of being swept downstream into more difficult conditions
- equipment such as a pole and rope, to aid in the crossing technique.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the planning process
- oral and or written questioning to assess knowledge of the relationship between features, hazards and risks associated with crossing moving water rivers
- observation of safe participation and demonstration of swimming and river crossing techniques
- observation of dealing with contingencies, such as changing weather conditions
- third-party reports from a supervisor detailing performance.

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

- SISOBWG404A Bushwalk in unmodified landscapes.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

River features may include:

- eddy
- current
- tongue
- waves
- bank
- rocks.

Hazards may include:

- temperature extremes
- slippery or unstable terrain

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	• dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions
Appropriate location may include:	• narrow, straight part of the river • low banks • less than waste deep.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • equipment use and maintenance • communication protocols • emergency procedures.
Defensive swimming techniques may include:	• floating passively on back • riding with the river current • pointing feet downstream • using arms and legs to fend off obstacles • swimming to shore or safety.
Aggressive swimming techniques may include:	• moving on to stomach • pointing feet downstream • stroking hard to move across the current • swimming to shore or safety.

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River crossing methods may include:	• individual without aid • individual with a pole • mutual support using linked arms, a circle or a pole • swimming using pack as a float.

Unit Sector(s)

Outdoor Recreation

Competency Field

Bushwalking

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SISOBWG405A Guide intermediate bushwalks

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to guide or lead participants on day and or overnight bushwalks. This unit focuses on the application of planning skills to make logistical arrangements for a bushwalking trip in difficult and trackless areas and lead the walk safely according to an activity plan.

Application of the Unit

This unit applies to those working as bushwalking guides who are responsible for planning, implementing and evaluating bushwalking trips conducted in a range of unpredictable outdoor environments and locations, such as difficult or trackless areas with limited modifications to the natural surface so that track alignment is indistinct in places.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a bushwalking trip.	1.1. Conduct relevant assessments to determine the condition of participants in consultation with ***support personnel***. 1.2. Select an activity site or location which meets ***activity objectives*** and is suitable for participants according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select appropriate maps and plan the route for the walk taking into account environmental impact factors. 1.4. Identify ***hazards*** associated with the activity and apply risk minimisation procedures to ensure personal safety of participants. 1.5. Develop an ***activity plan*** for the walk to meet the identified needs, abilities and risk factors of participants according to relevant legislation and organisational policies and procedures. 1.6. Prepare a Navigation Data Sheet for the proposed walk. 1.7. Access ***relevant sources*** to obtain and interpret ***weather and environmental information*** for the walk. 1.8. Inform ***appropriate authorities*** before the walk.
2. Select equipment for the activity.	2.1. Identify and source ***equipment*** for the activity. 2.2. Assess equipment for safety and suitability for the walk and complete documentation. 2.3. Prepare equipment for transportation to walk location according to organisational policies and procedures.
3. Make logistical arrangements.	3.1. Determine ***food and water requirements*** for participants according to walking requirements. 3.2. Identify the location of water sources accessible during the walk and determine the need for water purification. 3.3. Prepare water for carrying and storage in a manner appropriate to the activity.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Select clothing suitable for the walk.
4. Brief participants.	4.1. Communicate instructions and ***relevant information*** about the walk in a manner suitable to participants. 4.2. Demonstrate packing of a backpack with gear appropriate to proposed walk to participants. 4.3. Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to group to assist in self-monitoring. 4.4. Establish communication systems for use during walk and confirm systems with participants. 4.5. Check and confirm participants are properly equipped for the walk.
5. Lead bushwalking trip.	5.1. Assist participants to fit and adjust equipment to ensure suitability and safety as required. 5.2. Provide and reinforce direction and advice to the group during the walk. 5.3. Monitor walking pace and spacing between walkers in relation to conditions during the walk. 5.4. Monitor individual participant's performance and behaviour. 5.5. Monitor weather conditions during the walk. 5.6. Implement appropriate modifications to walk in response to ***changing conditions***.
6. Select and maintain a temporary site as required.	6.1. Select a suitable site with reference to minimal impact on the environment according to relevant legislation. 6.2. Arrange shelter appropriate for prevailing weather conditions. 6.3. Establish site to ensure comfort and safety of the group. 6.4. Explain relevant minimum impact practices to group and monitor their compliance. 6.5. Return site to an equal standard on departure.
7. Complete post-trip responsibilities.	7.1. Notify relevant authority of trip completion. 7.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 7.3. Evaluate ***relevant aspects*** of the walk according to organisational criteria and record outcomes. 7.4. Identify potential areas of improvement for future walks. 7.5. Review own performance and identify potential

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ELEMENT	PERFORMANCE CRITERIA
	improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a walking activity to meet their needs
  - convey information about the safety and logistical aspects of trip
  - interact with participants to create a safe and positive environment during the walk
- problem-solving skills to:
  - plan a trip according to participant's needs, abilities and risk factors
  - make decisions about potential hazards that may affect trips
  - modify aspects of trips according to all variable factors and non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and location for the walk
  - make logistical arrangements
  - advise authorities of routes and duration of walk
  - organise participants into manageable groups
- language, literacy and numeracy skills to:
  - produce and document a plan for the walk
  - complete post trip documentation
  - produce a navigation data sheet
- self management skills to review and reflect on own work performance to facilitate personal development
- use of communication equipment
- first aid, search and rescue and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies.

Required knowledge

- legislation and organisational policies and procedures to ensure safe and legal conduct of all activities performed during bushwalking trips
- minimal impact codes and practices and general land management requirements to enable application of low impact environmental practices during the walk
- Australian Standards for Walking Tracks to enable identification of track classifications appropriate for the capabilities of participants

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- site specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the area
- equipment characteristics and technology used for bushwalking, and factors affecting appropriate selection, use and maintenance to enable safe conduct of all activities
- clothing and footwear requirements for bushwalking and general principles affecting clothing selection, such as layering and protective clothing principles
- nutritional requirements when participating in outdoor activities and types of food available to suit activity constraints to enable participant wellbeing
- risk management strategies to enable safe completion of the walk
- water purification methods and equipment to enable access to fresh water
- conflict resolution techniques to ensure the group functions cohesively
- influence of local air masses, seasons and topography on weather
- barometric pressure and its implications for planning
- first aid, emergency, search and rescue procedures relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors group in a safe and professional manner • applies effective modifications and contingency management techniques to make adjustments in response to changing conditions that may arise during bushwalking trips • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure guiding groups on multiple bushwalking trips in difficult and trackless areas that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an outdoor environment with difficult and trackless

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areas to guide bushwalking
- participants to take part in bushwalking trips
- bushwalking, navigation, river crossing, overnight, communication, safety, rescue and first aid equipment
- resources and information regarding participants to plan, guide and document bushwalking trips.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning and guiding processes and interacting with participants, including conveying information for safe participation
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- oral or written questioning to assess knowledge of the application of relevant legislation and organisational policies and procedures to enable safe conduct of all bushwalking activities throughout trip
- review of activity plans for the bushwalking activity
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

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

- SISOODR303A Guide outdoor recreation activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Support personnel may include:

- emergency contact
- logistics personnel
- drivers
- administrators
- teachers or instructor
- subject matter experts.

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Activity objectives may include:	• self improvement • fitness • social interaction • education.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • participant confidentiality and assessment procedures • use, maintenance and storage of equipment • tagging faulty or damaged equipment • emergency procedures • communication protocols • time and budget constraints • code of ethics.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Activity plan may include:	• aims and objectives • date, time and duration • location, equipment and resources • guide and participant ratios • safety and emergency requirements • risk and contingency management plans.
Relevant Sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions
Appropriate authorities may	• authorities

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include:	• supervisors.
Equipment may include:	• bushwalking equipment • navigation equipment • river crossing equipment • safety, rescue and first aid equipment • communication equipment • overnight equipment.
Food and water requirements may include:	• menu planning and preparation • range of foods • emergency food and water • water purification.
Relevant information may include:	• logistical details • personal equipment requirements • safety procedures • responsible behaviour • risk assessment and hazard prevention and management.
Changing conditions may include:	• weather • participant needs • equipment failure.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Bushwalking

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SISOBWG406A Apply bushwalking skills in uncontrolled landscapes

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to bushwalk in unmodified landscapes with no supervision on trips. This unit focuses on the demonstration of various bushwalking skills through the participation in extreme bushland, arid, alpine or rainforest walks.

Application of the Unit

Application of the unit	This unit applies to those who are working as bushwalking guides in natural landscapes with no modifications made to the natural surface. This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISONAV403A Navigate in uncontrolled environments

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a bushwalk.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the ***duration of the walk***. 1.2. Address perishability of various foods, packaging and storage considerations when menu planning. 1.3. Identify and plan for emergency food and water requirements and identify the need for water purification. 1.4. Identify an appropriate activity location according to ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activities. 1.6. Obtain and review appropriate map for the intended walk. 1.7. Identify potential ***hazards*** and ***changing conditions*** associated with the activity.
2. Select equipment.	2.1. Select ***equipment*** according to ***contextual issues*** and check to ensure that it is in good working condition. 2.2. Adjust and fit equipment to ensure comfort and safety according to organisational policies and procedures. 2.3. Ensure pack weight is appropriate to body weight and level of fitness. 2.4. Select personal clothing and footwear according to design and or construction features appropriate for the terrain and conditions.
3. Apply advanced bushwalking skills.	3.1. Adopt appropriate posture when lifting and carrying backpack. 3.2. Approach ***obstacles*** and hazards in a safe manner and minimise ***risks*** to self and group where possible.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Apply ***ascending techniques*** and ***descending techniques*** on slopes. 3.4. Maintain an appropriate ***walking rhythm*** and pace according to conditions. 3.5. Follow a route in ***unmodified landscapes***, demonstrating use of ***navigation aids***. 3.6. Apply ***river crossing methods*** according to the situation, where required.
4. Evaluate the bushwalk.	4.1. Evaluate ***relevant aspects*** of the walk. 4.2. Identify improvements for future walks.

Required Skills and Knowledge

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

Required skills

- literacy skills to:
  - read and interpret maps
  - follow written instructions and procedures
  - analyse weather and environmental information
- planning and organising skills to select an appropriate activity location and equipment for bushwalks greater than two day's duration
- communication skills to interact with other participants to maintain a positive and safe environment
- numeracy skills to navigate and follow a route using a map and compass in a broad range of areas and conditions
- problem-solving skills to:
  - deal with unforeseen circumstances
  - cross rivers in a safe manner, where required
- survival skills to keep warm and sheltered in the case of extreme environmental conditions and or loss of equipment
- minimal impact camping skills to use lightweight, portable equipment
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all bushwalking activities
- minimal impact camping and walking codes to ensure protection of environment

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- equipment types, characteristics and technology used for bushwalking, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- packing and maintenance techniques before, during and after the activity to protect personal and group equipment and ensure prolonged life
- pack handling, packing and lifting techniques to prevent or avoid injury
- pack hauling techniques should it be necessary to lift packs vertically to navigate a vertical hazard
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- footwear types, the advantages and disadvantages of different footwear, and factors affecting appropriate selection for the anticipated track conditions
- principles of nutrition to maintain health during activity
- sources of food and water in emergency situations to maintain health for prolonged periods in an emergency situation outdoors
- navigation in a broad range of unmodified areas and conditions to determine location, direction and potential hazards with no supervision and in a broad range of visibility circumstances
- weather and environmental information to ascertain possible conditions and their affect on the activity including life threatening conditions
- selection of tie-off points and anchors when using handlines to assist on steep terrain
- track signage standards, such as the current Australian Standard, to determine the suitability of the track to skill levels
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant processes to plan equipment and supply requirements according to the conditions and duration of the bushwalk • demonstrates advanced bushwalking techniques and safety practices, such as ascending and descending techniques, navigation and river crossing skills where required • adapts to contingencies that may arise during the

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walk, such as change in weather conditions, and makes appropriate adjustments in response to these
- evaluates and reflects on own bushwalking performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in multiple bushwalking activities in unmodified landscapes that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information, such as maps and meteorological data, to plan for the bushwalk
- a suitable outdoor location with landscapes that are unmodified so that track alignment is indistinct with no clearance or signage. The track will not be managed for public risk and the onset of extreme environmental conditions may have a significant adverse impact upon the bushwalk
- bushwalking, navigation, river crossing and safety equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the planning and review process
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of bushwalking activities
- observation of safe participation and demonstration of advanced bushwalking skills
- observation of dealing with contingencies, such as changing weather conditions
- review of plan for the bushwalk
- written and or verbal self evaluation
- third-party reports from a supervisor detailing performance.

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

- SISOOP303A Interpret weather conditions in the field
- SISOBWG404A Apply river crossing skills.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods • emergency food and water.
Principles of nutrition may include:	• food groups • dietary guidelines • essential nutrients • individual food requirements and allergies.
Duration of the walk may include:	• one day • multiple days
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational procedures may include:	• occupational health and safety • emergency procedures • equipment use and maintenance • communication protocols • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions
Hazards may include:	• temperature extremes • slippery or unstable terrain

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	• dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Changing conditions may include:	• weather • equipment failure • injuries.
Equipment may include:	• bushwalking equipment • navigation equipment • river crossing equipment • safety and first aid equipment • overnight equipment.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Obstacles may include:	• rivers • logs • rocks • gullies • exposed areas.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Ascending techniques may include:	• zig-zagging • placing feet down flat with a deliberate step • resting heels on any available projections • using walking aids and ropes as handlines.
Descending techniques may include:	• placing toes against projections to avoid overstriding • avoiding placing feet down heavily • using flat-footed or stiff-heeled technique • using walking aids and ropes as handlines.
Walking rhythm may include:	• maintaining same speed of pace • keeping hands free

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	• allowing natural body swing • avoiding jerky movements or springing.
Unmodified landscapes may include:	• bushland • arid areas • alpine areas • rainforest • those that align to Class 6 tracks within the Australian Standard for Walking Tracks.
Navigation aids may include:	• maps • compass.
River crossing method may include:	• individual without aid • individual with a pole • mutual support using linked arms, a circle or pole • swimming, using pack as a float.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Bushwalking

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SISOBWG507A Apply advanced bushwalking skills in alpine areas

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to bushwalk in alpine areas and conditions, with no supervision on trips greater than two day's duration. This unit focuses on the demonstration of advanced bushwalking techniques in extreme environmental conditions.

Application of the Unit

This unit applies to those working as specialist bushwalking guides in more extreme and challenging conditions, such as alpine areas. This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a bushwalk.	1.1. Identify and plan ***food and water requirements*** suitable for ***alpine areas and conditions*** according to ***principles of nutrition*** and the ***duration of the walk***. 1.2. Identify an appropriate location according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activities. 1.4. Obtain and become familiar with detailed maps for the intended walk. 1.5. Identify potential ***hazards*** and ***changing conditions*** associated with the activity. 1.6. Identify the signs, symptoms, prevention and treatment of possible ***risks***.
2. Select equipment.	2.1. Select ***equipment*** according to ***contextual issues*** and check to ensure that it is in good working condition. 2.2. Adjust and fit equipment to ensure comfort and safety according to organisational policies and procedures. 2.3. Select personal clothing and footwear according to appropriate design and or construction features for the conditions.
3. Apply advanced bushwalking skills.	3.1. Negotiate ***obstacles*** and hazards and minimise risks to self and group where possible. 3.2. Apply ***ascending techniques*** and ***descending techniques*** on slopes. 3.3. Maintain an appropriate ***walking rhythm*** and pace according to conditions. 3.4. Apply ***appropriate snow walking techniques*** to negotiate snow covered terrain. 3.5. Select a campsite appropriate to the team members and conditions according to relevant legislation and organisational policies and procedures. 3.6. Pitch tents according to site and anticipated weather. 3.7. Repair and or improvise items of essential equipment in the case of breakage or loss.
4. Navigate in an alpine	4.1. Apply information contained on maps to plan a

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ELEMENT	PERFORMANCE CRITERIA
environment.	suitable route or course. 4.2. Obtain ***additional information*** to assist in navigation from the map. 4.3. Calculate grid and magnetic bearings using a map and compass. 4.4. Follow a route in alpine areas and conditions, demonstrating use of ***navigation aids***. 4.5. Apply and demonstrate ***techniques for estimating distance*** travelled. 4.6. Maintain a compass course while bypassing an obstacle.
5. Evaluate the bushwalk.	5.1. Evaluate ***relevant aspects*** of the walk. 5.2. Identify improvements for future walks.

Required Skills and Knowledge

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

Required skills

- literacy skills to:
  - read and interpret maps
  - follow instructions and procedures
  - analyse weather and environmental information
- planning and organising skills to allocate and select food, water, clothing and equipment for bushwalks greater than two day's duration in alpine conditions
- communication skills to interact with other participants to maintain a positive and safe environment while on the walk
- numeracy skills to navigate and calculate grid and magnetic bearings and distances using a map and compass in alpine areas and conditions
- problem-solving skills to:
  - assess and negotiate hazards and changing circumstances
  - repair or improvise items of essential equipment in the case of breakage or loss
- survival skills to enable self protection in the case of extreme environmental conditions
- minimal impact camping skills using lightweight, portable equipment
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

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- legislation and organisational policies and procedures to enable safe conduct of all bushwalking activities
- minimal impact camping and walking codes to ensure protection of environment
- equipment types, characteristics and technology used for bushwalking, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- packing and maintenance techniques before, during and after the activity to protect personal and group equipment and ensure prolonged life
- pack handling, packing and lifting techniques to prevent injury
- pack hauling techniques to enable vertical navigation of hazards
- clothing and footwear requirements for alpine environments and factors affecting appropriate selection, such as layering and protective clothing
- principles of nutrition to maintain health during activity
- sources of food and water in emergency situations to maintain health for prolonged periods
- navigation in a broad range of alpine areas and conditions to determine location, direction and potential hazards with no supervision and in a broad range of visibility circumstances
- weather and environmental information to ascertain possible conditions and their affect on the activity including life threatening conditions
- selection of tie-off points and anchors when using handlines to assist on steep terrain
- track signage standards, such as the current Australian Standard, to determine the suitability of the track to skill levels
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant processes to plan equipment and supply requirements according to the conditions and duration of the bushwalk • demonstrates advanced bushwalking techniques and safety practices, and adapts to contingencies that may arise during the walk • takes precautions to maintain physical well being of

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	self and group during an alpine bushwalk, and identifies possible signs, symptoms and treatments of conditions such as hypothermia and frostbite • evaluates and reflects on own bushwalking performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in a bushwalking activity in alpine areas and conditions that is of a minimum three day duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, such as detailed maps and meteorological data, to plan for the bushwalk • a suitable outdoor location with alpine areas and conditions that are unmodified so that track alignment is indistinct with no clearance or signage. The track will not be managed for public risk and the onset of extreme environmental conditions may have a significant adverse impact upon the bushwalk • bushwalking, snow, navigation, river crossing and safety equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the planning and review process • oral or written questioning and reports to assess knowledge of contingency procedures and relevant legislation and organisational policies and procedures to enable safe conduct of bushwalking activities • observation of demonstrating advanced bushwalking skills, such as using appropriate snow walking techniques and aids • observation of dealing with contingencies, such as repairing and or improvising items of essential equipment in the case of breakage or loss • review of plan for the bushwalk • written and or verbal self evaluation • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOOPS303A Interpret weather conditions in the

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field
- SISOBWG404A Apply river crossing skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods • emergency food and water.
Alpine areas and conditions may include:	• unmodified natural surfaces • no clearance along the track • unsigned • steep sections of unmodified surfaces • track not managed for public risk • risk of onset of extreme environmental conditions, such as poor visibility due to frost and snow • those that align to Class 6 tracks within the Australian Standard for Walking Tracks.
Principles of nutrition may include:	• food groups • dietary guidelines • essential nutrients • individual food requirements and allergies.
Duration of the walk may include:	• three days • four days • five days • more than five days.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • emergency procedures • equipment use and maintenance • communication protocols • code of ethics.

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Relevant sources may include:
- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental information may include:
- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Hazards may include:
- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

Changing conditions may include:
- weather
- equipment failure
- injuries.

Risks may include:
- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Equipment may include:
- bushwalking equipment
- snow equipment
- navigation equipment
- river crossing equipment
- safety and first aid equipment
- camping equipment.

Contextual issues may include:
- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

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Obstacles may include:	• rivers • logs • rocks • gullies • exposed areas.
Ascending techniques may include:	• zig-zagging • placing feet down flat with a deliberate step • resting heels on any available projections • using walking aids and ropes as handlines.
Descending techniques may include:	• placing toes against projections to avoid overstriding • avoiding placing feet down heavily • using flat- footed or stiff- heeled technique • using walking aids and ropes as handlines.
Walking rhythm may include:	• maintaining same speed of pace • keeping hands free • allowing natural body swing • avoiding jerky movements or springing • walking in broken trail of snow to conserve energy.
Appropriate snow walking techniques may include:	• edging • pigeonholing • plunge steps.
Additional information may include:	• altitude gain or loss • distance • gradient • estimated travelling time.
Navigation aids may include:	• maps • compass.
Techniques for estimating distance may include:	• timing • pacing • observing surroundings.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique

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- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Bushwalking

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SISOBWG508A Apply advanced bushwalking skills in arid areas

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to bushwalk in arid areas and conditions, with no supervision on trips greater than two day's duration. This unit focuses on the demonstration of advanced bushwalking techniques in extreme environmental conditions.

Application of the Unit

This unit applies to those working as specialist bushwalking guides in more extreme and challenging conditions, such as arid areas.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a bushwalk.	1.1. Identify and plan ***food and water requirements*** for ***arid areas and conditions*** according to ***principles of nutrition*** and the ***duration of the walk***. 1.2. Identify and plan for emergency food and water requirements, including the need for ***emergency water procurement***. 1.3. Identify an appropriate location according to ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activities. 1.5. Obtain and review detailed maps for the intended walk. 1.6. Identify possible ***hazards*** and ***changing conditions*** associated with the activity. 1.7. Identify signs, symptoms, prevention and treatment of possible ***risks***, such as hyperthermia and dehydration.
2. Select equipment.	2.1. Select ***equipment*** according to ***contextual issues*** and check to ensure that it is in good working condition. 2.2. Adjust and fit equipment to ensure comfort and safety according to organisational policies and procedures. 2.3. Ensure pack weight is appropriate to body weight and level of fitness. 2.4. Select personal clothing and footwear, and identify the design and or construction features that make it appropriate.
3. Apply advanced bushwalking skills	3.1. Approach ***obstacles*** and hazards in a safe manner and minimise risks to self and group where possible. 3.2. Apply ***ascending techniques*** and ***descending techniques*** on slopes. 3.3. Maintain an appropriate ***walking rhythm*** and pace according to conditions. 3.4. Select a campsite appropriate to the team members and conditions according to relevant legislation and organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
	3.5. Pitch tents according to site and anticipated weather. 3.6. Repair and or improvise items of essential equipment in the case of breakage or loss. 3.7. Identify possible emergency food and water sources from animal tracks and bird flight patterns relevant to the bushwalking area.
4. Navigate in an arid environment.	4.1. Apply information contained on maps to plan a suitable route or course. 4.2. Obtain ***additional information*** to assist in navigation from the map. 4.3. Calculate grid and magnetic bearings using a map and compass. 4.4. Follow a route in arid areas and conditions, demonstrating use of ***navigation aids***. 4.5. Apply and demonstrate ***techniques for estimating distance*** travelled. 4.6. Maintain a compass course while bypassing an obstacle.
5. Evaluate the bushwalk.	5.1. Evaluate ***relevant aspects*** of the walk. 5.2. Identify improvements for future walks.

Required Skills and Knowledge

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

Required skills

- literacy skills to:
  - read and interpret maps
  - follow instructions and procedures
  - analyse weather and environmental information
- planning and organising skills to allocate and select relevant food, water, clothing and equipment for bushwalks greater than two day's duration in arid areas
- communication skills to interact with other participants to maintain a positive and safe environment while on the walk
- numeracy skills to navigate and calculate grid and magnetic bearings and distances using a map and compass in arid areas and conditions
- problem-solving skills to:
  - assess and negotiate hazards and changing circumstances
  - repair or improvise items of essential equipment in the case of breakage or loss

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- survival skills to enable self protection in the case of extreme environmental conditions
- minimal impact camping skills using lightweight, portable equipment
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all bushwalking activities
- minimal impact camping and walking codes to ensure protection of environment
- equipment types, characteristics and technology used for bushwalking, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- packing and maintenance techniques before, during and after the activity to protect personal and group equipment and ensure prolonged life
- pack handling, packing and lifting techniques to prevent or avoid injury
- pack hauling techniques should it be necessary to lift packs vertically to navigate a vertical hazard
- clothing and footwear requirements for arid environments and conditions and factors affecting appropriate selection, such as layering and protective clothing
- principles of nutrition to maintain health during activity
- sources of food and water in emergency situations to maintain health for prolonged periods, such as emergency water procurement
- navigation in a broad range of arid areas and conditions to determine location, direction and potential hazards with no supervision and in a broad range of visibility circumstances
- weather and environmental information to ascertain possible conditions and their affect on the activity including life threatening conditions
- selection of tie-off points and anchors when using handlines to assist on steep terrain
- track signage standards, such as the current Australian Standard, to determine the suitability of the track to skill levels
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies relevant processes to plan equipment and supply requirements according to the conditions and duration of the bushwalk
- demonstrates advanced bushwalking techniques and safety practices, and adapts to contingencies that may arise during the walk
- takes precautions to maintain physical well being of self and group during a bushwalk, and identifies possible signs, symptoms and treatments of conditions such as
  hyperthermia and dehydration
- evaluates and reflects on own bushwalking performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in a bushwalking activity in arid areas and conditions that is of a minimum three day duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information, such as detailed maps and meteorological data, to plan for the bushwalk
- a suitable outdoor location with arid areas and conditions that are unmodified so that track alignment is indistinct with no clearance or signage. The track will not be managed for public risk and the onset of extreme environmental conditions may have a significant adverse impact upon the bushwalk
- bushwalking, navigation and safety equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the planning and review process
- oral and or written questioning and reports to assess knowledge of contingency procedures and relevant legislation and organisational policies and procedures to enable safe conduct of bushwalking activities
- observation of demonstrating advanced bushwalking skills, such as locating water sources from animal tracks and bird flight patterns
- observation of dealing with contingencies, such as repairing and or improvising items of essential equipment in the case of breakage or loss

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- review of plan for the bushwalk
- written and or verbal self evaluation
- third-party reports from a supervisor detailing performance.

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

- SISOOPS303A Interpret weather conditions in the field

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:

- menu planning and preparation
- range of foods
- emergency food and water
- water purification and conservation.

Arid areas and conditions may include:

- unmodified natural surfaces
- no clearance along the track
- unsigned
- steep sections of unmodified surfaces
- unmanaged for public risk
- risk of onset of extreme environmental conditions, such as excessive dry heat
- those that align to Class 6 tracks within the Australian Standard for Walking Tracks.

Principles of nutrition may include:

- food groups
- dietary guidelines
- essential nutrients
- individual food requirements and allergies.

Duration of the walk may include:

- three days
- four days
- five days
- more than five days.

Emergency water procurement

- creek beds

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may include:	• rock formations • trees • dew • transpiration method • solar still • distilling sea water using condensation method.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • emergency procedures • equipment use and maintenance • communication protocols • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Changing conditions may include:	• weather • equipment failure • injuries.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member

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	• equipment failure.
Equipment may include:	• bushwalking equipment • navigation equipment • safety and first aid equipment • camping equipment.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Obstacles may include:	• creeks • logs • rocks • gullies • exposed areas.
Ascending techniques may include:	• zig-zagging • placing feet down flat with a deliberate step • resting heels on any available projections: • using walking aids and ropes as handlines.
Descending techniques may include:	• placing toes against projections to avoid overstriding • avoiding placing feet down heavily • using flat- footed or stiff- heeled technique • using walking aids and ropes as handlines.
Walking rhythm may include:	• maintaining same speed of pace • keeping hands free • allowing natural body swing • avoiding jerky movements or springing.
Additional information may include:	• altitude gain or loss • distance • gradient • estimated travelling time.
Navigation aids may include:	• maps • compass.
Techniques for estimating distance may include:	• timing • pacing • observing surroundings.
Relevant aspects may include:	• objectives • planning process

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Bushwalking

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SISOBWG509A Apply advanced bushwalking skills in tropical areas

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to bushwalk in tropical areas and conditions, with no supervision on trips greater than two day's duration. This unit focuses on the demonstration of advanced bushwalking techniques in extreme environmental conditions.

Application of the Unit

This unit applies to those working as specialist bushwalking guides in more extreme and challenging conditions, such as tropical areas. This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a bushwalk.	1.1. Identify and plan ***food and water requirements*** for ***tropical areas and conditions*** according to ***principles of nutrition*** and the ***duration of the walk***. 1.2. Identify an appropriate location according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activities. 1.4. Obtain and become familiar with detailed maps for the intended walk. 1.5. Identify possible ***hazards*** and ***changing conditions*** associated with the activity. 1.6. Identify the signs, symptoms, prevention and treatment of possible ***risks***, such as hyperthermia and hypothermia.
2. Select equipment.	2.1. Select ***equipment*** according to ***contextual issues*** and check to ensure that it is in good working condition. 2.2. Adjust and fit equipment to ensure comfort and safety according to organisational policies and procedures. 2.3. Ensure pack weight is appropriate to body weight and level of fitness. 2.4. Select personal clothing and footwear, and identify the design and or construction features that make it appropriate. 2.5. Identify the importance of sun and eye protection in tropical environments.
3. Apply advanced bushwalking skills.	3.1. Approach ***obstacles*** and hazards in a safe manner and minimise risks to self and group where possible. 3.2. Apply ***ascending techniques*** and ***descending techniques*** on slopes. 3.3. Maintain an appropriate ***walking rhythm*** and pace according to conditions. 3.4. Select a campsite appropriate to the team members and conditions according to relevant legislation and organisational policies and procedures. 3.5. Pitch tents according to site and anticipated weather.

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ELEMENT	PERFORMANCE CRITERIA
	3.6. Repair and or improvise items of essential equipment in the case of breakage or loss. 3.7. Identify possible emergency food and water sources from animal tracks and bird flight patterns in the bushwalking location.
4. Navigate in a tropical environment.	4.1. Apply information contained on maps to plan a suitable route or course. 4.2. Obtain ***additional information*** to assist in navigation from the map. 4.3. Calculate grid and magnetic bearings using a map and compass. 4.4. Follow a route in tropical areas and conditions, demonstrating use of ***navigation aids***. 4.5. Apply ***techniques for estimating distance*** travelled. 4.6. Maintain a compass course whilst bypassing an obstacle.
5. Evaluate the bushwalk.	5.1. Evaluate ***relevant aspects*** of the walk. 5.2. Identify improvements for future walks.

Required Skills and Knowledge

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

Required skills

- literacy skills to:
  - read and interpret maps
  - follow instructions and procedures
  - analyse weather and environmental information
- planning and organising skills to allocate and select relevant food, water, clothing and equipment for bushwalks greater than two day's duration in tropical areas
- communication skills to interact with other participants to maintain a positive and safe environment while on the walk
- numeracy skills to navigate and calculate grid and magnetic bearings and distances using a map and compass in tropical areas and conditions
- problem-solving skills to:
  - assess and address hazards and unforeseen circumstances, such as the change in weather conditions
  - repair or improvise items of essential equipment in the case of breakage or loss
- survival skills to enable self protection in the case of extreme environmental

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conditions
- minimal impact camping skills using lightweight, portable equipment
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all bushwalking activities
- minimal impact camping and walking codes to ensure protection of environment
- equipment types, characteristics and technology used for bushwalking, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- packing and maintenance techniques before, during and after the activity to protect personal and group equipment and ensure prolonged life
- pack handling, packing and lifting techniques to prevent or avoid injury
- pack hauling techniques should it be necessary to lift packs vertically to navigate a vertical hazard
- clothing requirements and footwear for tropical areas and conditions and factors affecting clothing selection, such as layering and protective clothing
- principles of nutrition to maintain health during activity
- sources of food and water in emergency situations to maintain health for prolonged periods, such as emergency water procurement
- navigation in a broad range of tropical areas and conditions to determine location, direction and potential hazards with no supervision and in a broad range of visibility circumstances
- weather and environmental information to ascertain possible conditions and their affect on the activity including life threatening conditions
- selection of tie-off points and anchors when using handlines to assist on steep terrain
- track signage standards, such as the current Australian Standard, to determine the suitability of the track to skill levels
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential:

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competency in this unit	• applies relevant processes to plan equipment and supply requirements according to the conditions and duration of the bushwalk • demonstrates advanced bushwalking techniques and safety practices, and adapts to contingencies that may arise during the walk • takes precautions to maintain physical well being of self and group during a bushwalk, and identifies possible signs, symptoms and treatments of conditions such as hyperthermia and hypothermia • evaluates and reflects on own bushwalking performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in a bushwalking activity in tropical areas and conditions that is of a minimum three day duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, such as detailed maps and meteorological data, to plan for the bushwalk • a suitable outdoor location, with tropical areas and conditions that are unmodified so that track alignment is indistinct with no clearance or signage. The track will not be managed for public risk and the onset of extreme environmental conditions may have a significant adverse impact upon the bushwalk • bushwalking, navigation and safety equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the planning and review process • oral and or written questioning and reports to assess knowledge of contingency procedures and relevant legislation and organisational policies and procedures to enable safe conduct of bushwalking activities observation of demonstrating advanced bushwalking skills, such as navigating a course while facing a range of tropical conditions from humidity to thunderstorms • observation of dealing with contingencies, such as repairing and or improvising items of essential equipment in the case of breakage or loss • review of plan for the bushwalk • written and or verbal self evaluation

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- third-party reports from a supervisor detailing performance.

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

- SISOOPS303A Interpret weather conditions in the field
- SISOBWG404A Apply river crossing skills

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:

- menu planning and preparation
- range of foods
- emergency food and water
- water purification and conservation.

Tropical areas and conditions may include:

- unmodified natural surface
- no clearance along the track
- unsigned
- steep sections of unmodified surfaces
- track not managed for public risk
- risk of onset of extreme environmental conditions, such as hot and humid conditions with rainfall
- those that align to Class 6 tracks within the Australian Standard for Walking Tracks.

Principles of nutrition may include:

- food groups
- dietary guidelines
- essential nutrients
- individual food requirements and allergies.

Duration of the walk may include:

- three days
- four days
- five days
- more than five days.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access

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	• environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • emergency procedures • equipment use and maintenance • communication protocols • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Changing conditions may include:	• weather • equipment failure • injuries.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Equipment may include:	• bushwalking equipment • navigation equipment • safety and first aid equipment • camping equipment.
Contextual issues may include:	• weather conditions, including times • season • transport • location

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	• trip distance and duration • group objectives • group size.
Obstacles may include:	• rivers • logs • rocks • gullies • exposed areas.
Ascending techniques may include:	• zig-zagging • placing feet down flat with a deliberate step • resting heels on any available projections • using walking aids and ropes as handlines.
Descending techniques may include:	• placing toes against projections to avoid overstriding • avoiding placing feet down heavily • using flat- footed or stiff- heeled technique • using walking aids and ropes as handlines.
Walking rhythm may include:	• maintaining same speed of pace • keeping hands free • allowing natural body swing • avoiding jerky movements or springing.
Additional information may include:	• altitude gain or loss • distance • gradient • estimated travelling time.
Navigation aids may include:	• maps • compass.
Techniques for estimating distance may include:	• timing • pacing • observing surroundings.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback

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- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Bushwalking

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SISOBWG510A Guide bushwalks in an uncontrolled environment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to guide or lead participants on day and or overnight bushwalks. This unit focuses on the application of planning skills to make logistical arrangements for a bushwalking trip in unmodified landscapes and lead the walk safely according to an activity plan.

Application of the Unit

This unit applies to those working as bushwalking guides who are responsible for planning, implementing and evaluating bushwalking trips conducted in a range of outdoor environments and locations, such as landscapes where there are no modifications to the natural surface, track alignment is indistinct with no clearance or signage along the track and the track is not managed for public risk.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a bushwalking activity.	1.1. Conduct relevant assessments to determine the condition of participants in consultation with ***support personnel***. 1.2. Select an activity site or location which meets ***activity objectives*** and is suitable for participants according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select appropriate maps and plan the route for the walk, taking into account environmental impact factors. 1.4. Identify ***hazards*** associated with the activity and apply risk minimisation procedures to ensure personal safety of participants. 1.5. Develop an ***activity plan*** for the walk to meet the identified needs, abilities and risk factors of participants, according to relevant legislation and organisational policies and procedures. 1.6. Prepare a Navigation Data Sheet for the proposed walk. 1.7. Access ***relevant sources*** to obtain and interpret ***weather and environmental information*** for the walk. 1.8. Inform ***appropriate authorities*** before the walk.
2. Select equipment for the activity.	2.1. Identify and source ***equipment*** for the activity. 2.2. Assess equipment for safety and suitability for the walk and complete documentation. 2.3. Prepare equipment for transportation to walk location according to organisational policies and procedures.
3. Make logistical arrangements.	3.1. Determine ***food and water requirements*** for participants according to walking requirements. 3.2. Identify and plan for emergency food and water

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ELEMENT	PERFORMANCE CRITERIA
	requirements.
	3.3. Identify the location of water sources accessible during the walk and determine the need for water purification.
	3.4. Prepare water for carrying and storage in a manner appropriate to the activity.
	3.5. Select clothing suitable for the walk.
4. Brief participants.	4.1. Communicate instructions and ***relevant information*** about the walk in a manner suitable to participants.
	4.2. Demonstrate packing of a backpack with gear appropriate to proposed walk to participants.
	4.3. Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to group to assist in self-monitoring.
	4.4. Establish communication systems for use during walk and confirm systems with participants.
	4.5. Check and confirm participants are properly equipped for the walk.
5. Lead bushwalking trip.	5.1. Assist participants to fit and adjust equipment to ensure suitability and safety as required.
	5.2. Provide and reinforce direction and advice to the group during the walk.
	5.3. Monitor walking pace and spacing between walkers in relation to conditions during the walk.
	5.4. Monitor individual participant's performance and behaviour.
	5.5. Monitor weather conditions during the walk.
	5.6. Implement appropriate modifications to walk in response to ***changing conditions***.
6. Select and maintain a temporary site as required.	6.1. Select a suitable site with reference to minimal impact on the environment according to relevant legislation.
	6.2. Arrange shelter appropriate for prevailing weather conditions.
	6.3. Establish site to ensure comfort and safety of the group.
	6.4. Explain relevant minimum impact practices to group and monitor their compliance.
	6.5. Return site to an equal standard on departure.
7. Complete post trip responsibilities and	7.1. Notify relevant authority of trip completion.
	7.2. Retrieve, inspect, repair and store equipment

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ELEMENT	PERFORMANCE CRITERIA
evaluation	according to organisational policies and procedures. 7.3. Evaluate ***relevant aspects*** of the walk according to organisational criteria and record outcomes. 7.4. Identify potential areas of improvement for future walks.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a walking activity to meet their needs
  - convey information about the safety and logistical aspects of trip
  - interact with participants to create a safe and positive environment during the walk
- problem-solving skills to:
  - plan a trip according to participants'; needs, abilities and risk factors
  - make decisions about potential hazards that may affect trips
  - modify aspects of trips according to all variable factors and non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and location for the walk
  - make logistical arrangements
  - advise authorities of routes and duration of walk
  - organise participants into manageable groups
- language, literacy and numeracy skills to:
  - produce and document a plan for the walk
  - complete post trip documentation
  - produce a navigation data sheet
- self management skills to review and reflect on own work performance to facilitate improvement
- use of communication equipment
- first aid, rescue and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies.

Required knowledge

- legislation and organisational policies and procedures to ensure safe and legal conduct of all activities performed during bushwalking trips

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- minimal impact codes and practices and general land management requirements to enable application of low impact environmental practices during the walk
- Australian Standards for Walking Tracks to enable understanding of track classifications in order to plan a walk that matches the capabilities of participants
- site specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the area
- equipment characteristics and technology used for bushwalking, and factors affecting appropriate selection, use and maintenance to enable safe conduct of all activities
- clothing and footwear requirements for bushwalking and general principles affecting selection, such as layering and protective clothing principles
- nutritional requirements when participating in outdoor activities and types of food available to suit activity constraints to enable participant wellbeing
- risk management strategies to enable safe completion of the walk
- water purification methods and equipment to enable access to fresh water
- conflict resolution techniques to ensure the group functions cohesively
- influence of local air masses, seasons and topography on weather
- barometric pressure and its implications
- tie-off points or anchors for handlines
- first aid, emergency and search and rescue procedures relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors group in a safe and professional manner • applies effective modifications and contingency management techniques to make adjustments in response to changing conditions that may arise during bushwalking trips • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the safe guiding of groups on multiple bushwalking trips in unmodified landscapes that

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reflect local conditions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- an outdoor environment with unmodified landscapes to guide bushwalking
- participants to take part in bushwalking trips
- bushwalking, navigation, river crossing, overnight, communication, safety, rescue and first aid equipment
- resources and information regarding participants to plan, guide and document bushwalking trips.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning and guiding processes and interacting with participants, including conveying information for safe participation
- observation of dealing with contingencies such as changing weather conditions and equipment failure oral or written questioning to assess knowledge of the application of relevant legislation and organisational policies and procedures to enable safe conduct of all bushwalking activities throughout trip
- review of activity plans for the bushwalking activity
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

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

- SISOBWG404A Apply river crossing skills
- SISOOPS406A Interpret weather conditions in the field.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Support personnel may include:

- emergency contact
- logistics personnel
- drivers
- administrators
- teachers or instructor
- subject matter experts.

Activity objectives may include:

- self improvement
- fitness
- social interaction
- education.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- participant confidentiality and assessment procedures
- use, maintenance and storage of equipment
- tagging faulty or damaged equipment
- emergency procedures
- communication protocols
- time and budget constraints
- code of ethics.

Hazards may include:

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

Activity plan may include:

- aims and objectives
- date, time and duration
- location, equipment and resources
- guide and participant ratios
- safety and emergency requirements
- risk and contingency management plans.

Relevant Sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures

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- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Appropriate authorities may include:

- authorities
- supervisors

Equipment may include:

- bushwalking equipment
- navigation equipment
- river crossing equipment
- safety, rescue and first aid equipment
- communication equipment
- camping equipment
- hydration system
- water purification equipment.

Food and water requirements may include:

- menu planning and preparation
- range of foods
- emergency food and water
- water purification.

Relevant information may include:

- logistical details
- personal equipment requirements
- safety procedures
- responsible behaviour
- risk assessment and hazard prevention and management.

Changing conditions may include:

- weather
- participant needs
- equipment failure.

Relevant aspects may include:

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

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Unit Sector(s)

Outdoor Recreation

Competency Field

Bushwalking

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SISOCAY201A Demonstrate horizontal canyoning skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in canyoning activities under supervision. This unit focuses on the demonstration of horizontal canyoning skills, such as swimming and liloing in gentle to moderate canyon terrain.

Application of the Unit

This unit applies to those working as outdoor assistant guides or support staff under supervision in a range of natural environmental conditions and locations. This role may include supporting guides in activities, such as horizontal canyoning, as part of camps or tours.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for the activity.	1.1. Identify ***food and water requirements*** according to ***principles of nutrition*** and the duration of the canyoning activity. 1.2. Identify an appropriate activity site according to ***relevant legislation*** and ***organisational policies and procedures*** relating to the activity. 1.3. Identify potential ***hazards*** and ***changing conditions*** associated with the activity, and apply risk minimisation procedures to ensure personal safety. 1.4. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine appropriate activities.
2. Select equipment.	2.1. Select ***equipment*** according to ***contextual issues*** and check to ensure that it is in good working condition. 2.2. Adjust and fit equipment to ensure comfort and safety according to organisational policies and procedures. 2.3. Select personal clothing and footwear for activity and identify the required design and construction features. 2.4. Waterproof food, clothing, equipment and resources.
3. Apply canyoning skills.	3.1. Conduct pre-activity checks and survey the route through the canyon, as designated by the supervisor, to identify hazards, assess risk and select a safe route appropriate to skills. 3.2. Follow the route, demonstrating navigation techniques that minimise damage to the environment. 3.3. Approach ***obstacles*** and hazards in a safe manner, and minimise ***risks*** to self and group while negotiating a range of ***terrain*** types within a canyon according to organisational policies and procedures. 3.4. Apply ***horizontal canyoning skills*** to negotiate deep rock pools. 3.5. Conduct ***common maintenance*** checks and repairs to canyoning equipment, where applicable during the activity.
4. Evaluate the	4.1. Evaluate ***relevant aspects*** of the canyoning activity.

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ELEMENT	PERFORMANCE CRITERIA
canyoning activity.	4.2. Identify improvements for future canyoning experiences.

Required Skills and Knowledge

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

Required skills

- literacy and numeracy skills to read and interpret maps and weather and environmental information
- planning and organising skills to select an appropriate activity site and equipment
- communication skills to:
  - follow instructions and directions from the supervisor
  - interact with other participants
- swimming, wading and liloing skills to negotiate deep rock pools
- bushwalking skills and techniques to enable safe access to the canyoning location
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe and legal conduct of all canyoning activities
- minimal impact codes and techniques to ensure protection of environment
- equipment types, characteristics and technology used for canyoning, the advantages and disadvantages of the range of equipment provided by supervisor, and factors affecting appropriate selection of equipment
- packing and waterproofing techniques in order to protect personal and group equipment
- maintenance and repair techniques to keep equipment safe and in working condition
- clothing and footwear requirements factors affecting appropriate selection
- principles of nutrition to maintain health during activity
- navigation techniques to determine location, direction and potential hazards under supervision
- basic weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • determines equipment and supply requirements according to the conditions and duration of the canyoning activity • conducts pre- activity checks of the canyon site to identify potential hazards, obstacles and risks, and applies risk minimisation techniques • demonstrates canyoning techniques within a variety of terrain obstacles, such as liloing, swimming and wading through rock pools • seeks advice and feedback from leader to improve skills and ensure safety of self and group • evaluates and reflects on own canyoning performance to identify strengths and weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple horizontal canyoning activities in moderate terrain types that reflect local conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, such as meteorological data, to plan for the canyoning activity • a suitable outdoor environment with horizontal canyons that contain gentle to moderate terrain, may be wet or dry and should have natural obstacles that require swimming and or liloing • a qualified leader or supervisor • canyoning, navigation, safety and first aid, communication and repair equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of the appropriate selection and use of equipment, clothing and footwear • observation of safe participation and demonstration

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of horizontal canyoning skills, such as swimming or liloing
- third-party reports from a supervisor detailing performance.

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

SISONAV201A Navigate in tracked or easy untracked areas.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • essential nutrients • individual food requirements and allergies.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • emergency procedures • communication protocols • use and maintenance of equipment • code of ethics.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management.
Changing conditions may include:	• weather • equipment failure

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- injuries.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- local knowledge
- police.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings.
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Equipment may include:

- canyoning equipment
- navigation equipment
- safety and first aid equipment
- communication equipment
- repair equipment.

Contextual issues may include:

- weather conditions, including time
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Obstacles may include:

- rivers
- logs
- rocks
- gullies
- exposed areas.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- lost party or party member
- equipment failure.

Terrain may include:

- slippery rocks
- large boulders
- rock pools
- waterslides

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	• small drops • logs • submerged trees and branches.
Horizontal canyoning skills may include:	• use of lilos • wading • swimming techniques.
Common maintenance may include:	• lilo puncture repair • lilo valve repair or replacement • equipment cleaning • pack and clothing repair.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Canyoning

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SISOCAY302A Apply vertical canyoning skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake vertical canyoning activities. This unit relates to independent participation as part of a canyoning party. The canyon should have a gentle to moderate horizontal gradient with intermittent vertical pitch or pitches, it may be dry or wet, including sections of swimming or liloing and may have terrain obstacles and or hydrological formations.

Application of the Unit

This unit applies to those working as canyoning guides or assistant guides in a range of controlled environments and locations with a variety of terrain obstacles, hazards and conditions within the context of the region.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for the canyoning activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the duration of the activity. 1.2. Identify an appropriate activity site according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.4. Select personal clothing according to design and or construction features appropriate for the activity.
2. Select and utilise canyoning equipment.	2.1. Select and use ***equipment*** in a safe and efficient manner after consideration of ***contextual issues***. 2.2. Fit and adjust equipment to ensure personal comfort and safety according to organisational policies and procedures. 2.3. Complete all necessary personal and equipment ***safety checks*** prior to commencing canyoning and or belaying. 2.4. Select and attach ***descending device*** to the rope and tie ***knots*** suitable to the ***belay system*** being used. 2.5. Apply safety procedures at top and bottom of descent site to minimise risk.
3. Travel through a canyon.	3.1. Survey the route through the canyon to identify ***hazards*** and ***obstacles***, assess risk, and select a safe route according to conditions and group ability. 3.2. Identify features of ***hydrological formations*** that are hazardous according to relevant legislation and organisational policies and procedures. 3.3. Apply correct body position in moving water to minimise the potential for foot entrapment where relevant. 3.4. Apply navigation skills appropriate to the chosen route. 3.5. Apply wading and or swimming techniques to negotiate deep rock pools where required.

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ELEMENT	PERFORMANCE CRITERIA
	3.6. Remove and handle loaded backpacks to enable safe passage through the canyon where required.
4. Negotiate vertical pitches.	4.1. Identify specific considerations and risks associated with the selection of equipment and the rigging of abseil anchors and systems. 4.2. Descend in a controlled and safe manner according to organisational policies and procedures. 4.3. Demonstrate correct posture and technique while abseiling using single and double rope taking into account pitch variations. 4.4. Identify and apply techniques that minimise damage to the environment while abseiling. 4.5. Respond to ***emergency situations*** according organisational policies and procedures. 4.6. Demonstrate rope retrieval skills.
5. Apply belaying skills.	5.1. Establish belaying position by moving body in relation to ***belay device*** that enables effective use of belay system. 5.2. Confirm attachment of belayer to anchor to minimise movement during a fall. 5.3. Demonstrate a safe and efficient escape from belay system, and attachment of belayer to anchor to minimise movement during a fall. 5.4. Maintain rope tension to ensure fall distance is minimised while not restricting abseiler movement. 5.5. Monitor abseiler progress constantly and respond appropriately to abseiler calls. 5.6. Arrest falls promptly using technique suitable to the belaying device and or situation. 5.7. Demonstrate the lowering of a conscious or unconscious canyoner in the event of an emergency. 5.8. Demonstrate attachment to alternate belay or safety system when self-belaying to maintain safety in the event of a fall.
6. Maintain canyoning equipment.	6.1. Conduct ***maintenance checks and repairs*** of canyoning equipment prior to storage. 6.2. Dry equipment prior to storage as appropriate. 6.3. Store equipment according to organisational policies and procedures.
7. Evaluate canyoning activity.	7.1. Evaluate ***relevant aspects*** of canyoning activity. 7.2. Evaluate own performance and identify potential

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ELEMENT	PERFORMANCE CRITERIA
	improvements for future performances.
	7.3. Make modifications to future canyoning activities where required in response to ***feedback*** from ***participants and own self reflection outcomes***.

Required Skills and Knowledge

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

Required skills

- communication skills to inform progress and interact with participants while participating in activity
- problem-solving skills to:
  - identify and negotiate obstacles and hazards
  - assess application of rope tension when belaying
- planning and organising skills to access resources and equipment for the activity
- self management skills to review and reflect on own performance
- abseiling and belaying skills to apply to the canyoning activity
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all canyoning activities
- equipment types, characteristics and technology used for canyoning, the advantages and disadvantages of the range of equipment
- factors affecting selection, use, care and maintenance of canyoning equipment
- communication methods and calls used between abseilers and belayers to reduce risk
- belay techniques and devices appropriate for activity including anchor selection and rigging of abseils
- technical abseiling and belaying techniques and procedures to suit the features and conditions of the canyoning site
- knots and rope handling to maintain adequate rope tension when belaying
- weather and environmental information to ascertain possible conditions and their affect on the activity
- hazards that may be experienced in a canyoning environment
- minimal impact techniques to minimise environmental impact of canyoning activities
- emergency procedures and potential hazards relevant to the location to ensure risk

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minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant processes to plan equipment and supply requirements according to the conditions and duration of the canyoning activity • conducts pre- activity checks of the canyon site and equipment to identify potential hazards, obstacles and risks, and applies risk minimisation techniques • demonstrates canyoning techniques such as operating a belay system and handling ropes efficiently to negotiate a vertical pitch • negotiates obstacles and hazards during canyoning activities and adapts to non-routine situations • evaluates and reflects on own canyoning performance to identify strengths and weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple vertical canyoning activities, within the current or intended context of the candidate's work region to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, such as meteorological data, to plan for the canyoning activity • a suitable outdoor environment with a canyoning site with simple obstacles and features including vertical pitches and wet sections • canyoning, abseiling and belaying, navigation, safety and first aid, communication and repair equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the planning and review process • oral or written questioning to assess knowledge of

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relevant legislation and organisational policies and procedures to enable safe conduct of all canyoning activities
- observation of safe participation and demonstration of abseiling and belaying skills to participate in vertical canyoning activities
- observation of dealing with contingencies, such as equipment failure or change in weather conditions
- third-party reports from a supervisor detailing performance.

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

- SISOCAY303A Establish belays in canyons

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • essential nutrients • individual food requirements and allergies.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • emergency procedures • communication protocols • use and maintenance of equipment • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies

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- local knowledge
- police.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts.

Equipment may include:

- canyoning equipment
- abseiling and belaying equipment
- navigation equipment
- safety and first aid equipment
- communication equipment
- repair equipment.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Safety checks may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C - connector - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - everything else including end or rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured.
- F - friend - cross check.

Descending devices may include:

- auto locking devices
- circular devices
- plate devices
- tubular devices
- improvised devices
- in line devices.

Knots may include:

- rethreaded figure 8
- figure 8 on bight
- friction hitches.

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Belay system may include:	• top belay • bottom belay • self belay.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Obstacles may include:	• slippery rocks • large boulders • rock pools • tunnel swims • water slides • small drops • rapids • ledges and overhangs • squeezes • traverses.
Hydrological formations may include:	• stoppers • holes • strainers • undercuts • still bodies of extremely cold water.
Emergency situations may include:	• injured canyoner • unconscious canyoner • 'frozen' canyoner • trapped canyoner.
Belay devices may include:	• plate devices • auto locking devices • tubular devices.
Maintenance checks and repairs may include:	• lilo puncture repair • lilo valve repair or replacement • cleaning of rope and harnesses.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection

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- instructional content.

Unit Sector(s)

Outdoor Recreation

Competency Field

Canyoning

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SISOCAY303A Establish belays in canyons

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to select anchors for the attachment of ropes and equipment for belays. These anchors are to be used in establishing belay systems and rigging rope pitches for canyoning. These systems must be able to accommodate different belayer and abseiler abilities in a single pitch context. Anchors must be selected from a diversity of locations, offering different environmental conditions, rock type and tree type.

Application of the Unit

This unit applies to those working as canyoning guides or assistant guides required to establish belays for canyoning activities in a range of controlled single pitch locations with a variety of terrain obstacles, hazards and environmental conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select equipment for belay system.	1.1. Select a ***belay system*** that minimises ***environmental impact*** according to ***contextual issues***. 1.2. Identify and select ***equipment*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select ***anchors*** that meet the requirements of the abseil and abilities of the ***participants***. 1.4. Assess ***condition of the anchors***, including performance under ***likely load***, and stability of surroundings. 1.5. Choose a ***belay device*** that is suitable to the surface conditions and belayer's ability. 1.6. Complete all necessary equipment ***safety checks*** according to organisational policies and procedures.
2. Set up belay system.	2.1. Rig multiple anchors, ensuring equalisation and minimal shock loading. 2.2. Tie ***knots*** and rig ropes suitable for the type of belay system established. 2.3. Establish a belay from which the belayer is able to escape and safely perform a rescue. 2.4. Establish a belay that maintains safety of belayer and minimises movement of the belayer in the event of a fall. 2.5. Avoid or remove belay ***hazards*** to maintain ***safety of belayer***. 2.6. Determine the need for, and establish back up belay systems.
3. Rig rope pitches.	3.1. Identify safe access to and egress from the site according to relevant legislation. 3.2. Determine ascent and or descent route according to contextual issues. 3.3. Tie knots that are suitable for the type of system

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ELEMENT	PERFORMANCE CRITERIA
	established and for potential retrieval or rescue situations.
	3.4. Set up anchors and ropes to facilitate rescue.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - minimise and or eliminate hazards
  - select anchors and belay systems for the context and conditions of canyoning activity
- rope handling and knot tying skills to rig ropes and anchors
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct and legal access of all belaying activities conducted in a canyon
- minimal impact canyoning codes to ensure protection of the environment
- equipment types, characteristics and technology used to establish belays for abseiling in canyons
- care and maintenance of equipment to ensure prolonged life span and safety requirements, as advised by the manufacturer's recommendations for equipment use
- belay and anchor systems appropriate for single pitch natural surfaces
- technical abseiling and equipment knowledge to establish top and bottom belays
- types of knots, their advantages and disadvantages, and their impact on roping activities
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- selects equipment and conducts safety checks to ensure effective working order
- differentiates between the types of belay systems, anchors and knots and their suitability to different rigging situations
- determines the need for, and establishes, back up belay systems to ensure safety of self and other participants.

Context of and specific resources for assessment

Assessment must ensure establishment of multiple belays to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a suitable canyoning location with a vertical single pitch and simple obstacles and features that allow participant to demonstrate belay rigging skills
- equipment required for the establishment of belays.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of selecting equipment according to contextual issues
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to ensure safe use of all equipment
- observation of safe participation and demonstration of setting up belay systems suitable to different contexts
- observation of dealing with contingencies, such as equipment failure
- third-party reports from a supervisor detailing performance.

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

- SISOCAY302A Apply vertical canyoning skills
- SISOVTR301A Perform vertical rescues.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Belay system may include:

- top of a pitch
- bottom of the pitch
- self belay.

Environmental impact may include:

- rock dislodgement
- compacting of soil
- effect on other users of the site
- damage to flora, fauna, and the environment.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Equipment may include:

- ropes
- tape slings
- karabiners
- rope protectors
- belay devices
- descending devices
- specific canyoning equipment.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- emergency procedures
- communication protocols
- use and maintenance of equipment
- code of ethics.

Anchors may include:

- natural
- fixed.

Participants may include:

- experienced
- inexperienced
- adults

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	• children.
Condition of the anchors may include:	• age • location • wear • decay • corrosion • environmental stress • insect damage.
Likely load may include:	• group size • set up • type of abseil conducted • abseiler ability • possible forces generated during a fall.
Belay device may include:	• plate devices • auto-locking devices • tubular devices • Prusik cord and suitable friction hitch.
Safety checks may include:	• A - anchors - secure and suitable to application • B - buckles - locked as per manufacturers recommendations • C - connectors - locked secured and oriented • D - devices - threaded correctly and secured • E - everything else including end or rope knots, friction, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured • F - friend - cross check.
Knots may include:	• end-of-rope knots • mid-rope knots • rope joining knots • tape knots.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Safety of belayer may include:	• attachment to anchor or alternate safety system • positioning out of direct line of rock or equipment fall.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Canyoning

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SISOCAY304A Guide single pitch canyoning trips

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on single pitch canyoning trips. This unit focuses on the application of planning skills to make suitable arrangements to guide a group on a canyoning trip in a canyon with single pitch vertical sections.

Application of the Unit

This unit applies to those working as canyoning guides who are responsible for planning, implementing and evaluating canyoning trips conducted in a range of controlled environments and locations with a variety of terrain obstacles, hazards and single pitch conditions.

This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a canyoning trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a trip ***plan***, according to ***relevant legislation***, ***organisational policies and procedures*** and participant's needs. 1.3. Select a canyon suitable to participants and ***trip objectives*** according to relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with canyoning and minimise ***risks*** to ensure safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine trip plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the trip. 1.7. Identify most appropriate ***belay system*** according to participant's abilities and conditions at the site. 1.8. Inform ***appropriate authorities*** before commencing the canyoning trip.
2. Select equipment for the group.	2.1. Select ***equipment*** according to contextual issues and organisational policies and procedures and check serviceability. 2.2. Establish anchors and ropes, ensuring they are in correct position for the activity. 2.3. Check safety and rescue equipment according to the needs of participants and characteristics of the canyon.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the canyoning trip in a manner suitable to the participants. 3.2. Outline ***safety procedures*** and safe areas and or boundaries for the trip and activities. 3.3. Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to the group to assist in self-monitoring. 3.4. Establish a suitable communication system for

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ELEMENT	PERFORMANCE CRITERIA
	participants to use while canyoning. 3.5. Check and confirm participants are properly equipped for canyoning activities.
4. Lead canyoning trip.	4.1. Demonstrate ***canyoning techniques*** to participants. 4.2. Monitor canyoning techniques to ensure safety of participants. 4.3. Identify potential hazards and determine how they can be overcome or avoided. 4.4. Monitor individual participant's performance and provide appropriate feedback. 4.5. Implement appropriate modifications to activities in regard to all ***variable factors*** that are monitored. 4.6. Provide direction and advice to group during the trip.
5. Complete post trip responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Evaluate ***relevant aspects*** of canyoning trip. 5.3. Identify potential areas of improvement for future canyoning trips. 5.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a canyoning trip that meets their needs
  - convey information about the safety aspects of the trip
  - interact with participants to create a safe and positive canyoning environment
- problem-solving skills to:
  - plan canyoning trip according to participant's needs and abilities
  - make decisions about potential hazards that may affect trip
  - modify aspects of trips according to all variable factors and non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate equipment and canyon location

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    - organise participants into manageable groups for abseiling and belaying activities
- language and literacy skills to:
    - produce plans
    - complete post trip participant and self evaluations
- personal canyoning skills to a high level of technical correctness to demonstrate and explain single pitch techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to ensure safe and non-discriminatory conduct of all activities performed during canyoning trips
- minimal impact canyoning codes to ensure protection of the environment
- site specific information to enable safe and effective planning and management of potential canyoning hazards and any special restrictions applying to the area
- equipment types, characteristics and technology used for single pitch canyoning, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection of equipment to enable appropriate selection, use and maintenance
- clothing and footwear requirements for canyoning and factors affecting appropriate selection, such as layering and protective clothing
- principles of nutrition to maintain health and energy during the trip
- canyoning techniques and common communication systems used between abseilers and belayers when canyoning to reduce risk
- belay systems, devices and anchors appropriate for single pitch canyons
- technical abseiling knowledge, such as advantages and disadvantages of various knots in a variety of situations
- weather and environmental information to ascertain possible conditions and their affect on the trip
- emergency and rescue procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • plans within activity constraints and guides and

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competency in this unit	monitors group in a safe and professional manner • applies effective contingency management techniques to deal with a range of problems or variable factors that may arise during canyoning trips • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the safe guiding of groups on multiple canyoning trips in locations that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable canyon that enables the demonstration and practice of canyoning activities • participants to take part in the canyoning trip • resources and information regarding participants and location to plan, guide and document canyoning activities for a variety of participants • canyoning, abseiling, belaying, protection, navigation, communication, safety and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning and guiding processes and interacting with participants, including conveying information for safe participation • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all canyoning activities during trip • observation of dealing with contingencies such as changing weather conditions and equipment failure • review of canyoning trip plans • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOCAY302A Apply vertical canyoning skills • SISOCAY303A Establish belays in canyons

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- SISOVTR301A Perform vertical rescues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- previous experience
- physical capabilities
- age
- injuries and illnesses.

Plan may include:

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

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- time constraints
- use, maintenance and storage of equipment
- communication protocols
- confidentiality of participant information
- guide and participant ratios
- emergency and safety procedures
- code of ethics.

Trip objectives may include:

- self improvement
- meeting people
- fitness targets
- adventure and recreation.

Hazards may include:

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

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- group management hazards
- dense vegetation
- group management hazards.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge
- police.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- river levels
- synoptic charts.

Food and water requirements may include:

- menu planning and preparation
- range of foods.

Principles of nutrition may include:

- food groups
- dietary guidelines
- individual food requirements and allergies.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Belay system may include:

- top belay
- bottom brake.

Appropriate authorities may include:

- authorities
- supervisors.

Equipment may include:

- canyoning equipment
- abseiling and belaying equipment
- safety, first aid and rescue equipment
- navigation equipment

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- communication equipment
- repair equipment.

Relevant information may include:

- safety procedures
- logistical details
- risk and hazard prevention and management
- canyoning, abseiling and belaying techniques
- responsible and safe behaviour.

Safety procedures may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C- connector - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - everything else including end or rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured.
- F - friend - cross check.

Canyoning techniques may include:

- liloing and swimming
- river running
- abseiling
- belaying
- navigating
- establishing anchors and belay ropes.

Variable factors may include:

- change of weather and conditions
- equipment failure
- participant's needs.

Relevant aspects may include:

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

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Unit Sector(s)

Outdoor Recreation

Competency Field

Canyoning

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SISOCAY405A Apply advanced vertical canyoning skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently undertake vertical canyoning activities in difficult and or non-routine conditions. These canyons may include intermittent vertical pitches of variable length, multi pitch abseils and hazardous hydrological features.

Application of the Unit

This unit applies to those working as canyoning guides or instructors in a range of unpredictable environments and locations with a variety of terrain obstacles, hazards and conditions within the context of the region.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCAY302A Apply vertical canyoning skills

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for the canyoning activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the duration of the activity. 1.2. Identify and select an appropriate activity site according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.4. Select personal clothing according to design and or construction features appropriate for the activity. 1.5. Conduct ***pre activity checks*** according to organisational policies and procedures.
2. Select and utilise canyoning equipment.	2.1. Select and use ***equipment*** in a safe and efficient manner according to ***contextual issues***. 2.2. Fit and adjust equipment to ensure personal comfort and safety according to organisational policies and procedures. 2.3. Waterproof food, clothing, equipment and resources where applicable. 2.4. Complete personal and equipment ***safety checks*** prior to commencing canyoning and or belaying in ***difficult conditions***. 2.5. Select and attach ***descending device*** to the rope and tie ***knots*** suitable to the ***belay system*** being used. 2.6. Apply safety procedures at top and bottom of descent site to minimise risk.
3. Travel through a canyon with vertical pitches.	3.1. Survey the route through the canyon to identify ***hazards*** and ***obstacles***, assess ***risks***, and select a safe route according to conditions and group ability. 3.2. Respond to emergency situations according to organisational policies and procedures. 3.3. Identify hazardous features of ***hydrological formations*** and determine alternative routes according to relevant legislation and organisational policies and procedures. 3.4. Apply correct body position in moving water to

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ELEMENT	PERFORMANCE CRITERIA
	minimise the potential for foot entrapment.
	3.5. Apply navigation skills and swimming techniques appropriate to the chosen route.
	3.6. Establish new or alternate anchors in non-routine situations or when designated anchors may not be available or suitable for use.
	3.7. Demonstrate efficient rope handling and retrieval skills in non routine situations.
4. Demonstrate abseiling technique.	4.1. Identify specific considerations and risks associated with the selection of equipment and the rigging of abseil anchors and systems.
	4.2. Negotiate obstacles and avoid or remove hazards to descend in a controlled manner.
	4.3. Demonstrate correct posture and technique while abseiling using single and double rope taking into account pitch variations.
	4.4. Maintain effective communication between with belayer throughout the descent.
	4.5. Identify and apply techniques that minimise damage to the environment while abseiling.
	4.6. Respond to ***emergency situations*** according organisational policies and procedures.
5. Demonstrate belaying technique.	5.1. Establish belaying position by moving body in relation to ***belay device*** that enables effective use of belay system.
	5.2. Confirm attachment of belayer to anchor to minimise movement during a fall.
	5.3. Demonstrate a safe and efficient escape from belay system, and attachment of belayer to anchor to minimise movement during a fall.
	5.4. Maintain rope tension to ensure fall distance is minimised while not restricting abseiler movement.
	5.5. Monitor abseiler progress constantly and respond appropriately to abseiler calls.
	5.6. Arrest falls promptly using technique suitable to the belaying device and or situation.
	5.7. Demonstrate the lowering of a conscious or unconscious canyoner in the event of an emergency.
	5.8. Demonstrate attachment to alternate belay or safety system when self-belaying to maintain safety in the event of a fall.
6. Maintain canyoning	6.1. Conduct ***maintenance checks and repairs*** of

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ELEMENT	PERFORMANCE CRITERIA
equipment.	canyoning equipment prior to storage. 6.2. Dry equipment prior to storage as appropriate. 6.3. Store equipment according to organisational policies and procedures.
7. Evaluate canyoning activity.	7.1. Evaluate ***relevant aspects*** of canyoning activity. 7.2. Evaluate own performance using self reflection methods and identify potential improvements for future performances. 7.3. Make modifications to future canyoning activities where required in response to ***feedback*** from other ***participants and own self reflection outcomes***.

Required Skills and Knowledge

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

Required skills

- communication skills to inform progress and interact with other participants .
- problem-solving skills to:
  - identify and negotiate obstacles and hazards when abseiling in canyons
  - deal with unpredictable, non-routine and emergency situations
  - assess application of rope tension when belaying
- planning and organising skills to access resources and equipment for the canyoning activity
- self management skills to review and reflect on own performance
- abseiling and belaying skills to apply as part of the canyoning activity
- swimming and navigation skills to safely travel through difficult canyon conditions
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all canyoning activities
- minimal impact techniques to minimise environmental impact of canyoning activities
- equipment types, characteristics and technology used for canyoning, the advantages and disadvantages of the range of equipment,
- factors affecting selection, use, care and maintenance of equipment and clothing
- advanced canyoning techniques and common communication methods and calls used between abseilers and belayers to reduce risk during multi pitch abseiling

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- lay techniques and devices appropriate for activity including anchor selection and rigging of abseils
- technical abseiling and belaying knowledge, such as common improvisation techniques and procedures to suit the unpredictable and possible extreme canyoning conditions
- knots and rope handling to maintain adequate rope tension when belaying
- weather and environmental information to ascertain possible conditions and their affect on the activity
- hazards, obstacles and risks commonly associated with canyoning
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant processes to plan equipment and supply requirements for canyoning activities performed in difficult conditions • conducts pre-activity checks of the canyon site and equipment to identify potential hazards, obstacles and risks, and applies risk minimisation techniques and maintenance within own area of responsibility • demonstrates advanced canyoning skills such as negotiating a vertical multi pitch using abseiling and belaying and communication systems • negotiates obstacles and hazards during canyoning activities and adapts to unpredictable, non-routine and emergency situations that may arise • evaluates and reflects on own canyoning performance to identify strengths and weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple advanced vertical canyoning activities, within the current or intended context of the candidate's work region to demonstrate competency and consistency of performance. Assessment must also ensure access to:

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- resources and information, such as meteorological data, to plan for the canyoning activity
- a suitable outdoor environment with a canyoning site with difficult and or non-routine multi pitches
- canyoning, abseiling and belaying, navigation, safety and first aid, communication and repair equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all canyoning activities
- observation of safe participation and demonstration of multi pitch abseiling and belaying skills in difficult and unpredictable canyoning conditions
- observation of dealing with contingencies, such as equipment failure or change in weather conditions
- third-party reports from a supervisor detailing performance.

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

- SISCAQU202A Perform basic water rescues
- SISOCAY406A Establish complex belays in canyons.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:

- menu planning and preparation
- range of foods.

Principles of nutrition may include:

- food groups
- dietary guidelines
- essential nutrients
- individual food requirements and allergies.

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Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • emergency procedures • communication protocols • use and maintenance of equipment • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge • police.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts.
Pre activity checks must include:	• condition of equipment • logistical arrangements • weather • review of escape routes and contingency plans.
Equipment may include:	• canyoning equipment • abseiling and belaying equipment • navigation equipment • safety and first aid equipment • communication equipment • repair equipment.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Safety checks may include:	• A - anchors - secure and suitable to application • B - buckles - locked as per manufacturers recommendations

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- C - connectors - locked secured and oriented
- D - devices - threaded correctly and secured
- E - everything else including end or rope knots, friction, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured
- F - friend - cross check.

Difficult conditions may include:

- intermittent vertical pitches of variable length
- multi-pitch abseils with belay stations mid-pitch
- terrain obstacles which obstruct regular route
- wet sections
- flowing water and resultant hydrological formations.

Descending devices may include:

- auto locking devices
- circular devices
- plate devices
- tubular devices
- improvised devices
- in line devices.

Knots may include:

- rethreaded figure 8
- figure 8 on bight
- friction hitches.

Belay systems may include:

- top belay
- bottom belay
- self belay.

Hazards may include:

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

Obstacles may include:

- slippery rocks
- large boulders
- rock pools
- water slides
- tunnel swims
- small drops
- falling water
- logs
- small rapids
- ledges

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	• trees • overhangs • squeezes • traverses.
Risks may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Hydrological formations may include:	• stoppers • rapids • holes • strainers • undercuts • still bodies of extremely cold water.
Emergency situations may include:	• injured, unconscious or frozen canyoner • anchor point corroded, removed or decayed • raised water levels • injured member of group • abseiler with wedged body parts • damaged or lost equipment • hair or clothing jam • changed conditions at top of pitch.
Belay devices may include:	• plate devices • auto locking devices • tubular devices.
Maintenance checks and repairs may include:	• lilo puncture repair • lilo valve repair or replacement • cleaning of rope and harnesses.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback

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- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Canyoning

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SISOCAY406A Establish complex belays in canyons

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently select and rig fixed, natural and or artificial anchors for the attachment of ropes and equipment for belays. These anchors are to be used in establishing complex belay systems and rigging rope pitches for canyoning. These systems must accommodate different belayer and abseiler abilities in single and multi pitch contexts.

Application of the Unit

This unit applies to those working as canyoning guides or assistant guides required to establish complex belays for canyoning activities in a range of single and multi pitch locations with a variety of terrain obstacles, hazards and environmental conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select equipment for belay system.	1.1. Select a ***belay system*** that minimises ***environmental impact***, according to ***contextual issues***. 1.2. Identify and select ***equipment*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select ***anchors*** that meet the requirements of the abseil and abilities of the ***participants***. 1.4. Assess ***condition of the anchors***, including performance under ***likely load***, and stability of surroundings. 1.5. Choose a ***belay device*** that is suitable to the surface conditions and belayer's ability. 1.6. Place ***protection*** in a manner to create an anchor. 1.7. Complete all necessary equipment ***safety checks*** according to organisational policies and procedures.
2. Set up belay system.	2.1. Rig multiple anchors, ensuring equalisation and minimal shock loading. 2.2. Tie ***knots*** and rig ropes suitable for the type of belay system established. 2.3. Establish a belay from which the belayer is able to escape and safely perform a rescue. 2.4. Establish a belay that maintains safety of belayer and minimises movement of the belayer in the event of a fall. 2.5. Avoid or remove belay ***hazards*** to maintain ***safety of belayer***. 2.6. Determine the need for, and establish back up belay systems.
3. Rig rope pitches.	3.1. Identify safe access to and egress from the site according to relevant legislation. 3.2. Determine descent route according to organisational policies and procedures and contextual issues. 3.3. Tie knots that are suitable for the type of system established and for potential retrieval or rescue situations.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Construct an abseil rig in routine and non-routine multi pitch contexts.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - minimise and or eliminate hazards
  - select anchors and belay systems for the context and conditions of canyoning activity
- complex rope handling and knot tying skills to rig ropes and anchors
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct and legal access of all belaying activities conducted in a canyon
- minimal impact canyoning codes to ensure protection of the environment
- equipment types, characteristics and technology used to establish complex belays for abseiling in canyons
- care and maintenance of equipment to ensure prolonged life span and safety requirements, as advised by the manufacturer's recommendations for equipment use
- belay and anchor systems appropriate for multi pitch natural surfaces
- technical abseiling and equipment knowledge to establish top and bottom belays
- advantages and disadvantages of different knots, and their impact on roping activities
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- selects equipment and conducts safety checks to ensure effective working order
- identifies factors affecting the stability and selection of fixed, natural and or artificial anchors, and selects anchors for simple, complex, single and multi-pitch abseils that are suitable for differing participant abilities and rigging situations in a canyon environment
- determines the need for, and establishes, back up belay systems to ensure safety of self and other participants.

Context of and specific resources for assessment

Assessment must ensure establishment of multiple complex belays in canyon environments to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- suitable canyoning locations with vertical multi pitches, a variety of anchors, hazards, obstacles and features that allow participant to demonstrate a variety of rigging skills
- equipment required for the establishment of complex belays.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of selecting equipment according to contextual issues
- observation of safe participation and demonstration of setting up a broad range of belay systems and anchors suitable to different contexts and participants
- observation of dealing with contingencies, such as equipment failure
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures, and factors affecting the stability and selection of fixed, natural and or artificial anchors for simple, complex, single and multi-pitch abseils
- third-party reports from a supervisor detailing performance.

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

- SISOCAY405A Apply advanced vertical canyoning

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skills
- SISOVTR402A Perform complex vertical rescues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Belay system may include:
- top of a pitch
- bottom of the pitch
- self belay.

Environmental impact may include:
- rock dislodgement
- compacting of soil
- effect on other users of the site
- damage to flora, fauna, and the environment.

Contextual issues may include:
- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Equipment may include:
- ropes
- tape slings
- karabiners
- rope protectors
- belay devices
- descending devices.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:
- occupational health and safety
- use and maintenance of equipment
- communication protocols
- safety and emergency procedures
- code of ethics.

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Anchors may include:	• natural • fixed • artificial.
Participants may include:	• experienced • inexperienced • adults • children.
Condition of the anchors may include:	• age • location • wear • decay • corrosion • environmental stress • insect damage.
Likely load may include:	• group size • set up • type of abseil conducted • abseiler ability • possible forces generated during a fall.
Belay device may include:	• plate devices • auto-locking devices • tubular devices • Prusik cord and suitable friction hitch.
Protection may include:	• artificial • fixed • natural.
Safety checks may include:	• A - anchors - secure and suitable to application • B - buckles - locked as per manufacturers recommendations • C - connector - locked, secured and orientated • D - devices - threaded correctly and secured • E - everything else including end or rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured. • F - friend - cross check.
Knots may include:	• end-of-rope knots • mid-rope knots • rope joining knots • tape knots.
Hazards may include:	• temperature extremes

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	• slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Safety of belayer may include:	• attachment to anchor or alternate safety system • positioning out of direct line of rock or equipment fall.

Unit Sector(s)

Outdoor Recreation

Competency Field

Canyoning

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SISOCAY407A Guide multi pitch canyoning trips

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on multi pitch canyoning trips. This unit focuses on the application of planning skills to make suitable arrangements to guide a group on a canyoning trip in a canyon with multi pitch vertical sections.

Application of the Unit

This unit applies to those working as canyoning guides who are responsible for planning, implementing and evaluating canyoning trips conducted in a range of uncontrolled environments and locations with a variety of terrain obstacles, hazards and multi pitch conditions.

This may apply to canyoning leaders working for outdoor education or adventure providers, volunteer organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a canyoning trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a trip ***plan*** according to ***relevant legislation***, ***organisational policies and procedures*** and participant's needs. 1.3. Select a ***canyon*** suitable to participants and ***trip objectives*** according to relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with canyoning and minimise ***risks*** to ensure safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine trip plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the trip. 1.7. Identify most appropriate ***belay system*** according to participant's abilities and conditions at the site. 1.8. Inform ***appropriate authorities*** before commencing the canyoning trip.
2. Select equipment for the group.	2.1. Select ***equipment*** according to contextual issues and organisational policies and procedures. 2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort. 2.3. Establish anchors and ropes, ensuring they are in correct position for the activity. 2.4. Check safety and rescue equipment to ensure suitability to the group and the canyon.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the canyoning trip in a manner suitable to the participants. 3.2. Outline ***safety procedures*** and safe areas and or boundaries for the trip and activities. 3.3. Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to group to assist in self-monitoring.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Establish a suitable communication system for participants to use while canyoning. 3.5. Check and confirm participants are properly equipped for canyoning activities.
4. Lead canyoning trip.	4.1. Demonstrate ***canyoning techniques*** to participants. 4.2. Monitor canyoning techniques to ensure safety of participants. 4.3. Identify potential hazards and decide how they can be overcome or avoided. 4.4. Monitor individual participant's performance and provide appropriate feedback. 4.5. Implement appropriate modifications to activities in regard to all ***variable factors*** that are monitored.
5. Complete post trip responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Evaluate ***relevant aspects*** of canyoning trip. 5.3. Identify potential areas of improvement for future canyoning trips. 5.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a canyoning trip that meets their needs
  - convey information about the safety aspects of the trip
  - interact with participants to create a safe and positive canyoning environment
- problem-solving skills to:
  - plan a suitable canyoning trip according to participant's needs and abilities
  - make decisions about potential hazards that may affect trip
  - modify aspects of trips according to all variable factors and non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate equipment and suitable canyon location
  - organise participants into manageable groups for abseiling and belaying activities
- language and literacy skills to:

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  - produce plans
  - complete post trip participant and self evaluations
- personal canyoning skills to a high level of technical correctness to demonstrate and explain multi pitch techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- minimal impact canyoning codes to ensure protection of the environment
- site specific information to enable safe and effective planning and management of potential canyoning hazards and any special restrictions applying to the area
- equipment types, characteristics and technology used for multi pitch canyoning to enable its selection, use and maintenance appropriate to the activity and location
- clothing and footwear requirements for canyoning and factors affecting appropriate clothing selection, such as layering and protective clothing
- principles of nutrition to maintain health and energy during the trip
- canyoning techniques and common communication systems used between abseilers and belayers when canyoning to reduce risk
- belay systems, devices and anchors appropriate for multi pitch canyons
- technical abseiling knowledge, such as advantages and disadvantages of various knots in a variety of situations
- weather and environmental information to ascertain possible conditions and their affect on the trip
- emergency and rescue procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors group in a safe and professional manner • applies effective contingency management techniques to deal with a range of problems or variable factors that may arise during canyoning trips • encourages and responds to group feedback and

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	evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the safe guiding of canyoning trips in locations that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable canyon that enables the demonstration and practice of multi pitch canyoning activities • participants to take part in the canyoning trip • resources and information regarding participants and location to plan, guide and document canyoning activities for a variety of participants • canyoning, abseiling, belaying, protection, navigation, communication, safety and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning and guiding processes and interacting with participants, including conveying information for safe participation • observation of dealing with contingencies such as changing weather conditions and equipment failure • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all canyoning activities during trip • review of canyoning trip plans • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOCAY406A Establish complex belays in canyons • SISOOPS303A Interpret weather conditions in the field • SISOVTR402A Perform complex vertical rescues.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- previous experience
- physical capabilities
- age
- injuries and illnesses.

Plan may include:

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

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- time and budget constraints
- use, maintenance and storage of equipment
- communication protocols
- confidentiality of participant information
- guide and participant ratios
- emergency and safety procedures
- code of ethics.

Canyon may include:

- intermittent vertical pitches of variable length
- multi-pitch abseils with belay stations mid-pitch
- terrain obstacles which obstruct regular route
- wet sections
- flowing water and resultant hydrological formations.

Trip objectives may include:

- self improvement
- meeting people
- fitness targets
- adventure and recreation.

Hazards may include:

- temperature extremes
- slippery or unstable terrain

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	• dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • lost party or party member • equipment failure.
Relevant sources may include:	• Bureau of Meteorology • media • land manager or agencies • local knowledge • police.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Belay system may include:	• top belay • bottom brake.
Appropriate authorities may include:	• authorities • supervisors.
Equipment may include:	• canyoning equipment • abseiling and belaying equipment

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- safety, first aid and rescue equipment
- navigation equipment
- communication equipment
- repair equipment.

Relevant information may include:

- safety procedures
- logistical details
- risk and hazard prevention and management
- canyoning, abseiling and belaying techniques
- responsible and safe behaviour.

Safety procedures may include:

- procedures for inversion and entrapment
- pre activity and safety checks
- safety procedures applied at top and bottom of descent
- wearing of helmets
- safety ropes
- positioned out of direct line of gear fall
- use of safety and rescue equipment.

Canyoning techniques may include:

- liloing
- white water swimming
- river running
- abseiling
- belaying.

Variable factors may include:

- change of weather and conditions
- equipment failure
- participant's needs.

Relevant aspects may include:

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

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Unit Sector(s)

Outdoor Recreation

Competency Field

Canyoning

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SISOCAY508A Instruct canyoning skills

Modification History

Not Applicable

Unit Descriptor

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

Application of the Unit

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

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a canyoning session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current canyoning knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***canyoning plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with canyoning and minimise ***risks*** according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures. 2.2. Check equipment for safety and suitability according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the canyoning session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable communication system for participants to use while canyoning. 3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour. 3.5. Check and confirm that all participant equipment is fitted and adjusted.

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

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan an appropriate canyoning session
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan canyoning sessions according to participant's needs and characteristics
  - address participant difficulties in developing techniques
  - anticipate and respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and suitable locations

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  - monitor and evaluate progress
  - organise participants into manageable groups for canyoning activities
- language and literacy skills to:
  - produce canyoning and instructional plans for the session
  - complete post session participant and self evaluations
- personal canyoning skills to a high level of technical correctness to enable demonstration and explanation of techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing canyoning.

Required knowledge

- legislation and organisational policies and procedures to ensure safe conduct of canyoning activities performed during canyoning sessions
- minimal impact canyoning codes to ensure protection of the environment
- site specific information to enable safe and effective planning and management of potential canyoning hazards and any special restrictions applying to the area
- equipment types, characteristics and technology used for canyoning, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing and footwear requirements and factors affecting appropriate clothing selection, such as layering and protective clothing
- care and maintenance of canyoning equipment to ensure prolonged life span and safety requirements
- instructional techniques and strategies applicable to a range of ages and learning abilities to enable effective instruction of participants with different needs and characteristics
- principles of nutrition to maintain health and energy throughout the session
- canyoning techniques and common communication systems used between abseilers and belayers when canyoning to reduce risk
- belay systems, devices and anchors appropriate for a range of canyons
- technical canyoning knowledge, such as advantages and disadvantages of various knots in a variety of situations
- weather and environmental information to ascertain possible conditions and their affect on the session
- first aid, emergency and rescue procedures relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

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

Context of and specific resources for assessment

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

Assessment must also ensure access to:

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

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all canyoning activities
- observation of safe canyoning instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of canyoning session plans
- third-party reports from a supervisor detailing

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performance.

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

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:

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

Session's aims and objectives may include:

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

Instructional plan may include:

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

Canyoning plan may include:

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

Relevant legislation may include:

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

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Organisational policies and procedures may include:	• occupational health and safety • risk management procedures • time and budget constraints • use and maintenance of equipment • communication protocols • confidentiality of participant information • instructor and participant ratios • code of ethics.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • lost party or party member • equipment failure.
Relevant sources may include:	• Bureau of Meteorology • media • land manager or agencies • coastal patrol or coast guard • volunteer marine rescue • local knowledge • police.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Contingency plans may include:	• change in weather and conditions • equipment failure.
Equipment may include:	• canyoning equipment • abseiling and belaying equipment • safety and rescue equipment • navigation equipment • communication equipment.

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Resources may include:

- clothing and footwear
- teaching aids.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant information may include:

- risk and hazard prevention and management
- canyoning techniques
- safety procedures
- rules and codes
- responsible and safe behaviour.

Safety procedures may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C - connectors - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured
- F - friend - cross check.

Instructional techniques may include:

- simple to complex
- part to whole
- chronological
- known to unknown
- E.D.I.C.T:
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- I.D.E.A:
  - introduce
  - demonstrate
  - explain
  - apply
- orientate, enhance, synthesise.

Required knowledge may include:

- canyon features and conditions
- minimal impact practices

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	• risk and hazard management • communication systems used in canyoning.
Canyoning skills may include:	• liloing and white water swimming • river running • abseiling and belaying • navigating • negotiating hazards and minimising risks.
Safety and rescue procedures may include:	• emergency response • group management in emergency situations • symptoms, treatment and prevention of common canyoning risks.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Canyoning

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SISOCLA201A Demonstrate top rope climbing skills on artificial surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to climb and belay under supervision, using a top-rope set up, on artificial surfaces. This unit focuses on the demonstration of simple climbing skills and techniques.

Application of the Unit

This unit applies to those working as assistant climbing wall leaders under supervision in a range of controlled conditions, such as a climbing centre.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for climbing activity.	1.1. Select a suitable route for the climb, and provide a route description. 1.2. Evaluate the position of ***features*** on the ***artificial surface***, which will enable the climb to be completed. 1.3. Identify ***hazards*** associated with the activity and apply procedures to minimise ***risks***, as advised by the supervisor. 1.4. Apply ***safety procedures*** at the climbing site. 1.5. Comply with ***organisational policies and procedures***.
2. Select and utilise appropriate equipment.	2.1. Identify, select and use ***equipment*** in a safe and efficient manner, after consideration of ***contextual issues***. 2.2. Adjust and fit equipment to ensure personal comfort and safety. 2.3. Complete all necessary personal and equipment ***safety checks***, prior to commencing ascent. 2.4. Demonstrate attachment to a suitable belay system according to supervisor's instructions.
3. Demonstrate climbing techniques.	3.1. Locate and evaluate the main features of the climb, whilst climbing. 3.2. Apply safe ***climbing techniques*** to minimise injury in the event of a fall. 3.3. Locate and utilise rest positions to reduce fatigue. 3.4. Establish and maintain effective ***communication*** between climber and belayer using standard calls and procedures.
4. Demonstrate belaying technique.	4.1. Establish a suitable communication system with the climber and perform personal safety checks before climbing. 4.2. Establish ***belaying position*** in relation to ***belay device*** and ***belay system*** to ensure belayer and climber safety. 4.3. Maintain rope tension to minimise fall distance whilst not restricting climber movement. 4.4. Monitor climber progress constantly and respond

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ELEMENT	PERFORMANCE CRITERIA
	appropriately to climber calls. 4.5. Arrest falls promptly and uses techniques according to the belay device.
5. Evaluate the climbing activity.	5.1. Evaluate ***relevant aspects*** of the climb. 5.2. Identify improvements for future climbs.

Required Skills and Knowledge

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

Required skills

- communication skills to enable safe interaction with belayer during climb
- problem-solving skills to determine appropriate route and techniques
- rope handling skills to maintain adequate rope tension when belaying.

Required knowledge

- organisational policies and procedures to enable the safe participation in top rope climbing activities.
- identification and use of personal climbing equipment care of climbing equipment to ensure prolonged life span and safety requirements
- common communication methods and calls used between climbers and belayers
- belay techniques and devices appropriate for top rope climbing on artificial surfaces
- climbing techniques and procedures, such as selecting a climbing technique to suit the features of the wall.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies relevant processes to plan and select an appropriate route for the context and duration of the climb and provides a route description
- selects and fits equipment, such as a harness, and

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carries out safety checks before demonstrating climbing and belaying techniques, such as maintaining appropriate rope tension when belaying
- adapts quickly to problems or issues that may arise during climbing or belaying, such as movement restriction of the climber due to inappropriate rope tension, and makes appropriate adjustments to ensure safety of climber
- evaluates and receives feedback and reflects on own climbing and belaying performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in climbing and belaying, using a top - rope set up on an artificial surface, on multiple climbs, that are of a sufficient duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information, such as climbing and belaying techniques and feature description of the artificial climbing surface, to accurately plan the route for the climb
- a suitable artificial single pitch climbing site for top-rope climbing, with features that allow participant to demonstrate simple climbing skills
- a qualified leader
- equipment such as a harness, helmet, climbing shoes, karabiners and belaying devices.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral and or written questioning to assess knowledge of organisational policies and procedures to enable the safe conduct of all activities
- observation of safe participation and demonstration of skills and techniques, communicating, arresting a climbers fall belaying
- observation of dealing with contingencies, such as equipment misuse or change of route
- third-party reports from a leader detailing performance.

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

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Features may include:

- aretes
- chimneys
- corners
- cracks
- edges
- jugs
- ledges
- pockets
- slabs.

Artificial surface may include:

- portable or fixed wall
- fixed tower or bridge
- indoor or outdoor
- top-rope set up.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- group management hazards.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- equipment failure.

Safety procedures may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C - connector - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - organisation specific procedures including; end or rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured.

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	• F - friend - cross check.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • code of ethics.
Equipment may include:	• harness • helmet • climbing shoes • karabiners • belay devices • anchors • slings • rope • chalk bag and chalk.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Safety checks may include:	• A - anchors - secure and suitable to application • B - buckles - locked as per manufacturers recommendations • C - connectors - locked secured and oriented • D - devices - threaded correctly and secured • E - everything else including end of rope knots, belayer ready, helmet chin strap, clothing, jewellery and hair secured • F - friend - cross check.
Climbing techniques may include:	• bridging • layaways • pinch grips • smearing • underclings • layaways • side pulls.
Communication may include:	• climbing calls • radio • hand signals

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	• whistles.
Belaying position may include:	• body position • stance.
Belay devices may include:	• plate device • tube device • auto locking device.
Belay system may include:	• top belay • bottom belay.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection.

Unit Sector(s)

Outdoor Recreation

Competency Field

Climbing artificial surfaces

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SISOCLA302A Apply top rope climbing skills on artificial surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply climbing and belaying skills to single pitch top rope situations on artificial surfaces. This unit relates to independent participation as part of a climbing party. It does not include the competencies required to instruct or guide others or establish belay systems.

Application of the Unit

This unit applies to those working as climbing guides or assistant guides in a range of controlled artificial conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for the activity.	1.1. Identify and select an appropriate activity site after consideration of ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Identify associated ***hazards*** and procedures to minimise ***risks*** to climber and belayer on ***artificial surfaces***. 1.3. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan, where applicable. 1.4. Establish a suitable ***communication system*** to use while climbing and belaying with other participants.
2. Select and utilise appropriate equipment.	2.1. Select and use ***equipment*** according to manufacturer's specifications, after consideration of ***contextual issues***. 2.2. Adjust and fit equipment to ensure personal comfort and safety. 2.3. Complete all necessary personal ***safety checks*** prior to commencing climbing and or belaying. 2.4. Demonstrate attachment to a suitable ***belay system*** in accordance with manufacturer's specifications, and apply correct rope handling and ***knot tying*** techniques.
3. Demonstrate climbing technique.	3.1. Select a suitable route for the climb, inspect the position and quality of ***features***, and provide an accurate route description. 3.2. Display correct posture and fluent ***climbing techniques*** suitable to features and possible holds. 3.3. Maintain effective communication between climber and belayer throughout climb. 3.4. Locate and evaluate the main features of the climb, while climbing. 3.5. Locate and utilise rest positions to reduce fatigue. 3.6. Negotiate ***simple obstacles*** and a climb in a controlled manner. 3.7. Demonstrate suitable posture for lowering purposes.

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ELEMENT	PERFORMANCE CRITERIA
4. Demonstrate belaying technique.	4.1. Establish belaying position by moving body in relation to ***belay device*** that allows effective use of belay system. 4.2. Demonstrate attachment of belayer to an anchor to minimise movement during a fall. 4.3. Maintain rope tension to ensure fall distance is minimised while not restricting climber movement. 4.4. Monitor climber progress constantly and respond appropriately to climber calls. 4.5. Arrest falls promptly using technique suitable to the belaying device and or situation.
5. Evaluate climbing activity.	5.1. Evaluate ***relevant aspects*** of climbing and belaying. 5.2. Identify improvements for future climbing activities.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - inform progress
  - interact with climber and or belayer during activity
- problem-solving skills to:
  - negotiate obstacles and hazards when climbing
  - assess application of rope tension when belaying
- rope handling skills to maintain adequate rope tension when belaying
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to ensure safe conduct of all activities
- equipment types, characteristics and technology used for climbing on artificial surfaces, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- care and maintenance of climbing equipment to ensure prolonged life span and safety requirements
- climbing techniques and common communication methods and calls used between

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climbers and belayers to reduce risk during climbing on artificial surfaces
- belay techniques and devices appropriate for single pitch surfaces
- technical climbing knowledge, such as selection and description of suitable route to take
- basic weather and environmental information to ascertain possible conditions and their affect on the activity
- hazards that may be experienced in an artificial climbing environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant processes to plan for climbing activity, and describes suitable route to take • selects and fits equipment independently and carries out safety checks to ensure effective working order • arranges a suitable communication system with climber, when belaying, to monitor progress • negotiates obstacles and hazards during climbing, and adapts quickly to problems or issues that may arise to ensure safety of self and other participants • evaluates and reflects on own climbing and belaying performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple climbing and belaying activities on single pitch artificial surfaces to demonstrate competency and consistency of performance. Assessment must ensure access to: • resources and information regarding climbing and belaying, to accurately plan for the activity • suitable artificial single pitch climbing site with simple obstacles and features that allow participant to demonstrate climbing skills • other climbing participants to assist with belaying

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- equipment such as harnesses, helmets, belay devices, ropes, gloves, karabiners, climbing shoes and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral and or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all climbing activities
- observation of safe participation and demonstration of climbing and belaying skills, such as communicating with climber or belayer to inform of progress
- observation of dealing with contingencies, such as equipment failure or change in weather
- third-party reports from a supervisor detailing performance.

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

- SISOCLA303A Establish belays for climbing on artificial surfaces.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment
- communication protocols
- emergency procedures
- code of ethics.

Hazards may include:

- temperature extremes
- slippery or unstable terrain

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	• dangerous animals and insects • group management hazards.
Risks may include:	• falls and slips • injuries and illnesses • height phobia • rope burn • equipment failure.
Artificial surfaces may include:	• portable or fixed walls • fixed towers or bridges • indoor or outdoor.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Communication system may include:	• climbing calls • radio • hand signals • whistles.
Equipment may include:	• helmets • karabiners • harnesses • gloves • belay device • slings • ropes • tapes • chalk bag and chalk.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration

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- group objectives
- group size.

Safety checks may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C- connector - locked, secured and orientated
- D - devices - threaded correctly and secured
- E- everything else including end of rope knots, belayer ready, helmet chin strap, clothing, jewellery and hair secured.
- F- friend - cross check.

Belay system may include:

- top belay
- bottom belay.

Knot tying may include:

- alpine butterfly
- end of line loop
- mid line loop
- stopper knot
- rethreaded figure 8
- figure 8 on bight
- friction hitches.

Features may include:

- aretes
- chimneys
- corners
- cracks
- edges
- jugs
- ledges
- overhangs
- pockets
- roofs
- slabs.

Climbing techniques may include:

- bridging
- dynamic movement,
- dead pointing
- heel hooks
- jamming
- lay backing
- layaways and side pulls
- mantle shelving
- pinch grips
- smearing

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	• underclings.
Simple obstacles may include:	• ledges • overhangs • squeezes • traverses.
Belay device may include:	• plate device • tube device • auto locking device.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection.

Unit Sector(s)

Outdoor Recreation

Competency Field

Climbing artificial surfaces

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SISOCLA303A Establish belays for climbing on artificial surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently select anchors for the attachment of ropes and equipment for belays, such as tapes and karabiners. These anchors are to be used to establish belay systems on single-pitched artificial climbing surfaces and must be able to accommodate different belayer and climber abilities.

Application of the Unit

This unit applies to those required to establish belays for climbing activities. This may include those working as climbing guides or assistant guides in a range of controlled artificial conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select suitable equipment for belay system.	1.1. Select a ***belay system*** according to ***contextual issues*** of the activity. 1.2. Identify and select ***equipment*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select ***anchors*** that meet the requirements of the climb and abilities of the ***participants***. 1.4. Assess ***condition of the anchors***, including performance under ***likely load***. 1.5. Choose a ***belay device*** that is suitable to the ***artificial surface conditions*** and belayers ability. 1.6. Complete all necessary equipment ***safety checks***, according to organisational policies and procedures.
2. Set up belay system.	2.1. Rig multiple anchors, ensuring equalisation and minimal shock loading. 2.2. Tie ***knots*** and rig ropes suitable for the type of belay system established. 2.3. Establish a belay from which the belayer is able to escape and safely perform a rescue. 2.4. Avoid or remove belay ***hazards***, to maintain ***safety of belayer***. 2.5. Determine the need for, and, if necessary establish, back up belay systems.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to select appropriate anchors and belay systems for the context and conditions of climbing activity
- rope handling and knot tying skills to rig ropes and anchors adequately and safely
- first aid and emergency response skills appropriate to the location to enable initial

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response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe rigging of belays for top rope climbing on artificial surfaces
- equipment types, characteristics and technology used to establish belays for climbing on artificial surfaces
- care and maintenance of equipment to ensure prolonged life span and safety requirements, as advised by the manufacturer's specifications and recommendations for equipment use
- belay and anchor systems appropriate for single pitch artificial surfaces
- technical climbing and equipment knowledge to establish top and bottom belays
- types of knots, their advantages and disadvantages and their impact on roping activities
- emergency procedures, and knowledge of potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • independently selects appropriate equipment and carries out safety checks to ensure effective working order • differentiates between the different types of belay systems, anchors and knots and their suitability to different rigging situations • determines the need for, and establishes, back up belay systems to ensure safety of self and other participants.
Context of and specific resources for assessment	Assessment must ensure participation in multiple rigging of equipment that is of sufficient breadth to demonstrate competence and consistency of performance. Assessment must ensure access to: • resources and information regarding climbing and belaying equipment • suitable artificial single pitch climbing sites with simple obstacles and features that allow participant to

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	demonstrate belay rigging skills • other climbing participants, to assist in belaying and or rigging • equipment such as anchors, harnesses, belay devices, ropes, karabiners and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to ensure safe and appropriate use of all climbing equipment • observation of safe participation and demonstration of equipment selection and setting up belay systems suitable to different contexts and participants • observation of dealing with contingencies, such as equipment failure or misuse • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOCLA302A Demonstrate top rope climbing skills on artificial surfaces.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Belay system may include:	• top belay • bottom belay.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives

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	• group size.
Equipment may include:	• ropes • tape slings • karabiners • rope protectors • belay devices.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • emergency procedures • code of ethics.
Anchors may include:	• bollards • bolts • chains • U bolts • beams • wire cables.
Participants may include:	• experienced • inexperienced • adults • children • tourists, club members, clients, school or youth groups.
Condition of the anchors may include:	• age • location • wear • decay • corrosion • environmental stress • insect damage.
Likely load may include:	• group size • set up • type of climb conducted • climber ability • technique • possible forces generated during a fall.
Belay device may include:	• plate devices • auto-locking devices • tubular devices.

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Artificial surface conditions may include:	• portable or fixed walls • fixed towers or bridges • indoor or outdoor • top- rope set up • vertical climb • single pitch.
Safety checks may include:	• A - anchors - secure and suitable to application • B - buckles - locked as per manufacturers recommendations • C- connector - locked, secured and orientated • D - devices - threaded correctly and secured • E- everything else including end or rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured. • F- friend - cross check.
Knots may include:	• knots that have at least 50% of the static strength of the original rope • end-of-rope knots • mid-rope knots • rope joining knots • tape knot.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • group management hazards.
Safety of belayer may include:	• attachment to anchor or alternate safety system • positioning out of direct line of equipment fall • minimising movement of the belayer in the event of a fall • enabling belayer to be anchored.

Unit Sector(s)

Outdoor Recreation

Competency Field

Climbing artificial surfaces

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SISOCLA304A Guide top rope climbing activities on artificial surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants in a top rope single pitch climbing activity on an artificial surface. This unit focuses on the application of planning skills to make suitable arrangements to guide a group through a climbing activity.

Application of the Unit

This unit applies to those working as climbing guides or assistant guides for private outdoor adventure companies in permanent or mobile facilities, or group leaders in school outdoor education programs in a range of controlled artificial conditions that have easy access to the top and bottom of the pitch. The climbing site should be free from hazards and complex set-up, and anchors should be fixed, obvious and easily accessible.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOVTR301A Perform vertical rescues

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan climbing activity.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop an activity ***plan***, according to ***relevant legislation*** and ***organisational policies and procedures***, to meet participant's needs. 1.3. Select an appropriate activity site or location according to ***activity objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with climbing on ***artificial surfaces*** and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan, where applicable. 1.6. Inform ***appropriate authorities*** before commencing the climbing activity.
2. Select equipment for the group.	2.1. Select ***equipment*** according to contextual issues and organisational policies and procedures and check serviceability. 2.2. Assess equipment for safety and suitability, and adjust and fit to ensure personal comfort. 2.3. Establish anchors and ***belay system***, ensuring it is in the correct position for the activity. 2.4. Check safety and rescue equipment to ensure suitability to the group and the abseil.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the climbing activity in a manner suitable to the participants. 3.2. Demonstrate correct climbing, belaying and back-up belaying techniques. 3.3. Establish a suitable ***communication system*** for participants to use while climbing and belaying.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Outline ***safety procedures*** and safe areas and or boundaries for the activity. 3.5. Check and confirm participants are properly equipped for the climb.
4. Supervise climbing activity.	4.1. Monitor climbing, belaying and back-up belaying techniques to ensure safety of participants. 4.2. Identify potential hazards and decide how they can be overcome or avoided. 4.3. Monitor individual ***participant's performance*** and provide appropriate feedback. 4.4. Implement appropriate modifications to activity in regard to all ***variable factors*** that are monitored.
5. Complete post-activity responsibilities.	5.1. Retrieve, inspect and store equipment according to organisational policies and procedures. 5.2. Evaluate ***relevant aspects*** of climbing activity. 5.3. Identify potential areas of improvement for future climbing activities. 5.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a climbing activity that meets their needs
  - convey information about the safety aspects of the activity
  - interact with participants to create a safe and positive climbing environment
- problem-solving skills to:
  - plan a suitable climbing activity
  - make decisions affecting activity including responding appropriately to non routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and artificial pitch
  - organise participants into manageable groups for climbing and belaying
- language and literacy skills to:
  - produce an activity plan

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  - complete post activity participant and self evaluations
- personal climbing skills to a high level of technical correctness to demonstrate and explain climbing and belaying techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of climbing activities
- site specific information to assist in planning and enable management of potential climbing hazards, and any special restrictions applying to the site
- equipment types, characteristics and technology used for climbing on artificial surfaces, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing and footwear requirements for climbing activities to ensure comfort and safety
- care and maintenance of climbing equipment to ensure prolonged life span and safety requirements
- climbing techniques and common communication methods and calls used between climbers and belayers to reduce risk during climbing on artificial surfaces
- belay systems, devices and anchors appropriate for single pitch artificial surfaces
- technical climbing knowledge, such as techniques and procedures to suit the features of the surface
- weather and environmental information to ascertain possible conditions and their affect on the activity, if appropriate
- hazards that may be experienced in an artificial climbing environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and leads and monitors the group in a safe and professional manner • applies effective contingency management techniques to deal with a range of problems and

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issues that may arise during the climbing activity
- encourages and responds to participant feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure top rope that climbing activities reflect the needs of a range of participants and are of sufficient duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding participants and location to accurately plan, guide and document climbing activities for a variety of participants
- an artificial climbing site suitable for the participants
- a group of participants to take part in the climbing activity
- equipment such as harnesses, helmets, belay devices, ropes, gloves and karabiners.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interacting with a group of participants, including conveying information for safe participation
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all climbing activities
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- review of climbing activity plans
- third-party reports from a supervisor detailing performance.

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

- SISOCLA303A Establish belays for climbing on artificial surfaces.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- skill level
- previous experience
- physical capabilities
- fitness level
- age
- injuries and illnesses.

Plan may include:

- activity aims and objectives
- date, time and duration
- location or site
- guide and participant ratios
- resources
- equipment
- food and water
- weather details
- participant information
- safety requirements.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- time constraints
- use and maintenance of equipment
- communication protocols
- confidentiality of participant information
- guide and participant ratios
- emergency and safety procedures
- code of ethics.

Activity objectives may include:

- self improvement
- meeting people
- fitness targets
- adventure and recreation.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects

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	• group management hazards.
Artificial surfaces may include:	• portable or fixed walls • fixed towers or bridges • indoor or outdoor.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • equipment failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Appropriate authorities may include:	• facility managers • supervisors.
Equipment may include:	• ropes • harnesses • belay devices • quick draws • karabiners • chalk and chalk bag • helmet • rope protectors • knife • rescue pulley • whistle.

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Belay system may include:	• top belay • bottom belay • bottom anchor • redirects.
Relevant information may include:	• personal equipment requirements • safety procedures • route description • preventative measures for risks • possible hazards • climbing and belaying techniques • objectives • rules and codes.
Communication system may include:	• calls • radio • hand signals • whistles.
Safety procedures may include:	• A - anchors - secure and suitable to application • B - buckles - locked as per manufacturers recommendations • C - connector - locked, secured and orientated • D - devices - threaded correctly and secured • E - organisation specific procedures, including; end or rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured. • F- friend - cross check.
Participant's performance may include:	• use of appropriate communication system • climbing technique • attitude • negotiation of hazards • use of equipment.
Variable factors may include:	• change of weather • equipment failure • participant's needs • climbing conditions.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection

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- food selection
- instructional content
- instructional technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Climbing artificial surfaces

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SISOCLA305A Apply route setting skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently set climbing routes on artificial surfaces in a variety of contexts such as indoor, outdoor, single and multi pitch.

Application of the Unit

This unit applies to those working as climbing guides or assistant guides and are required to set climbing routes in a range of artificial conditions

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select and use equipment for route setting.	1.1. Select ***equipment*** according to ***contextual issues*** and ***organisational policies and procedures***. 1.2. Adjust and fit equipment to ensure personal comfort and safety, and check serviceability. 1.3. Choose a selection of ***holds*** appropriate to the type of wall and level of difficulty.
2. Demonstrate route setting skills.	2.1. Set a ***route*** of required difficulty according to appropriate ***safety procedures***. 2.2. Display appropriate positioning of holds with regards to hazards and ***obstacles*** on the wall. 2.3. Use bolts that are appropriate to hold being used. 2.4. Fasten all holds to wall securely. 2.5. Demonstrate appropriate care and maintenance of route setting equipment, including ***cleaning*** of holds. 2.6. Apply an appropriate method of ***marking*** out a route where a wall has more than one route on it.

Required Skills and Knowledge

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

Required skills

The following skills must be assessed as part of this unit:

- problem-solving skills to position holds and set a route appropriate to the level of difficulty
- climbing skills to understand the physical demands and dynamics of climbing on a range of artificial surfaces
- rope handling skills to maintain rope safety while route setting
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

The following knowledge must be assessed as part of this unit:

- organisational policies and procedures to enable safe conduct of activities
- equipment types, characteristics and technology used for route setting on a variety

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of artificial pitches
- care and maintenance of route setting equipment, such as cleaning of holds, to ensure prolonged life span and safety requirements
- forces placed on holds during climbing and the affect this has on the placement of and distance between holds
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • selects, fits and maintains equipment independently and carries out safety checks to ensure effective working order • negotiates obstacles and hazards while positioning and fastening holds to a desired level of difficulty.
Context of and specific resources for assessment	Assessment must ensure participation in route setting activities on artificial surfaces that are of a sufficient duration to allow the participant to demonstrate competency and consistency of performance Assessment must also ensure access to: • resources and information regarding route setting and climbing to accurately select equipment to position and fasten holds • suitable artificial climbing sites that allow participant to Apply route setting skills • route setting equipment such as harnesses, helmets, ascending and descending devices, ropes, holds and fasteners.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of selection and use of route setting equipment appropriate to the artificial pitch and level of difficulty • oral or written questioning to assess knowledge of

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organisational policies and procedures to enable safe conduct of activities
- observation of safe participation and demonstration of route setting skills, such as positioning and fastening holds to a desired level of difficulty
- observation of care and maintenance of route setting equipment, such as cleaning of holds
- third-party reports from a supervisor detailing performance.

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

- abseiling and climbing units which require route setting skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment may include:

- harness
- karabiners
- anchors
- nuts and bolts
- footwear
- chalk and chalk bag
- safety equipment
- ropes
- fasteners
- holds
- container for holds and bolts
- ascending and descending devices:
  - mechanical ascenders
  - non-mechanical ascenders
  - auto locking descenders
  - manually locking descenders
  - attachments.

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Contextual issues may include:	• indoor/outdoor • single/multi pitch • personal abilities and experience • safety requirements • pitch height.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • emergency and safety procedures.
Holds may include:	• commercially available resin handholds • homemade wooden handholds • edges • slopes • pockets • pinches.
Route may include:	• sustained in difficulty • possible with more than one specific sequence of moves.
Obstacles may include:	• quick draws • hooks or pig tails • holds on other routes • wall features • ropes • other walls or structures.
Cleaning may include:	• high pressure hose • manual scrubbing.
Safety procedures may include:	• wearing of helmets • attaching to safety ropes • communicating progress • avoiding or removing hazards.
Marking may include:	• colour of hold • coloured tape or tags.

Unit Sector(s)

Outdoor Recreation

Competency Field

Climbing artificial surfaces

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SISOCLA406A Apply lead climbing skills on artificial surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply lead climbing skills to single pitch routes on artificial surfaces. This unit also focuses on the application of second climbing and belaying skills suitable for lead climbing.

Application of the Unit

This unit applies to those working as climbing guides or assistant guides in a range of artificial single pitch conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for climbing activity.	1.1. Identify and select an appropriate activity site according to ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Identify associated ***hazards*** and procedures to minimise ***risks*** to climber and belayer on ***artificial surfaces***. 1.3. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan, where applicable. 1.4. Establish a suitable ***communication system*** to use while climbing and belaying with other participants.
2. Select a route for the climb.	2.1. Identify suitable access to and egress from the climbing site, according to relevant legislation. 2.2. Select a suitable route for the climb and inspect the position of ***features*** according to the ***capabilities*** of the climbing party. 2.3. Provide an accurate route description for the climb.
3. Select and utilise equipment.	3.1. Select and use ***equipment*** according to manufacturer's specifications, after consideration of ***contextual issues***. 3.2. Adjust and fit equipment to ensure personal comfort and safety. 3.3. Complete all necessary personal and equipment ***safety checks***, according to organisational policies and procedures prior to commencement. 3.4. Demonstrate attachment to a suitable ***belay system*** at bottom of pitch, according to manufacturer's specifications, and apply correct rope handling and ***knot tying*** techniques. 3.5. Apply safety procedures at climbing site.
4. Demonstrate climbing techniques.	4.1. Display correct posture and fluent ***climbing techniques*** suitable to features and possible holds. 4.2. Maintain effective communication between climber and belayer throughout climb. 4.3. Locate and evaluate the main features of the climb whilst climbing. 4.4. Apply safe climbing techniques to minimise injury in the event of a fall or gear fall.

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ELEMENT	PERFORMANCE CRITERIA
	4.5. Locate and utilise rest positions to reduce fatigue. 4.6. Negotiate ***obstacles*** and avoid or remove hazards to climb in a controlled manner.
5. Ascend a single pitch route as a second climber.	5.1. Demonstrate use of belaying system to maximise climber safety at all times. 5.2. Remove quick draws in a manner that minimises potential for dropping of gear. 5.3. Demonstrate accepted safety procedures, throughout the climb and whilst belaying.
6. Ascend a single pitch route as a lead climber.	6.1. Select and use a suitable number of quick draws for the chosen climb and rack quick draws so that they are accessible during the climb. 6.2. Use ***fixed protection*** periodically throughout the climb to reduce fall distance. 6.3. Apply correct techniques to minimise rope drag. 6.4. Demonstrate the ability to down climb. 6.5. Select appropriate fixed anchors at the top of the pitch if applicable. 6.6. Establish a belay system at the top of the pitch which maximises climber and belayer safety at all times if applicable.
7. Demonstrate belaying technique.	7.1. Establish ***belaying position*** by moving body in relation to chosen ***belay device*** that allows effective use of belay system. 7.2. Demonstrate a safe and efficient escape from belay system, and attachment of belayer to anchor to minimise movement during a fall if applicable. 7.3. Perform all safety checks in accordance with organisational policies and procedures to ensure ***belayer safety*** in the event of a climber or gear fall. 7.4. Maintain rope tension to ensure fall distance is minimised whilst not restricting climber movement. 7.5. Monitor climber progress constantly and respond appropriately to climber calls. 7.6. Arrest falls promptly using technique suitable to the belaying device and situation.
8. Evaluate climbing activity.	8.1. Evaluate ***relevant aspects*** of lead climbing and belaying. 8.2. Identify improvements for future second and lead climbing activities.

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Required Skills and Knowledge

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

Required skills

- communication skills to inform progress and interact with climber and or belayer
- problem-solving skills to determine type and placement of quick draw to minimise fall distance during lead climbing
- rope handling skills to maintain adequate rope tension when belaying.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of all activities
- equipment types, characteristics and technology used for lead climbing on artificial surfaces, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- care and maintenance of climbing equipment to ensure prolonged life span and safety requirements
- lead climbing techniques and common communication methods and calls used between climbers and belayers to reduce risk during lead climbing on artificial surfaces
- belay techniques and devices appropriate lead climbing on single pitch surfaces
- climbing knowledge of appropriate types of quick draws, protection, ropes, knots and anchors used on single pitch artificial surfaces
- weather and environmental information to ascertain possible conditions and their affect on the activity
- hazards and fall factors that may be experienced during lead climbs on artificial surfaces
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant processes to plan for lead climbing activity and determines suitable routes

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- selects and fits equipment independently and carries out personal safety checks and ensures effective working order of equipment
- places quick draws at sufficient distances apart to reduce the distance of climber fall and removes and safely carries quick draws during second climbing
- arranges a suitable communication system with climber, when belaying, to monitor progress
- negotiates obstacles and hazards during lead climbing, and adapts quickly to problems or issues that may arise to ensure safety of self and other participants
- evaluates and reflects on own lead climbing and belaying performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in multiple lead climbing and belaying activities on single pitch artificial surfaces to demonstrate competence and consistency of performance.

Assessment must ensure access to:

- resources and information regarding lead climbing and belaying to accurately plan for the activity
- suitable artificial single pitch climbing sites with obstacles and features that allow participant to demonstrate lead climbing skills and belaying
- other climbing participants, to assist with belaying and second climbing
- equipment such as harnesses, helmets, belay devices, ropes, slings, quick draws, gloves, karabiners, climbing shoes and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe participation in all climbing activities
- observation of safe participation and demonstration of lead climbing skills, such as placing quick draws periodically and communicating with belayer to inform of progress
- observation of dealing with contingencies, such as equipment failure or change in weather
- third-party reports from a supervisor detailing

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performance.

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

- SISOVTR301A Perform vertical rescues
- SISOCLA303A Establish belays for climbing on artificial surfaces.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:
- occupational health and safety
- use and maintenance of equipment
- communication protocols
- emergency procedures
- code of ethics.

Hazards may include:
- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects.

Risks may include:
- hypothermia
- heat exhaustion
- injuries
- exhaustion
- equipment failure.

Artificial surfaces may include:
- portable or fixed walls
- fixed towers or bridges
- indoor or outdoor.

Relevant sources may include:
- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental
- satellite images

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information may include:	• daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • synoptic charts.
Communication system may include:	• calls • radio • hand signals • whistles.
Features may include:	• arĕtes • chimneys • corners • cracks • edges • flakes • jugs • ledges • overhangs • pockets • roofs • slabs.
Capabilities may include:	• body weight or strength ratio • stamina.
Equipment may include:	• helmets • karabiners • harnesses • belay device • slings • ropes • tapes • anchors • quick draws • protection • footwear • chalk bag and chalk • first aid kit.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration

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	• group objectives • group size.
Safety checks may include:	• A - anchors - secure and suitable to application • B - buckles - locked as per manufacturers recommendations • C- connector - locked, secured and orientated • D - devices - threaded correctly and secured • E- everything else including end or rope knots, belayer ready, helmet chin strap, clothing, jewellery and hair secured. • F - friend - cross check.
Belay system may include:	• top belay • bottom belay • single rope • double rope.
Knot tying may include:	• end of rope knot • midline knots • stopper knots • lock off knots.
Climbing techniques may include:	• bridging • dynamic movement • heel hooks • jamming • lay backing • layaways and side pulls • mantle • pinch grips • smearing • underclings.
Obstacles may include:	• ledges • overhangs • squeezes • traverses.
Fixed protection may include:	• fixed hangers • fixed draws • chains.
Belaying position may include:	• anchored or unanchored • bottom of the pitch.
Belay device may include:	• plate device • tube device

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	• auto locking device.
Belayer safety may include:	• wearing of helmets • attaching to safety ropes • standing out of direct line of gear fall.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Climbing artificial surfaces

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SISOCLA407A Apply multi pitch lead climbing skills on artificial surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply lead climbing and belaying skills to multi pitch routes on artificial surfaces. This unit focuses on the use of advanced climbing techniques and independent participation as part of a climbing party. It does not include the competencies required to instruct or guide others.

Application of the Unit

This unit applies to those working as climbing guides or assistant guides in a range of artificial multi pitch conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for the climbing activity.	1.1. Identify and select an appropriate activity site according to ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Identify associated ***hazards*** and procedures to minimise ***risks*** to climber and belayer on multi pitch ***artificial surfaces***. 1.3. Access ***relevant sources*** to interpret detailed ***weather and environment information*** to determine activity plan, where applicable. 1.4. Establish a suitable ***communication system*** to use while climbing and belaying with other participants. 1.5. Develop ***contingency plans*** in the case of ***unforeseen circumstances***.
2. Select a route for the climb.	2.1. Identify suitable access to and egress from the climbing site. 2.2. Select a suitable route for the climb and inspect the position and quality of ***features*** to ensure the ***capabilities*** of the climbing party are not exceeded. 2.3. Provide an accurate route description for the climb. 2.4. Identify and communicate route demands and hazards with climbing party members. 2.5. Determine the need for protection required for the safe ascent of the route.
3. Select and utilise equipment.	3.1. Select and use ***equipment*** according to manufacturer's specifications, organisational policies and procedures and ***contextual issues***. 3.2. Adjust and fit equipment to ensure personal comfort and safety. 3.3. Complete all necessary personal and equipment ***safety checks***, according to organisational policies and procedures, prior to commencement. 3.4. Demonstrate attachment to a suitable ***belay system*** at bottom of pitch, in accordance with manufacturer's specifications, and apply correct rope handling and ***knot tying*** techniques. 3.5. Apply safety procedures at the top and bottom of

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ELEMENT	PERFORMANCE CRITERIA
	climbing site, and at belay stations.
	3.6. Organise quick draws on the harness to provide the required access when climbing.
4. Demonstrate climbing techniques.	4.1. Apply fluent ***climbing techniques*** suitable to features and possible holds.
	4.2. Maintain effective communication between climber and belayer throughout climb.
	4.3. Locate and evaluate the main features of the climb whilst climbing.
	4.4. Apply safe and correct climbing techniques to minimise injury in the event of a fall.
	4.5. Locate and utilise rest positions to reduce fatigue.
	4.6. Negotiate ***obstacles*** and avoid hazards to climb in a controlled manner.
5. Ascend a multi pitch route as a lead climber.	5.1. Set up ***anchors*** and belay systems safely and efficiently.
	5.2. Place ***fixed protection*** and quick draws throughout the climb to reduce fall distance.
	5.3. Apply correct techniques to minimise rope drag, displacement of quick draws and artificial protection, and injury in the event of a fall.
	5.4. Establish a belay system at the top of the pitch which maximises climber and belayer safety at all times.
	5.5. Demonstrate the ability to retreat from pitches.
6. Change over safely at belay stations.	6.1. Ensure climbing party members are always attached to an anchor or belay system.
	6.2. Apply efficient rope handling skills at the belay stations.
7. Demonstrate belaying technique.	7.1. Establish ***belaying position*** by moving body in relation to chosen ***belay device*** that allows effective use of belay system.
	7.2. Demonstrate a safe and efficient escape from belay system, and attachment of belayer to anchor to minimise movement during a fall.
	7.3. Perform all safety checks in accordance with organisational policies and procedures to ensure ***belayer safety*** in the event of a climber or gear fall.
	7.4. Maintain rope tension to ensure fall distance is minimised whilst not restricting climber movement.
	7.5. Monitor climber progress constantly and respond

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ELEMENT	PERFORMANCE CRITERIA
	appropriately to climber calls. 7.6. Arrest falls promptly using technique suitable to the belaying device and situation.
8. Evaluate climbing activity.	8.1. Evaluate ***relevant aspects*** of lead climbing and belaying. 8.2. Identify improvements for future lead climbing activities.

Required Skills and Knowledge

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

Required skills

- communication skills to inform progress and interact with climber and or belayer
- problem-solving skills to:
  - select an appropriate climbing route
  - determine placement of quick draws and protection to minimise fall distance
- leadership skills to safely and confidently lead a climbing party on a chosen route
- planning and organising skills to arrange climbers at belay stations
- rope handling skills to maintain adequate rope tension when belaying.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe participation of climbing activities
- equipment types, characteristics and technology used for lead climbing on artificial surfaces, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- care and maintenance of climbing equipment to ensure prolonged life span and safety requirements
- lead climbing techniques and common communication methods and calls used between climbers and belayers to reduce risk during lead climbing on artificial surfaces
- belay techniques and devices appropriate for multi pitch artificial surfaces
- technical climbing knowledge of types of quick draws, protection, ropes, knots and anchors used on multi pitch artificial surfaces
- weather and environmental information to ascertain possible conditions and their affect on the activity
- hazards and fall factors that may be experienced during lead climbing on multi pitch artificial surfaces
- emergency procedures, potential hazards and obstacles relevant to the location to

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ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • selects and fits equipment independently and carries out safety checks to ensure effective working order • communicates effectively to monitor progress when belaying and to organise climbing group at belay stations safely and efficiently • negotiates obstacles and hazards during lead climbing, and adapts quickly to unforeseen circumstances that may arise to ensure safety of self and other participants • evaluates and reflects on own lead climbing and belaying performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple lead climbing and belaying activities on multi pitch artificial surfaces to demonstrate competence and consistency of performance. Assessment must ensure access to: • resources and information regarding lead climbing and belaying, to accurately plan for the activity • suitable artificial multi pitch climbing sites with obstacles and features that allow participant to demonstrate lead climbing skills and belaying • other climbing participants, to assist with belaying and second climbing • equipment such as harnesses, helmets, belay devices, ropes, slings, quick draws, karabiners and climbing shoes.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of

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relevant legislation and organisational policies and procedures to enable safe conduct of all climbing activities
- observation of safe participation and demonstration of lead climbing skills, such as placement of quick draws and protection, and communicating with belayer to inform of progress
- observation of dealing with contingencies, such as equipment misuse or change in weather
- third-party reports from a supervisor detailing performance.

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

- SISOCLA408A Establish belays for multi pitch climbing on artificial surfaces.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:
- occupational health and safety
- use and maintenance of equipment
- communication protocols
- emergency procedures
- code of ethics.

Hazards may include:
- temperature extremes
- slippery or unstable terrain
- group management hazards.

Risks may include:
- hypothermia
- heat exhaustion
- injuries
- exhaustion
- equipment failure.

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Artificial surfaces may include:	• portable or fixed walls • fixed towers or bridges • indoor or outdoor.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • synoptic charts.
Communication system may include:	• calls • radio • hand signals • whistles.
Contingency plans may include:	• poor communication conditions • injuries • escape or retreat options • off route possibilities • ability of the second.
Unforeseen circumstances may include:	• equipment failure • change of route • climber or belayer injury.
Features may include:	• arĕtes • chimneys • corners • cracks • edges • flakes • jugs • ledges • overhangs • pockets • roofs • slabs.
Capabilities may include:	• body weight or strength ratio • stamina • flexibility • balance

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- endurance.

Equipment may include:

- helmets
- karabiners
- harnesses
- belay device
- ropes
- tapes
- anchors
- slings
- quick draws
- personal clothing
- climbing shoes
- chalk bag and chalk.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- group objectives
- group size.

Safety checks may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C- connector - locked, secured and orientated
- D - devices - threaded correctly and secured
- E- everything else including end or rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured.
- F- friend - cross check
- G - organisation specific procedures.

Belay system may include:

- top belay
- bottom belay
- single rope
- double rope.

Knot tying may include:

- midline knots
- end-line loops
- stopper knots
- friction hitches
- lock-off knots.

Climbing techniques may include:

- bridging
- dynamic movement
- heel hooks

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- jamming
- lay backing
- layaways and side pulls
- mantle shelving
- pinch grips
- smearing
- underclings.

Obstacles may include:

- ledges
- overhangs
- squeezes
- traverses.

Anchors may include:

- multi-directional
- uni-directional
- self-equalising.

Fixed protection may include:

- fixed hangers
- fixed draws
- chains
- quick draws.

Belaying position may include:

- top of the pitch
- bottom of the pitch.

Belay device may include:

- plate device
- tube device
- auto locking device.

Belayer safety may include:

- wearing of helmets
- attaching to safety ropes
- standing out of direct line of gear fall.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Climbing artificial surfaces

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SISOCLA408A Establish belays for multi pitch climbing on artificial surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently select and rig anchors and establish belay systems for multi pitch climbing on artificial surfaces. These systems must accommodate different belayer and abseiler abilities in multi pitch contexts.

Application of the Unit

This unit applies to those required to establish belays for multi pitch climbing activities. This may include those working as climbing guides or assistant guides in a range of artificial conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select suitable equipment for belay system.	1.1. Select a ***belay system*** according to ***contextual issues*** of the activity. 1.2. Identify and select ***equipment*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select ***anchors*** that meet the requirements of the climb and abilities of the ***participants***. 1.4. Assess ***condition of the anchors***, including performance under ***likely load***. 1.5. Choose a ***belay device*** that is suitable to the ***artificial surface conditions*** and belayer's ability. 1.6. Complete all necessary equipment ***safety checks***, according to organisational policies and procedures.
2. Set up belay system.	2.1. Rig multiple anchors, ensuring equalisation and minimal shock loading. 2.2. Tie ***knots*** and rig ropes suitable for the type of belay system established. 2.3. Establish a belay from which the belayer is able to escape and safely perform a rescue. 2.4. Avoid or remove belay ***hazards***, to maintain ***safety of belayer***. 2.5. Determine the need for, and establish, back up belay systems.
3. Rig rope pitches.	3.1. Identify safe access to and egress from the site according to organisational policies and procedures. 3.2. Identify ascent and descent route appropriate to context. 3.3. Select and tie knots suitable for the type of system established and for potential retrieval or rescue situations. 3.4. Rig pitches for climbs in routine and non-routine multi pitch contexts.

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Required Skills and Knowledge

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

Required skills

- problem-solving skills to select appropriate anchors and belay
- rope handling and knot tying skills to rig ropes and anchors adequately and safely
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable the safe conduct of multi pitch climbing on artificial surfaces
- equipment types, characteristics and technology used to establish belays for multi pitch climbing on artificial surfaces
- care and maintenance of equipment to ensure prolonged life span and safety requirements, as advised by the manufacturer's specifications and recommendations for equipment use
- belay and anchor systems appropriate for multi pitch artificial climbing surfaces
- technical climbing and equipment knowledge to establish top and bottom belays
- types of knots, their advantages and disadvantages and their impact on roping activities
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • independently selects appropriate equipment and carries out safety checks to ensure effective working order • differentiates between the types of belay systems, anchors and knots and their suitability to different rigging situations and uses discretion and judgement to determine belay system required for climbing in routine and non-routine multi pitch contexts • determines the need for, and establishes, back up belay systems to ensure safety of self and other

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	participants.
Context of and specific resources for assessment	Assessment must ensure participation in multiple rigging of anchors and equipment to demonstrate competency and consistency of performance Assessment must ensure access to: • resources and information regarding climbing and belaying equipment • suitable artificial multi pitch climbing sites with fixed anchors and varying qualities and features that allow participant to demonstrate rigging skills • other climbing participants, to assist in belaying and rigging • equipment such as anchors, harnesses, belay systems, belay devices, slings, ropes, karabiners and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to ensure safe and appropriate use of all climbing equipment • observation of safe participation and demonstration of setting up belay systems suitable to different contexts and participants • observation of dealing with contingencies, such as equipment failure • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOCLA407A Apply multi pitch lead climbing skills on artificial surfaces

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Belay system may include:	• top belay • bottom belay.
Contextual issues may include:	• weather conditions, including times • season • transport • location.
Equipment may include:	• helmets • karabiners • harnesses • belay device • slings • ropes • tapes • anchors • quick draws • protection • footwear • chalk bag and chalk • first aid kit.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • emergency procedures • code of ethics.
Anchors may include:	• bolts • chains • bollards • eyelets • U bolts • beams • wire cables.
Participants may include:	• experienced • adults • tourists, club members, clients, school or youth groups.
Condition of the anchors may include:	• age • location • wear

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	• decay • corrosion • environmental stress • insect damage.
Likely load may include:	• group size • set up • type of climb conducted • climber ability • technique • possible forces generated during a fall.
Belay device may include:	• plate devices • auto-locking devices • tubular devices.
Artificial surface conditions may include:	• portable or fixed walls or towers • fixed towers or bridges • indoor or outdoor • multi pitch.
Safety checks may include:	• A - anchors - secure and suitable to application • B - buckles - locked as per manufacturers recommendations • C - connector - locked, secured and orientated • D - devices - threaded correctly and secured • E - everything else including end or rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured. • F- friend - cross check • G - organisation specific procedures.
Knots may include:	• end-of-rope knots • mid-rope knots • rope joining knots • tape knot • lock-off knots.
Hazards may include:	• temperature extremes • slippery or unstable terrain • group management hazards.
Safety of belayer may include:	• attachment to anchor or alternate safety system • positioning out of direct line of equipment fall • minimising movement of the belayer in the event of a fall.

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Unit Sector(s)

Outdoor Recreation

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SISOCLA409A Instruct lead climbing on single pitch artificial surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct climbing on single pitch artificial surfaces. This unit focuses on planning, instructing and evaluating an instructional climbing session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in single pitch climbing on artificial surfaces.

Application of the Unit

This unit applies to those working as climbing instructors or assistant instructors in a range of single pitch artificial conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a climbing session.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's current climbing knowledge to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***climbing plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with climbing on ***artificial surfaces*** and minimise ***risks***, according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check serviceability. 2.2. Check equipment for safety and suitability, according to relevant legislation and manufacturer's recommendations and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the climbing session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable ***communication system*** for participants to use while climbing and belaying. 3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour. 3.5. Check and confirm participants are properly equipped for the session.

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ELEMENT	PERFORMANCE CRITERIA
4. Instruct a climbing session.	4.1. Conduct warm-up and or introductory activities for participants, to reduce the risk of injury. 4.2. Monitor individual ***participant's performance*** during climbing session. 4.3. Apply clear and accurate ***instructional techniques*** to impart ***required knowledge***, ***climbing skills*** and ***safety and rescue procedures***. 4.4. Demonstrate how emergency and non routine situations are to be dealt with in accordance with organisational policies and procedures. 4.5. Allow time for cooling down at the end of the session and inform participants of ***opportunities*** to further develop their climbing skills and knowledge.
5. Complete post-session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Evaluate ***relevant aspects*** of climbing session, and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future climbing instructional sessions.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a climbing session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive climbing environment
- problem-solving skills to:
  - plan a suitable climbing session
  - address participant difficulties in developing climbing techniques
  - anticipate and respond appropriately to non routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable artificial pitch

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    - monitor and evaluate progress
    - organise participants into manageable groups for climbing and belaying
- language and literacy skills to:
    - produce climbing and instructional plans
    - complete post session participant and self evaluations
- instructional techniques to suit a range of participant's needs and characteristics
- personal climbing skills to a high level to demonstrate and explain climbing and belaying techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing climbing on artificial surfaces.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of climbing sessions
- site specific information to assist in the planning process and enable management of potential climbing hazards, and any special restrictions applying to the site
- equipment types, characteristics and technology used for climbing on artificial surfaces, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing and footwear requirements for climbing activities to ensure comfort and safety
- care and maintenance of climbing equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- climbing techniques and common communication methods and calls used between climbers and belayers to reduce risk during climbing on artificial surfaces
- belay systems, devices and anchors appropriate for single pitch artificial surfaces
- technical climbing knowledge, such as techniques and procedures to suit the features of the surface
- weather and environmental information to ascertain possible conditions and their affect on the session, if outdoors
- hazards that may be experienced in an artificial climbing environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

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

Context of and specific resources for assessment

Assessment must ensure instruction of climbing activities, using a variety of instructional techniques appropriate to the needs and characteristics of a range of participants and to demonstrate competency and consistency of performance

Assessment must also ensure access to :

- resources and information regarding participants and location to accurately plan, instruct and document climbing sessions for a variety of participants
- an artificial climbing site suitable for the conduct of instructional sessions
- a group of participants to take part in the climbing session
- equipment such as harnesses, helmets, belay devices, ropes, karabiners, chalk, quick draws, climbing shoes, food and water, and safety and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all climbing activities during the session
- observation of safe climbing instruction, monitoring and adjustment according to participant's needs and characteristics

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- review of climbing session plans
- third-party reports from a supervisor detailing performance.

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

- SISOVTR301A Perform vertical rescues
- SISOCLA303A Establish belays for climbing on artificial surfaces
- SISOCLA407A Apply lead climbing skills on artificial surfaces.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:

- age
- cultural factors
- situational factors
- previous experience
- fitness level
- climbing skills and knowledge
- physical capabilities
- injuries and illnesses.

Session's aims and objectives may include:

- developing climbing skills
- education
- development
- therapy
- fitness targets
- recreation.

Instructional plan may include:

- climbing activities and drills
- duration of activities and drills.

Climbing plan may include:

- session's aims and objectives
- date, time and duration
- location or site
- instructor and participant ratios

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- resources
- equipment
- weather details
- participant information
- safety requirements.

Relevant legislation may include:

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

Organisational policies and procedures may include:

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

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- group management hazards.

Artificial surfaces may include:

- portable or fixed walls
- fixed towers or bridges
- indoor or outdoor
- single pitch
- mobile walls or towers.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- equipment misuse.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- synoptic charts.

Contingency plans may include:

- change in weather
- equipment failure

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	• unavailability of artificial pitch.
Equipment may include:	• climbing equipment • safety equipment • rescue equipment.
Resources may include:	• personal clothing and footwear • teaching aids • suitable artificial structure for instructing climbing.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• equipment requirements, selection and use • safety procedures • risk prevention • possible hazards • climbing and belaying techniques • communication • objectives • rules and codes • responsible and safe behaviour.
Communication system may include:	• calls • radio • hand signals • whistles.
Safety procedures may include:	• A - anchors - secure and suitable to application • B - buckles - locked as per manufacturers recommendations • C - connector - locked, secured and orientated • D - devices - threaded correctly and secured • E - organisation specific procedures including; end or rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured. • F - friend - cross check.
Participant's performance may include:	• use of appropriate communication system • climbing technique • belaying technique • attitude and behaviour

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- negotiation of hazards
- use of equipment.

Instructional techniques may include:

- simple to complex
- part to whole
- chronological
- known to unknown
- D.E.D.I.C.T:
  - demonstrate
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- E.D.I.C.T:
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- I.D.E.A:
  - introduce
  - demonstrate
  - explain
  - apply

Required knowledge may include:

- climbing skills and techniques
- establishment of ropes
- features of the artificial surface
- minimal impact practices
- risk and hazard management
- equipment selection, use and maintenance
- communication systems used in climbing.

Climbing skills may include:

- climbing and belaying techniques
- establishment of ropes for a single pitch
- communication of progress
- negotiation of hazards and or risks
- use and maintenance of equipment.

Safety and rescue procedures may include:

- emergency response procedures
- group management in emergency situations.

Opportunities may include:

- locations suitable to skill level
- range of equipment and clothing available

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Relevant aspects may include:

- climbing clubs or groups in the local area.
- objectives
- planning process
- activity site
- weather
- equipment section
- clothing selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Climbing artificial surfaces

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SISOCLA510A Instruct lead climbing on multi pitch artificial surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct climbing on multi pitch artificial surfaces. This unit focuses on planning, instructing and evaluating an instructional climbing session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in multi pitch climbing on artificial surfaces.

Application of the Unit

This unit applies to those working as climbing instructors or assistant instructors in a range of multi pitch artificial conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a climbing session.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's current climbing knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***climbing plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with climbing on ***artificial surfaces*** and minimise ***risks***, according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check serviceability. 2.2. Check equipment for safety and suitability, according to relevant legislation and manufacturer's recommendations and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the climbing session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable ***communication system*** for participants to use while climbing and belaying. 3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour. 3.5. Check and confirm participants are properly equipped for the session.
4. Instruct a climbing	4.1. Conduct warm-up and or introductory activities for

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ELEMENT	PERFORMANCE CRITERIA
session.	participants to reduce the risk of injury. 4.2. Monitor individual ***participant's performance*** during climbing session. 4.3. Apply clear and accurate ***instructional techniques*** to impart ***activity specific knowledge***, ***climbing skills*** and ***safety and rescue procedures***. 4.4. Demonstrate how emergency and non routine situations are to be dealt with according to organisational policies and procedures. 4.5. Allow time for cooling down at the end of the session and inform participants of ***opportunities*** to further develop their climbing skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session and give feedback as required. 5.3. Evaluate ***relevant aspects*** of climbing session, and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future climbing instructional sessions.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a climbing session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive climbing environment
- problem-solving skills to:
  - plan a suitable climbing session according to participant's needs and characteristics
  - address participant difficulties in developing climbing techniques
  - anticipate and respond appropriately to non routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a multi pitch artificial site suitable for the participants

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    - monitor and evaluate progress
    - organise participants into manageable groups for climbing and belaying
- language and literacy skills to:
    - produce climbing and instructional plans for the climbing session
    - complete post session participant and self evaluations
- instructional techniques to suit a range of participant's needs and characteristics
- personal climbing skills to a high level of technical correctness to demonstrate and explain climbing and belaying techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe and non-discriminatory conduct of climbing session
- site specific information to assist in the planning process and enable management of potential climbing hazards, and any special restrictions applying to the site
- equipment types, characteristics and technology used for multi pitch climbing on artificial surfaces, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection of equipment
- clothing and footwear requirements for climbing activities to ensure comfort and safety
- care and maintenance of climbing equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- climbing techniques and common communication methods and calls used between climbers and belayers to reduce risk during multi pitch climbing on artificial surfaces
- belay systems, devices and anchors appropriate for multi pitch artificial surfaces
- technical climbing knowledge, such as techniques and procedures to suit the features of the surface
- weather and environmental information to ascertain possible conditions and their affect on the session, if outdoors
- hazards that may be experienced in an artificial climbing environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers information, explanations and demonstrations for multi pitch climbing session to ensure activities are conducted safely according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention and modifies instructional techniques and or activities to improve climbing performance
- instructs climbing activities, using a variety of instructional techniques that reflect the needs and characteristics of a range of participants
- evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure instruction of climbing activities, using instructional techniques that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance

Assessment must also ensure access to:

- resources and information regarding participants and location to accurately plan, instruct and document climbing sessions for a variety of participants
- a multi pitch artificial climbing site suitable for the conduct of instructional sessions
- a group of participants to take part in the climbing session
- equipment such as harnesses, helmets, belay devices, ropes, gloves, karabiners, chalk, quick draws and climbing shoes.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral and or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all climbing activities during the session
- observation of safe climbing instruction, monitoring and adjustment according to participant's needs and characteristics
- review of climbing session plans
- third-party reports from a supervisor detailing

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performance.

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

- SISOVTR301A Perform vertical rescues
- SISOCLA407A Apply multi pitch lead climbing skills on artificial surfaces
- SISOCLA408A Establish belays for multi pitch climbing on artificial surfaces.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:

- age
- cultural factors
- situational factors
- previous experience
- fitness level
- climbing skills and knowledge
- physical capabilities
- injuries and illnesses.

Session's aims and objectives may include:

- applying multi pitch climbing skills independently
- establishing ropes for multi pitch climbing
- selection and or use of equipment
- self improvement
- meeting people
- fitness targets
- adventure and recreation.

Instructional plan may include:

- climbing activities and drills
- duration of activities and drills.

Climbing plan may include:

- session's aims and objectives
- date, time and duration
- location or site
- instructor and participant ratios

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- resources
- equipment
- food and water
- weather details
- participant information
- safety requirements.

Relevant legislation may include:

- occupational health and safety
- permits from land management authorities
- authority or permission from land owners
- equal opportunity
- privacy
- working with children
- environmental regulations.

Organisational policies and procedures may include:

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

Hazards may include:

- environmental hazards
- set-up hazards
- group management hazards
- climber hazards
- dangerous fauna
- dangerous flora.

Artificial surfaces may include:

- portable or fixed walls
- fixed towers or bridges
- indoor or outdoor
- multi pitch.

Risks may include:

- injuries and illness
- gear fall
- exhaustion
- equipment failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts

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- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Contingency plans may include:

- change in weather
- equipment failure
- unavailability of artificial pitch.

Equipment may include:

- climbing equipment
- safety equipment
- rescue equipment.

Resources may include:

- food and water
- personal clothing and footwear
- teaching aids
- suitable artificial structure for instructing climbing.

Contextual issues may include:

- time of day
- season
- weather
- location
- equipment
- experience of participants
- experience of instructor
- age of participants
- physical health of participants
- number of support staff
- safety requirements
- climber's and belayer's abilities
- weight ratio of climber to belayer
- group size
- other users
- pitch height
- environmental impact
- soundness of features
- access and egress
- group management.

Relevant information may include:

- equipment requirements, selection and use
- safety procedures
- risk prevention
- possible hazards

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- climbing and belaying techniques
- communication
- objectives
- rules and codes
- responsible and safe behaviour.

Communication system may include:

- calls
- radio
- hand signals
- whistles.

Safety procedures may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C - connector - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - organisation specific procedures including; end or rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured.
- F- friend - cross check.

Participant's performance may include:

- use of appropriate communication system
- climbing technique
- belaying technique
- attitude and behaviour
- negotiation of hazards
- use of equipment.

Instructional techniques may include:

- simple to complex
- part to whole
- chronological
- known to unknown
- D.E.D.I.C.T.
- E.D.I.C.T.
- I.D.E.A.

Required knowledge may include:

- climbing skills and techniques
- establishment of ropes
- features of an artificial surface
- factors to consider when planning a climb
- minimal impact practices
- risk and hazard management
- equipment selection, use and maintenance
- communication systems used in climbing.

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Climbing skills may include:	• climbing and belaying techniques • establishment of ropes for a multi pitch • communication of progress • negotiation of hazards and or risks • use and maintenance of equipment.
Safety and rescue procedures may include:	• emergency response procedures • group management in emergency situations • relevant legislation • organisational policies and procedures • opportunities to practice • emergency response equipment • understanding of safety practices.
Opportunities may include:	• locations suitable to skill level • range of equipment and clothing available • climbing clubs or groups in the local area.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment section • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Climbing artificial surfaces

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SISOCLN201A Demonstrate top rope climbing skills on natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to climb and belay under supervision, using a top-rope set up, on natural surfaces. This unit focuses on the demonstration of simple climbing skills and techniques, such as underclings and side pulls.

Application of the Unit

This unit applies to those working as assistant climbing attendants or support staff under supervision in a range of top rope environments.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of	Performance criteria describe the performance needed to demonstrate achievement of the element. Where

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ELEMENT	PERFORMANCE CRITERIA
a unit of competency.	bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for climbing activity.	1.1. Identify the position and quality of ***features*** on the ***natural surface***. 1.2. Identify ***hazards*** associated with the activity and apply procedures to minimise ***risks***, as advised by the supervisor. 1.3. Apply safety procedures at the top and bottom of climbing site according to organisational policies and procedures. 1.4. Identify and comply with ***relevant legislation*** and ***organisational policies and procedures***.
2. Select and utilise appropriate equipment.	2.1. Identify and select ***equipment*** according to ***contextual issues***. 2.2. Adjust and fit equipment to ensure personal comfort and safety. 2.3. Complete all necessary personal and equipment ***safety checks***, prior to commencing ascent. 2.4. Demonstrate attachment to a suitable belay system in accordance with supervisor's instructions.
3. Demonstrate climbing techniques.	3.1. Locate and evaluate the main features of the climb, whilst climbing. 3.2. Demonstrate safe and correct ***climbing techniques***, to minimise injury in the event of a fall. 3.3. Locate and utilise ***rest positions*** to reduce fatigue. 3.4. Establish and maintain effective ***communication*** between climber and belayer using standard calls and procedures.
4. Demonstrate belaying technique.	4.1. Establish a suitable communication system with the climber and perform safety checks of equipment before climb. 4.2. Establish ***belaying position*** in relation to ***belay device*** and ***belay system*** to ensure ***belayer safety***. 4.3. Maintain rope tension to minimise fall distance whilst not restricting climber movement. 4.4. Monitor climber progress constantly and respond appropriately to climber calls. 4.5. Arrest falls promptly and use techniques according to the belay device.

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ELEMENT	PERFORMANCE CRITERIA
5. Evaluate the climbing activity.	5.1. Evaluate ***relevant aspects*** of the climb. 5.2. Identify improvements for future climbs.

Required Skills and Knowledge

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

Required skills

- communication skills to enable safe interaction with belayer whilst climbing
- problem-solving skills to decide on possible route to take and techniques to use, according to surface features and climbing skill level
- rope handling skills to maintain adequate rope tension when belaying
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of all activities and legal access
- minimal impact climbing codes to ensure protection of the environment
- equipment types, characteristics and technology used for top-rope climbing on natural surfaces, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- care and maintenance of climbing equipment to ensure prolonged life span and safety requirements
- common communication methods and calls used between climbers and belayers
- belay techniques and devices appropriate for top rope climbing on natural surfaces
- climbing techniques and procedures, such as selecting a climbing technique to suit the features of the surface
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- selects and correctly fits equipment, such as a harness, and carries out safety checks to ensure effective working order
- follows written and verbal instructions to accurately apply knowledge and demonstrate climbing and belaying techniques, such as maintaining appropriate rope tension when belaying
- adapts quickly to problems or issues that may arise during climbing or belaying, such as movement restriction of the climber due to inappropriate rope tension, and makes appropriate adjustments to ensure safety of climber
- evaluates and reflects on own climbing and belaying performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in multiple climbing and belaying activities, using a top- rope set up on a natural surface, to demonstrate competency and consistency of performance.

Assessment must ensure access to:

- resources and information, such as climbing and belaying techniques and feature description of the natural climbing surface, to accurately plan the route for the climb
- a suitable natural single pitch climbing location for top- rope climbing, with features that allow participant to demonstrate simple climbing skills
- equipment such as a harness, helmet, climbing shoes, karabiners and belaying devices.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral and or written questioning to assess knowledge of relevant legislation and policies and procedures to enable the safe conduct of all activities
- observation of safe participation and demonstration of skills and techniques, such as underclings and side pulls in climbing, and guiding and braking in belaying
- observation of dealing with contingencies, such as equipment failure or change of route
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Route description may include:

- verbal
- documented notes on the climb.

Features may include:

- aretes
- chimneys
- corners
- cracks
- edges
- flakes
- jugs
- overhangs
- roofs
- pinnacles
- ledges
- pockets.

Natural surface may include:

- cliffs
- boulders.

Hazards may include:

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

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

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Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• operating procedures and company or enterprise policies • occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • code of ethics.
Equipment may include:	• harness • helmet • climbing shoes • karabiners • belay devices • tapes and slings • rope • chalk bag and chalk.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Safety checks may include:	• A - anchors - secure and suitable to application • B - buckles - locked as per manufacturers recommendations • C - connectors - locked, secured and orientated • D - devices - threaded correctly and secured • E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured • F - friend - cross check.
Climbing techniques may include:	• bridging • layaways • side pulls • laybacking • pinch grips

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- smearing
- underclings
- mantle - shelving
- crimping
- jamming
- chimneying
- lunging.

Rest positions may include:

- an appropriate edge to lean against
- ledge to lean against
- no hands rest.

Communication may include:

- calls
- radio
- hand signals
- whistles.

Belaying position may include:

- body positioned
- stance
- hands
- location in relation to climb.

Belay devices may include:

- plate device
- tube device
- auto locking device
- body belay.
- hitch such as Munter or Italian.

Belay system may include:

- top belay
- bottom belay.

Belayer safety may include:

- belayer attached to anchor or safety ropes
- safe and efficient escape plan from belaying system
- positioned out of direct line of equipment falls
- wearing of safety gear such as a helmet.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback

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- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Climbing natural surfaces

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SISOCLN302A Apply climbing skills on natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply climbing and belaying skills to single pitch top rope situations on natural surfaces. This unit relates to independent participation as part of a climbing party. It does not include the competencies required to instruct or guide others or establishing belay systems.

Application of the Unit

This unit applies to those working as climbing guides or assistant guides in a range of controlled natural conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide
1. Plan for the climbing activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the duration of the activity. 1.2. Identify and select an appropriate activity site after consideration of ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Identify associated ***hazards*** and procedures to minimise ***risks*** to climber and belayer on ***natural surfaces***. 1.4. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.5. Establish a suitable ***communication system*** to use while climbing and belaying with other participants. 1.6. Apply safety procedures at top and bottom of ascent site to minimise risk.
2. Select and utilise appropriate equipment.	2.1. Select and use ***equipment*** according to manufacturer's specifications, after consideration of ***contextual issues***. 2.2. Adjust and fit equipment to ensure personal comfort and safety. 2.3. Complete all necessary personal and equipment ***safety checks*** prior to commencing climbing and or belaying. 2.4. Demonstrate attachment to a suitable ***belay system*** in accordance with manufacturer's recommendations, and apply correct rope handling and ***knot tying*** techniques.
3. Demonstrate climbing technique.	3.1. Select a suitable route to climb, inspect the position and quality of ***features***, and interpret the ***route description***. 3.2. Display correct posture and fluent ***climbing techniques*** suitable to features and holds. 3.3. Maintain effective communication between climber and belayer throughout climb. 3.4. Apply climbing techniques to minimise injury in the event of a fall or rock fall. 3.5. Locate and utilise ***rest positions*** to reduce fatigue.

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ELEMENT	PERFORMANCE CRITERIA
	3.6. Negotiate ***simple obstacles*** and avoid or remove hazards to climb in a controlled manner. 3.7. Demonstrate suitable posture for lowering purposes.
4. Demonstrate belaying technique.	4.1. Establish belaying position by moving body in relation to ***belay device*** that allows effective use of belay system. 4.2. Demonstrate a safe and efficient escape from belay system, and attachment of belayer to anchor to minimise movement during a fall. 4.3. Maintain rope tension to ensure fall distance is minimised whilst not restricting climber movement. 4.4. Monitor climber progress constantly and respond appropriately to climber calls. 4.5. Arrest falls promptly using technique suitable to the belaying device and or situation.
5. Evaluate climbing activity.	5.1. Evaluate ***relevant aspects*** of climbing and belaying. 5.2. Identify improvements for future climbing activities.

Required Skills and Knowledge

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

Required skills

- communication skills to inform progress and interact with climber and or belayer whilst participating in activity
- problem-solving skills to negotiate obstacles and hazards when climbing, and assess application of rope tension when belaying
- rope handling skills to maintain adequate rope tension when belaying
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of all activities
- minimal impact climbing codes to ensure protection of the environment
- equipment types, characteristics and technology used for climbing on natural surfaces, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- care and maintenance of climbing equipment to ensure prolonged life span and

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safety requirements
- climbing techniques and common communication methods and calls used between climbers and belayers to reduce risk during climbing on natural surfaces
- belay techniques and devices appropriate for single pitch surfaces
- technical climbing knowledge, such as selection and description of suitable route to take
- basic weather and environmental information to ascertain possible conditions and their affect on the activity
- hazards that may be experienced in a natural climbing environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant processes to plan for climbing activity, and describes suitable route to take • selects and fits equipment independently and carries out safety checks to ensure effective working order • arranges a suitable communication system with climber, when belaying, to monitor progress • negotiates obstacles and hazards during climbing, and adapts quickly to problems or issues that may arise to ensure safety of self and other participants • evaluates and reflects on own climbing and belaying performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple climbing and belaying activities on single pitch natural surfaces to allow the participant to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding climbing and belaying, to accurately plan for the activity • a suitable natural single pitch climbing site with simple obstacles and features that allow participant to

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	demonstrate climbing skills • other climbing participants, to assist with belaying • equipment such as harnesses, helmets, belay devices, ropes, gloves, karabiners, climbing shoes and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral and or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all climbing activities • observation of safe participation and demonstration of climbing and belaying skills, such as communicating with climber or belayer to inform of progress • observation of dealing with contingencies, such as equipment failure or change in weather • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOCLN303A Establish belays for climbing on natural surfaces • SISOVTR301A Perform vertical rescues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• perishability • packaging • storage.
Principles of nutrition may include:	• food groups • dietary guidelines.

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Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• operating procedures and company or enterprise policies • occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • code of ethics.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• falls and slips • hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Natural surfaces may include:	• cliff • boulder.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Communication system may include:	• calls • radio • hand signals • whistles.

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Equipment may include:

- harness
- helmet
- climbing shoes
- karabiners
- belay devices
- tapes and slings
- rope
- chalk bag and chalk.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Safety checks may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C - connectors - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured
- F - friend - cross check.

Belay system may include:

- top belay
- bottom belay.

Knot tying may include:

- figure eight
- bowline

Features may include:

- aretes
- chimneys
- corners
- cracks
- edges
- flakes
- jugs
- overhangs
- roofs
- pinnacles
- ledges
- pockets.

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Route description may include:
- verbal
- written.

Climbing techniques may include:
- bridging
- layaways
- side pulls
- laybacking
- pinch grips
- smearing
- underclings
- mantle - shelving
- crimping
- jamming
- chimneying
- lunging.

Rest positions may include:
- an appropriate edge to lean against
- ledge to lean against
- no hands rest.

Simple obstacles may include:
- ledges
- overhangs
- squeezes
- traverses
- vegetation.

Belay device may include:
- plate device
- tube device
- auto locking device
- body belay.
- hitch such as Munter or Italian.

Relevant aspects may include:
- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Climbing natural surfaces

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SISOCLN303A Establish belays for climbing on natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently select anchors for the attachment of ropes and equipment for belays, such as tapes and karabiners. These anchors are to be used to establish belay systems on single-pitched natural climbing surfaces and must be able to accommodate different belayer and climber abilities.

Application of the Unit

This unit applies to those required to establish belays for climbing activities.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select suitable equipment for belay system.	1.1. Select a ***belay system*** according to ***contextual issues*** and to minimise ***environmental impact***. 1.2. Identify and select ***equipment*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select ***anchors*** that meet the requirements of the climb and abilities of the ***participants***. 1.4. Assess ***condition of the anchors***, including performance under ***likely load***. 1.5. Choose a ***belay device*** that is suitable to the ***natural surface*** and belayer's ability. 1.6. Complete all necessary equipment ***safety checks***, according to organisational policies and procedures.
2. Set up belay system.	2.1. Rig multiple anchors, ensuring equalisation and minimal shock loading. 2.2. Tie ***knots*** and rig ropes suitable for the type of belay system established. 2.3. Establish a belay from which the belayer is able to escape and safely perform a rescue. 2.4. Avoid or remove belay ***hazards***, to maintain ***safety of belayer***. 2.5. Determine the need for, and establish, back up belay systems.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to select appropriate anchors and belay systems for the context and conditions of climbing activity
- rope handling and knot tying skills to rig ropes and anchors adequately and safely
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

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- relevant legislation and organisational policies and procedures to consider when establishing belays
- minimal impact climbing codes to ensure protection of the environment
- equipment types, characteristics and technology used to establish belays for climbing on natural surfaces
- care and maintenance of equipment to ensure prolonged life span and safety requirements, as advised by the manufacturer's specifications and recommendations for equipment use
- belay and anchor systems appropriate for single pitch natural surfaces
- climbing and equipment knowledge to establish top and bottom belays
- types of knots, their advantages and disadvantages and their impact on roping activities
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • independently selects appropriate equipment and carries out safety checks to ensure effective working order • differentiates between the different types of belay systems, anchors and knots and their suitability to different rigging situations • determines the need for, and establishes, back up belay systems to ensure safety of self and other participants
Context of and specific resources for assessment	Assessment must ensure participation in multiple rigging activities to demonstrate competence and consistency of performance. Assessment must also ensure access to: • resources and information regarding climbing and belaying equipment • suitable natural single pitch climbing sites with simple obstacles and features that allow participant to demonstrate belay rigging skills

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- other climbing participants, to assist in belaying and or rigging
- equipment such as anchors, harnesses, belay devices, ropes, karabiners and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to ensure safe and appropriate use of all climbing equipment
- observation of safe participation and demonstration of setting up belay systems suitable to different contexts and participants
- observation of dealing with contingencies, such as equipment failure
- third-party reports from a supervisor detailing performance.

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

- SISOCLN302A Apply climbing skills on natural surfaces
- SISOVTR301A Perform vertical rescues

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Belay system may include:

- top belay
- bottom belay.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives

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	• group size.
Environmental impact may include:	• rock dislodgement • compacting of soil • damage to flora, fauna • effect on other users of the site.
Equipment may include:	• ropes • cord • tape • slings • karabiners • rope protectors • belay devices.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• operating procedures and company or enterprise policies • occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • code of ethics.

Anchors may include:	• natural:
	  • trees
	  • boulders
	  • knobs of rock
	• fixed:
	  • bolts
	  • chains
	  • concrete bollards.

Participants may include:	• experienced • inexperienced • adults • children.
Condition of the anchors may include:	• age • location • wear • decay • corrosion • weathering • environmental stress

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- insect damage.

Likely load may include:

- group size
- set up
- type of climb conducted
- climber ability
- technique
- possible forces generated during a fall.

Belay device may include:

- plate device
- tube device
- auto locking device
- body belay
- hitch such as Munter or Italian.

Natural surface may include:

- cliffs
- boulders.

Safety checks may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C - connectors - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured
- F - friend - cross check

Knots may include:

- figure eight
- bowline
- alpine butterfly
- clove hitch
- tape or water knot.

Hazards may include:

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

Safety of belayer may include:

- attachment to anchor or alternate safety system
- positioning out of direct line of rock or equipment fall.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Climbing natural surfaces

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SISOCLN304A Guide top rope climbing activities on natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants in a top rope climbing activity on a natural surface using fixed or natural anchors. This unit focuses on the application of planning skills to make suitable arrangements to guide a group through a top rope climbing activity.

Application of the Unit

This unit applies to those working as climbing guides or assistant guides. It applies to a range of controlled natural conditions that have easy access to the top and bottom of the pitch.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide
1. Plan climbing activity.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop an activity ***plan***, according to ***relevant legislation*** and ***organisational policies and procedures***, to meet participant's needs. 1.3. Select an appropriate activity site that is suitable for participants and meets ***activity objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with climbing on ***natural surfaces*** and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.6. Determine ***food and water requirements*** according to principles of nutrition and contextual issues of the activity. 1.7. Inform ***appropriate authorities*** before commencing the climbing activity.
2. Select equipment for the group.	2.1. Select ***equipment*** according to contextual issues and organisational policies and procedures and check serviceability. 2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort. 2.3. Check safety and rescue equipment to ensure suitability to the group and the climb. 2.4. Establish anchors and ***belay types*** ensuring they are in correct position for the activity. 2.5. Identify suitable access to and egress from the climbing site according to organisation policies and procedures, and establish hand lines and safety lines where appropriate.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the climbing activity in a manner suitable to the participants.

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Demonstrate correct climbing, belaying and back-up belaying techniques. 3.3. Establish a suitable ***communication system*** for participants to use while climbing and belaying. 3.4. Outline ***safety checks*** and safe areas and or boundaries for the activity. 3.5. Check and confirm participants are properly equipped for the climb.
4. Lead top rope climbing activity.	4.1. Provide clear and concise direction and advice to group during the activity. 4.2. Rig anchors for top rope climbing 4.3. Monitor climbing, belaying and back-up belaying techniques to ensure safety of participants. 4.4. Monitor individual ***participant's performance*** and provide appropriate feedback. 4.5. Implement appropriate modifications to activity in regard to all ***variable factors*** that are monitored. 4.6. Use positive encouragement throughout activity, and encourage feedback and questioning from group members.
5. Complete post activity responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Evaluate ***relevant aspects*** of climbing activity. 5.3. Identify potential areas of improvement for future climbing activities. 5.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a climbing activity that meets their needs
  - convey information about the safety aspects of the activity
  - interact with participants to create a safe and positive climbing environment
- problem-solving skills to:
  - plan a suitable climbing activity according to participant's needs and abilities

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  - make decisions affecting activity
  - respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and natural pitch suitable for the participants
  - organise participants into manageable groups for climbing and belaying
- language, literacy and numeracy skills to:
  - produce an activity plan for the climbing activity
  - complete post-activity participant and self evaluations
  - perform basic calculations to determine equipment needs based on height of pitch
  - apply for permission or permits to use natural climbing pitch to guide a group
- effective and efficient personal climbing skills to demonstrate and explain climbing and belaying techniques to participants
- emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of climbing activities
- minimal impact climbing codes to ensure protection of the environment
- information about local area to assist in the planning process and enable management of potential climbing hazards and any special restrictions applying to the area
- equipment types, characteristics and technology used for climbing on natural surfaces, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection of equipment
- clothing and footwear requirements for climbing activities to ensure comfort and safety
- care and maintenance of climbing equipment to ensure prolonged life span and safety requirements
- nutritional requirements when climbing to maintain wellbeing
- climbing techniques and common communication methods and calls used between climbers and belayers to reduce risk during climbing on natural surfaces
- belay systems, devices and anchors appropriate for top rope natural surfaces
- technical climbing knowledge, such as techniques and procedures to suit the features of the surface
- weather and environmental information to ascertain possible conditions and their affect on the activity
- hazards that may be experienced in a natural climbing environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors the group in a safe and professional manner • applies effective contingency management techniques to deal with a range of problems and issues that may arise during the climbing activity • encourages and responds to feedback from participants and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	• Assessment must ensure safely leading climbing activities that reflect the needs of a range of participants to demonstrate competency and consistency of performance. • Assessment must also ensure access to: • resources and information regarding participants and location to accurately plan, guide and document climbing activities for a variety of participants • a natural top rope climbing site suitable for the participants • a group of participants to take part in the climbing activity • equipment such as harnesses, helmets, belay devices, ropes, gloves, karabiners, climbing shoes, food and water, and safety and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interaction with a group of participants, including conveying information for safe participation • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all climbing activities • observation of dealing with contingencies such as changing weather conditions and equipment failure

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- review of climbing activity plans
- third-party reports from a supervisor detailing performance.

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

- SISOCLN302A Apply climbing skills on natural surfaces
- SISOCLN303A Establish belays for climbing on natural surfaces
- SISOVTR301A Perform vertical rescue.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- skill level
- previous experience
- physical capabilities
- fitness level
- age
- injuries and illnesses.

Plan may include:

- activity aims and objectives
- date, time and duration
- location or site
- guide and participant ratios
- resources
- equipment
- food and water
- weather details
- participant information:
- safety requirements
- risk management plan
- relevant legislation and organisational policies and procedures.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access

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	• environmental regulations.
Organisational policies and procedures may include:	• risk management procedures • occupational health and safety • time and budget constraints • use and maintenance of equipment • communication protocols • confidentiality of participant information • guide and participant ratios • emergency and safety procedures • code of ethics.
Session's aims and objectives may include:	• developing climbing on natural surface skills • education • development • therapy • fitness targets • recreation.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Natural surfaces may include:	• cliffs • boulders.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts

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	• high and low tide predictions.

Food and water requirements may include:	• range of foods:
	  • perishability
	  • packaging
	  • storage.

Principles of nutrition may include:	• food groups • dietary guidelines.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Appropriate authorities may include:	• waterways departments • surf rescue • authorities • supervisors.
Equipment may include:	• climbing equipment • safety equipment • rescue equipment • artificial protection • appropriate clothing and footwear.
Belay types may include:	• top belay • bottom belay.
Relevant information may include:	• personal equipment requirements: • safety procedures • route description • preventative measures for risks • possible hazards • environmental impact minimisation • climbing and belaying techniques • objectives • rules and codes • responsible and safe behaviour.
Communication system may include:	• calls • radio • hand signals • whistles.
Safety checks may include:	• A - anchors - secure and suitable to application

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- B - buckles - locked as per manufacturers recommendations
- C - connectors - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured
- F - friend - cross check.

Participant's performance may include:

- use of appropriate communication system
- climbing technique
- attitude
- negotiation of hazards
- use of equipment.

Variable factors may include:

- change of weather
- equipment failure
- participant's needs
- climbing conditions.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Climbing natural surfaces

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SISOCLN405A Apply single pitch lead climbing skills on natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply lead climbing skills to single pitch routes on natural surfaces.

This unit also focuses on the application of second climbing and belaying skills suitable for single pitch lead climbing. It does not include the competencies required to instruct or guide others.

Application of the Unit

This unit applies to those working as climbing guides or assistant guides in a range of natural single pitch conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Elements describe the essential outcomes of a unit of competency.
1. Plan for the climbing activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the duration of the activity. 1.2. Identify and select an appropriate activity site according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Identify associated ***hazards*** and procedures to minimise ***risks*** to climber and belayer on single pitch ***natural surfaces***. 1.4. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.5. Establish a suitable ***communication system*** to use while climbing and belaying with other participants. 1.6. Consider ***contingency plans*** in the case of ***unforeseen circumstances***.
2. Select a route for the climb.	2.1 Identify suitable access to and egress from the climbing site, according to relevant legislation. 2.2 Select a suitable route for the climb and inspect the position and quality of ***features*** according to the ***capabilities*** of the climbing party. 2.3 Interpret a ***route description*** for the climb. 2.4 Identify and communicate route features, hazards and belay stations with climbing party members. 2.5 Determine the potential need of artificial or natural protection required for the safe ascent of the route.
3. Select and utilise equipment.	3.1. Select and use ***equipment*** according to manufacturer's specifications, according to ***contextual issues***. 3.2. Adjust and fit equipment to ensure personal comfort and safety. 3.3. Complete all necessary personal and equipment ***safety checks***, according to organisational policies and procedures, prior to commencement. 3.4. Demonstrate attachment to a suitable ***belay system***

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ELEMENT	PERFORMANCE CRITERIA
	at bottom of pitch, in accordance with manufacturer's specifications, and apply correct rope handling and ***knot tying*** techniques.
	3.5. Apply safety procedures at the top and bottom of climbing site.
4. Demonstrate climbing techniques.	4.1. Display correct posture and fluent ***climbing techniques*** suitable to features and possible holds.
	4.2. Maintain effective communication between climber and belayer throughout climb.
	4.3. Locate and evaluate the main features of the climb whilst climbing.
	4.4. Apply safe and correct climbing techniques to minimise injury in the event of a fall or rock fall.
	4.5. Locate and utilise ***rest positions*** to reduce fatigue.
	4.6. Negotiate ***obstacles*** and avoid or remove hazards to climb in a controlled manner.
	4.7. Use equipment in a manner that minimises damage to the environment.
5. Ascend a single pitch route as a second climber.	5.1. Demonstrate use of belaying system to maximise climber safety at all times.
	5.2. Remove artificial ***protection*** in a manner which minimises damage to the equipment and environment, with and without the use of a nut tool.
	5.3. Use slings to optimise a placement and to minimise equipment loss or damage
6. Ascend a single pitch route as a lead climber.	6.1. Set up ***anchors*** and belay system safely and efficiently.
	6.2. Select and use suitable natural, fixed or artificial protection for the chosen climb and rack protection so that it is accessible during the climb.
	6.3. Place ***protection*** periodically throughout the climb to reduce fall distance, after consideration of the possible direction and magnitude of force during a fall and the second's ability and safety.
	6.4. Apply correct techniques to minimise rope drag, displacement of artificial protection and injury in the event of a fall.
	6.5. Retreat from pitches both greater than and less than 25m in length.
	6.6. Select solid and secure anchors at the top of the pitch, or place artificial protection.
	6.7. Establish a belay system at the top of the pitch

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ELEMENT	PERFORMANCE CRITERIA
	which maximises climber and belayer safety at all times.
7. Demonstrate belaying technique.	7.1. Establish ***belaying position*** by moving body in relation to chosen ***belay device*** that allows effective use of belay system. 7.2. Demonstrate a safe and efficient escape from belay system. 7.3. Perform all safety checks according to organisational policies and procedures to ensure ***belayer safety*** in the event of a climber fall or rockfall. 7.4. Maintain rope tension to ensure fall distance is minimised whilst not restricting climber movement. 7.5. Monitor climber progress constantly and respond appropriately to climber calls. 7.6. Arrest falls promptly using technique suitable to the belaying device and situation.
8. Evaluate climbing activity.	8.1. Evaluate ***relevant aspects*** of lead climbing and belaying. 8.2. Identify improvements for future second and lead climbing activities.

Required Skills and Knowledge

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

Required skills

- communication skills to inform progress and interact with climber and or belayer whilst participating in activity
- problem-solving skills to:
  - determine type of protection to use and where to place it to minimise fall distance during lead climbing
  - select a suitable route to match participants' ability
- rope handling, rigging and knot tying skills to maintain adequate rope tension when climbing and belaying on a single pitch site
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe

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conduct of all activities
- minimal impact climbing codes to enable protection of the environment
- equipment types, characteristics and technology used for lead climbing on natural surfaces, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- care and maintenance of climbing equipment to ensure prolonged life span and safety requirements
- lead climbing techniques and common communication methods and calls used between climbers and belayers to reduce risk during lead climbing on natural surfaces
- belay techniques and devices appropriate for single pitch surfaces
- technical climbing knowledge of various types of protection, ropes, knots and anchors used on single pitch natural surfaces
- weather and environmental information to ascertain possible conditions and their affect on the activity
- hazards and fall factors that may be experienced during lead climbs on natural surfaces
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:
- applies relevant processes to plan for lead climbing activity and describes suitable route to take
- selects and fits equipment independently and carries out safety checks to ensure effective working order
- places protection at sufficient distances apart to reduce the distance of climber fall and removes and safely carries protection during second climbing
- communicates effectively to monitor progress when belaying and to organise climbing group at belay stations safely and efficiently
- negotiates obstacles and hazards during lead climbing, and adapts quickly to problems or issues that may arise to ensure safety of self and other participants
- evaluates and reflects on own lead climbing and

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belaying performance to identify strengths, weaknesses and areas for improvement.

Context of and specific resources for assessment

Assessment must ensure participation in multiple lead climbing and belaying activities on single pitch natural surfaces to demonstrate competence and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding lead climbing and belaying, to accurately plan for the activity
- suitable natural single pitch climbing sites with obstacles and features that allow participant to demonstrate lead climbing skills and belaying
- other climbing participants, to assist with belaying and second climbing
- equipment such as harnesses, helmets, belay devices, ropes, protection, nut tools, gloves, karabiners, climbing shoes and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all climbing activities
- observation of safe participation and demonstration of lead climbing skills, such as placing protection periodically and communicating with belayer to inform of progress
- observation of dealing with contingencies, such as equipment failure or change in weather
- third-party reports from a supervisor detailing performance.

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

- SISOVTR301A Perform vertical rescues
- SISOCLN303A Establish belays for climbing on natural surfaces.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• range of foods:
	  • perishability
	  • packaging
	  • storage.

Principles of nutrition may include:	• food groups • dietary guidelines.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• operating procedures and company or enterprise policies • occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • code of ethics.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Natural surfaces may include:	• cliffs • boulders.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies

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	• local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Communication system may include:	• calls • radio • hand signals • whistles.
Contingency plans may include:	• poor communication conditions • injuries • escape or retreat options • off route possibilities.
Unforeseen circumstances may include:	• equipment failure • change of route • unresolvable obstacle or hazard • dramatic change of weather • climber or belayer injury.
Features may include:	• aretes • chimneys • corners • cracks • edges • flakes • jugs • ledges • overhangs.
Capabilities may include:	• body weight ratio • strength • stamina • flexibility • balance • mental perceptions.
Route description may include:	• verbal • written.
Equipment may include:	• helmets • karabiners

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- harnesses
- climbing shoes
- belay device
- chalk and calk bag
- tapes and slings
- ropes and cord.
- nuts
- spring loaded caming devices
- quick draws
- hexes
- tut tool

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Safety checks may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C - connectors - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured
- F - friend - cross check.

Belay system may include:

- top belay
- bottom belay
- single rope
- double rope.

Knot tying may include:

- figure eight
- Bowline.

Climbing techniques may include:

- bridging
- dynamic movement, such as dead pointing
- heel hooks
- jamming
- lay backing
- layaways and side pulls
- mantle
- pinch grips
- smearing

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- underclings.
- crimping
- chimneying.

Rest positions may include:

- edge to lean against
- ledge to lean against.
- No hands rest.

Obstacles may include:

- ledges
- overhangs
- squeezes
- traverses
- vegetation.

Anchors may include:

- multi-directional
- uni-directional
- self-equalising.

Protection may include:

- artificial
- fixed
- natural.

Belaying position may include:

- top of the pitch
- bottom of the pitch.

Belay device may include:

- plate device
- tube device
- auto locking device.
- hitch such as munter or Italian.

Belayer safety may include:

- wearing of helmets
- attaching to safety ropes
- standing out of direct line of rock or gear fall.

Relevant aspects may include:

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

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Unit Sector(s)

Outdoor Recreation

Competency Field

Climbing natural surfaces

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SISOCLN406A Apply multi pitch lead climbing skills on natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply lead climbing skills to multi pitch routes on natural surfaces.

This unit also focuses on the application of second climbing and belaying skills suitable for multi pitch lead climbing. It does not include the competencies required to instruct or guide others.

Application of the Unit

This unit applies to those working as climbing guides or assistant guides in a range of natural multi pitch conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for the climbing activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the duration of the activity. 1.2. Identify and select an appropriate activity site according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Identify associated ***hazards*** and procedures to minimise ***risks*** to climber and belayer on multi pitch ***natural surfaces***. 1.4. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.5. Establish a suitable ***communication system*** to use while climbing and belaying with other participants. 1.6. Consider ***contingency plans*** in the case of ***unforeseen circumstances***.
2. Select a route for the climb.	2.1. Identify suitable access to and egress from the climbing site, according to relevant legislation. 2.2. Select a suitable route for the climb and inspect the position and quality of ***features*** according to the ***capabilities*** of the climbing party. 2.3. Interpret a ***route description*** for the climb. 2.4. Identify and communicate route features, hazards and belay stations with climbing party members. 2.5. Determine the potential need of artificial or natural protection required for the safe ascent of the route.
3. Select and utilise equipment.	3.1. Select and use ***equipment*** according to manufacturer's specifications, after consideration of ***contextual issues***. 3.2. Adjust and fit equipment to ensure personal comfort and safety. 3.3. Complete all necessary personal and equipment

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ELEMENT	PERFORMANCE CRITERIA
	safety checks, according to organisational policies and procedures, prior to commencement.
	3.4. Demonstrate attachment to a suitable ***belay system*** at bottom of pitch, in accordance with manufacturer's specifications, and apply correct rope handling and ***knot tying*** techniques.
	3.5. Apply safety procedures at the top and bottom of climbing site, and at belay stations.
4. Demonstrate climbing techniques.	4.1. Display correct posture and fluent ***climbing techniques*** suitable to features and possible holds.
	4.2. Maintain effective communication between climber and belayer throughout climb.
	4.3. Locate and evaluate the main features of the climb whilst climbing.
	4.4. Apply safe and correct climbing techniques to minimise injury in the event of a rock or gear fall.
	4.5. Locate and utilise ***rest positions*** to reduce fatigue.
	4.6. Negotiate ***obstacles*** and avoid or remove hazards to climb in a controlled manner.
	4.7. Use equipment in a manner that minimises damage to the environment.
5. Ascend a multi pitch route as a lead climber.	5.1. Set up ***anchors*** and belay system safely and efficiently.
	5.2. Select and use suitable natural, fixed or artificial protection for the chosen climb and rack protection so that it is accessible during the climb.
	5.3. Place ***protection*** periodically throughout the climb to reduce fall distance, after consideration of the possible direction and magnitude of force during a fall.
	5.4. Apply correct techniques to minimise rope drag, displacement of protection, and injury in the event of a fall.
	5.5. Retreat from pitches both greater than and less than 25m in length.
	5.6. Monitor and maintain the safeguard system continuously.
	5.7. Establish a belay system at the top of the pitch which maximises climber and belayer safety at all times.
6. Change over safely at belay stations.	6.1. Ensure all climbing party members are always attached to an anchor or belay system.

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ELEMENT	PERFORMANCE CRITERIA
	6.2. Conduct changeovers from one system to another in a safe and efficient manner. 6.3. Apply efficient rope handling skills at the belay stations.
7. Demonstrate belaying technique.	7.1. Establish ***belaying position*** by moving body in relation to chosen ***belay device*** that allows effective use of belay system. 7.2. Demonstrate a safe and efficient escape from belay system. 7.3. Perform all safety checks in accordance with organisational policies and procedures to ensure ***belayer safety*** in the event of a rock or gear fall. 7.4. Maintain rope tension to ensure fall distance is minimised whilst not restricting climber movement. 7.5. Monitor climber progress constantly and respond appropriately to climber calls. 7.6. Arrest falls promptly using technique suitable to the belaying device and situation.
8. Evaluate climbing activity.	8.1. Evaluate ***relevant aspects*** of lead climbing and belaying. 8.2. Identify improvements for future lead climbing activities.

Required Skills and Knowledge

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

Required skills

- communication skills to inform progress and interact with climber and or belayer whilst participating in activity
- problem-solving skills to:
  - determine type of protection to use and where to place it to minimise fall distance during lead climbing
  - select an appropriate climbing route
- organising skills to arrange climbers at belay stations
- rope handling, rigging and knot tying skills to maintain adequate rope tension when climbing and belaying on a multi pitch site
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

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Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of all activities
- minimal impact climbing codes to ensure protection of the environment
- equipment types, characteristics and technology used for lead climbing on natural surfaces, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- care and maintenance of climbing equipment to ensure prolonged life span and safety requirements
- lead climbing techniques and common communication methods and calls used between climbers and belayers to reduce risk during lead climbing on natural surfaces
- belay techniques and devices appropriate for multi pitch natural surfaces
- technical climbing knowledge of various types of protection, ropes, knots and anchors used on multi pitch natural surfaces
- weather and environmental information to ascertain possible conditions and their affect on the activity
- hazards and fall factors that may be experienced during lead climbing on multi pitch natural surfaces
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies relevant processes to plan for lead climbing activity and describes suitable route to take
- selects and fits equipment independently and carries out safety checks to ensure effective working order
- places protection at sufficient distances apart to reduce the distance of climber fall and removes and safely carries protection during second climbing
- communicates effectively to monitor progress when belaying and to organise climbing group at belay stations safely and efficiently
- negotiates obstacles and hazards during lead climbing, and adapts quickly to problems or issues

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that may arise to ensure safety of self and other participants
- evaluates and reflects on own lead climbing and belaying performance to identify strengths, weaknesses and areas for improvement.

Context of and specific resources for assessment

Assessment must ensure participation in multiple lead climbing and belaying activities on multi pitch natural surfaces to demonstrate competence and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding lead climbing and belaying, to accurately plan for the activity
- suitable natural multi pitch climbing sites with obstacles and features that allow participant to demonstrate lead climbing skills and belaying
- other climbing participants, to assist with belaying and second climbing
- equipment such as harnesses, helmets, belay devices, ropes, protection, nut tools, gloves, karabiners, climbing shoes and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all climbing activities
- observation of safe participation and demonstration of lead climbing skills, such as placing protection periodically and communicating with belayer to inform of progress
- observation of dealing with contingencies, such as equipment failure or change in weather
- third-party reports from a supervisor detailing performance.

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

- SISOVTR402A Perform complex vertical rescues
- SISOCLN407A Establish belays for multi pitch climbing on natural surfaces.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• range of foods:
	  • perishability
	  • packaging
	  • storage.

Principles of nutrition may include:	• food groups • dietary guidelines.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• operating procedures and company or enterprise policies • occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • code of ethics.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Natural surfaces may include:	• cliffs • boulders.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies

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	• local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Communication system may include:	• calls • radio • hand signals • whistles.
Contingency plans may include:	• poor communication conditions • injuries • escape or retreat options • off route possibilities.
Unforeseen circumstances may include:	• equipment failure • change of route • unresolvable obstacle or hazard • dramatic change of weather • climber or belayer injury.
Features may include:	• aretes • chimneys • corners • cracks • edges • flakes • jugs • ledges • overhangs.
Capabilities may include:	• body weight ratio • strength • stamina • flexibility • balance • mental perceptions.
Route description may include:	• verbal • written.
Equipment may include:	• helmets • karabiners

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- harnesses
- climbing shoes
- belay device
- chalk and calk bag
- tapes and slings
- ropes and cord.
- nuts
- spring loaded caming devices
- quick draws
- hexes
- tut tool

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Safety checks may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C - connectors - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured
- F - friend - cross check.

Belay system may include:

- top belay
- bottom belay
- single rope
- double rope.

Knot tying may include:

- figure eight
- Bowline.

Climbing techniques may include:

- bridging
- dynamic movement, such as dead pointing
- heel hooks
- jamming
- lay backing
- layaways and side pulls
- mantle
- pinch grips
- smearing

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- underclings.
- crimping
- chimneying.

Rest positions may include:

- edge to lean against
- ledge to lean against.
- No hands rest.

Obstacles may include:

- ledges
- overhangs
- squeezes.
- Traverses
- Vegetation.

Anchors may include:

- multi-directional
- uni-directional
- self-equalising.

Protection may include:

- artificial
- fixed
- natural.

Belaying position may include:

- top of the pitch
- bottom of the pitch.

Belay device may include:

- plate device
- tube device
- auto locking device.
- hitch such as munter or Italian.

Belayer safety may include:

- wearing of helmets
- attaching to safety ropes
- standing out of direct line of gear fall.

Relevant aspects may include:

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

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Unit Sector(s)

Outdoor Recreation

Competency Field

Climbing natural surfaces

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SISOCLN407A Establish belays for multi pitch climbing on natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently select and rig anchors and establishes belay systems for multi pitch climbing on natural surfaces. These systems must accommodate different belayer and climber abilities in multi pitch contexts.

Application of the Unit

This unit applies to those required to establish belays for multi pitch climbing activities. This may include those working as climbing guides or assistant guides in a range of natural conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select suitable equipment for belay system.	1.1. Select a ***belay system*** according to ***contextual issues*** and to minimise ***environmental impact***. 1.2. Identify and select ***equipment*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select ***anchors*** that meet the requirements of the climb and abilities of the ***participants***. 1.4. Assess ***condition of the anchors***, including performance under ***likely load***. 1.5. Choose a ***belay device*** that is suitable to the ***natural surface conditions*** and belayer's ability. 1.6. Complete all necessary equipment ***safety checks***, according to organisational policies and procedures, to ensure effective working order.
2. Set up belay system.	2.1. Rig multiple anchors, ensuring equalisation and considering direction of ***applied forces*** in the even of a fall. 2.2. Tie ***knots*** and rig ropes suitable for the type of belay system established. 2.3. Establish a belay from which the belayer is able to escape and safely perform a rescue. 2.4. Avoid or remove belay ***hazards***, to maintain ***safety of belayer***. 2.5. Determine the need for, and establish, back up belay systems.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to select appropriate anchors and belay systems for the context and conditions of climbing activity
- rope handling and knot tying skills to rig ropes and anchors adequately and safely

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- emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of all activities
- minimal impact climbing codes to ensure protection of the environment
- equipment types, characteristics and technology used to establish belays for multi pitch climbing on natural surfaces
- care and maintenance of equipment to ensure prolonged life span and safety requirements, as advised by the manufacturer's specifications and recommendations for equipment use
- belay and anchor systems appropriate for multi pitch natural climbing surfaces
- technical climbing and equipment knowledge to establish top and bottom belays
- types of knots, their advantages and disadvantages and their impact on roping activities
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • independently selects appropriate equipment and carries out safety checks to ensure effective working order • uses discretion and judgement to determine belay system required for climbing in routine and non routine multi pitch contexts • differentiates between the types of belay systems, anchors and knots and their suitability to different rigging situations • determines the need for, and establishes, back up belay systems to ensure safety of self and other participants.
Context of and specific resources for assessment	Assessment must ensure participation in multiple rigging activities to demonstrate competence and consistency of performance.

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Assessment must also ensure access to:

- resources and information regarding climbing and belaying equipment
- suitable natural multi pitch climbing sites with fixed and natural anchors and varying qualities and features that allow participant to demonstrate rigging skills
- other climbing participants, to assist in belaying and rigging
- equipment such as anchors, harnesses, belay systems, belay devices, slings, ropes, karabiners and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to ensure safe and appropriate use of all climbing equipment
- observation of safe participation and demonstration of setting up belay systems suitable to different contexts and participants
- observation of dealing with contingencies, such as equipment failure
- third-party reports from a supervisor detailing performance.

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

- SISOVTR402A Perform complex vertical rescues
- SISOCLN406A Apply multi pitch lead climbing skills on natural surfaces.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Belay system may include:	• top belay • bottom belay
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Environmental impact may include:	• rock dislodgement • compacting of soil • damage to flora and fauna.
Equipment may include:	• ropes and cord • tape and slings • karabiners • nuts • Spring loaded caming devices (SLCDs) • Hexes • belay devices. • Nut tool
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• operating procedures and company or enterprise policies • occupational health and safety • use and maintenance of equipment • emergency procedures • code of ethics.
Anchors may include:	• natural • fixed • artificial.
Participants may include:	• experienced • inexperienced • adults • children • tourists, club members, clients, school or youth groups.
Condition of the anchors may include:	• age • location • wear

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- decay
- corrosion
- weathering
- environmental stress
- insect damage.

Likely load may include:

- group size
- set up
- type of climb conducted
- climber ability
- technique
- possible forces generated during a fall.

Belay device may include:

- plate devices
- auto-locking devices
- tubular devices
- hitch i.e. Munter (Italian hitch).

Natural surface conditions may include:

- cliffs
- boulder
- rock type.

Safety checks may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C - connectors - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured
- F - friend - cross check.

Applied forces may include:

- upward
- downward.

Knots may include:

- Figure 8- rethread, on bight and in line
- bowline
- alpine butterfly
- tape or water knot
- clove hitch.

Hazards may include:

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

Safety of belayer may include:

- attachment to anchor or alternate safety system

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- positioning out of direct line of equipment fall
- minimising movement of the belayer in the event of a fall.

Unit Sector(s)

Outdoor Recreation

Competency Field

Climbing natural surfaces

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SISOCLN408A Guide lead climbing activities on single pitch natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide lead climbing activities on a single pitch natural surface. This includes establishing anchors using a combination of fixed, natural and or artificial protection. This unit focuses on the application of planning skills to make suitable arrangements to guide a group through a lead climbing activity.

Application of the Unit

This unit applies to those working as climbing guides or assistant guides who guide lead climbs in a range of natural conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a lead climbing activity.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop an activity ***plan***, according to ***relevant legislation*** and ***organisational policies and procedures***, to meet participant's needs. 1.3. Select an appropriate activity site that is suitable for participants and meets ***session's aims and objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with lead climbing on ***natural surfaces*** and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the activity. 1.7. Inform ***appropriate authorities*** before commencing the climbing activity.
2. Select equipment for the group.	2.1. Select ***equipment*** according to contextual issues and organisational policies and procedures, and check serviceability. 2.2. Assess equipment for safety and suitability, and adjust and fit to ensure personal comfort. 2.3. Check safety and rescue equipment to ensure suitability to the group and the climb. 2.4. Establish anchors and ***belay types***, ensuring they are in correct position for the activity. 2.5. Identify suitable access to and egress from the climbing site according to organisation policies and procedures, and establish hand lines and safety lines where appropriate.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the climbing activity in a manner suitable to the participants.

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Demonstrate correct climbing, belaying, back-up belaying techniques and removal of artificial protection. 3.3. Establish a suitable ***communication system*** for participants to use while climbing and belaying. 3.4. Outline ***safety checks*** and safe areas and or boundaries for the activity. 3.5. Check and confirm participants are properly equipped for the climb.
4. Lead single pitch climbing activity.	4.1. Provide clear and concise direction and advice to group during the activity. 4.2. Lead the climbing pitch and rig anchor to belay clients. 4.3. Monitor climbing, belaying and back-up belaying techniques to ensure a safe environment. 4.4. Monitor individual ***participant's performance*** and provide appropriate feedback. 4.5. Implement appropriate modifications to activity in regard to all ***variable factors*** that are monitored. 4.6. Use positive encouragement throughout activity, and encourage feedback and questioning from group members.
5. Complete post-activity responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Evaluate ***relevant aspects*** of climbing activity. 5.3. Identify potential areas of improvement for future lead climbing activities. 5.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a climbing activity that meets their needs
  - convey information about the safety aspects of the activity
  - interact with participants to create a safe and positive climbing environment

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- problem-solving skills to:
  - plan a suitable climbing activity according to participant's needs and abilities
  - make decisions affecting activity
  - respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and natural pitch suitable for the participants
  - organise participants into manageable groups for lead climbing and belaying
- language, literacy and numeracy skills to:
  - produce an activity plan for the climbing activity
  - complete post-activity participant and self evaluations
  - perform basic calculations to determine equipment needs based on height of pitch
  - apply for permission or permits to use natural climbing pitch to guide lead a group
- effective and efficient personal lead climbing skills to demonstrate and explain lead climbing and belaying techniques to participants
- emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of climbing activities
- minimal impact climbing codes to enable protection of the environment
- information about local area to assist in the planning process and enable management of potential climbing hazards, and any special restrictions applying to the area
- equipment types, characteristics and technology used for lead climbing on natural surfaces, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing and footwear requirements for climbing activities to ensure comfort and safety
- care and maintenance of climbing equipment to ensure prolonged life span and safety requirements
- nutritional requirements when climbing, to maintain wellbeing
- lead climbing techniques and common communication methods and calls used between climbers and belayers to reduce risk during climbing on natural surfaces
- belay systems, devices and anchors appropriate for single pitch natural surfaces
- technical lead climbing knowledge, such as protection placement techniques and procedures to suit the features of the surface
- weather and environmental information to ascertain possible conditions and their affect on the activity
- hazards that may be experienced in a natural climbing environment
- emergency procedures, potential hazards and obstacles relevant to the location to

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ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors the group in a safe and professional manner • applies effective contingency management techniques to deal with a range of problems and issues that may arise during the lead climbing activity • encourages and responds to feedback from participants and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure leading climbing activities that reflect the needs of a range of participants to demonstrate competency. Assessment must also ensure access to: • resources and information regarding participants and location to accurately plan, guide and document lead climbing activities for a variety of participants • a natural single pitch lead climbing site suitable for the participants • a group of participants to take part in the lead climbing activity • equipment such as harnesses, helmets, belay devices, ropes, karabiners, artificial protection, climbing shoes, food and water, and safety and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interaction with a group of participants, including conveying information for safe participation • oral and or written questioning to assess knowledge

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of relevant legislation and organisational policies and procedures to enable safe conduct of all lead climbing activities
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- review of lead climbing activity plans
- third-party reports from a supervisor detailing performance.

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

- SISOCLN405A Demonstrate single pitch lead climbing skills on natural surfaces
- SISOCLN303A Establish belays for climbing on natural surfaces
- SISOVTR301A Perform vertical rescue.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- skill level
- previous experience
- physical capabilities
- fitness level
- age
- injuries and illnesses.

Plan may include:

- activity aims and objectives
- date, time and duration
- location or site
- guide and participant ratios
- resources
- equipment
- food and water
- weather details
- participant information:
- safety requirements

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	• risk management plan • relevant legislation and organisational policies and procedures.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• risk management procedures • occupational health and safety • time and budget constraints • use and maintenance of equipment • communication protocols • confidentiality of participant information • guide and participant ratios • emergency and safety procedures • code of ethics.
Session's aims and objectives may include:	• developing climbing on natural surface skills • education • development • therapy • fitness targets • recreation.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Natural surfaces may include:	• cliffs • boulders.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts

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- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Food and water requirements may include:

- range of foods:
  - perishability
  - packaging
  - storage.

Principles of nutrition may include:

- food groups
- dietary guidelines.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Appropriate authorities may include:

- authorities
- supervisors.

Equipment may include:

- climbing equipment
- safety equipment
- rescue equipment
- artificial protection
- appropriate clothing and footwear.

Belay types may include:

- single rope
- double rope
- top belay
- bottom belay.

Relevant information may include:

- personal equipment requirements:
- safety procedures
- route description
- preventative measures for risks
- possible hazards
- environmental impact minimisation
- climbing and belaying techniques
- objectives
- rules and codes
- responsible and safe behaviour.

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Communication system may include:	• calls • radio • hand signals • whistles.
Safety checks may include:	• A - anchors - secure and suitable to application • B - buckles - locked as per manufacturers recommendations • C - connectors - locked, secured and orientated • D - devices - threaded correctly and secured • E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured • F - friend - cross check.
Participant's performance may include:	• use of appropriate communication system • climbing technique • lead climbing technique • second climbing technique • belaying technique • attitude • negotiation of hazards • use of equipment.
Variable factors may include:	• change of weather • equipment failure • participant's needs • climbing conditions.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Climbing natural surfaces

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SISOCLN409A Instruct top rope climbs on natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct top rope climbing on natural surfaces. This unit focuses on planning, instructing and evaluating an instructional climbing session to enable participants to achieve the skills and knowledge required to participate independently in routine top-rope climbing on natural surfaces. This includes establishing anchors using fixed or natural anchors.

Application of the Unit

This unit applies to those working as climbing instructors in a range of top rope natural conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a climbing session.	1.1. Establish ***participant's needs and characteristics***.
	1.2. Assess participant's current climbing knowledge in order to determine the ***session's aims and objectives***.
	1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics.
	1.4. Develop a ***climbing plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***.
	1.5. Identify potential ***hazards*** associated with climbing on restricted ***natural surfaces*** and minimise ***risks***, according to organisational policies and procedures.
	1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check serviceability.
	2.2. Check equipment for safety and suitability, according to manufacturer's recommendations, and adjust and fit to ensure personal comfort.
	2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the climbing session in a manner appropriate to the participants.
	3.2. Encourage participants to seek clarification, information and ***feedback*** as required during the session.
	3.3. Establish a suitable ***communication system*** for participants to use while climbing and belaying.
	3.4. Inform participants of known and anticipated hazards, ***safety checks*** and appropriate behaviour.
	3.5. Check and confirm participants are properly equipped for the session.
4. Instruct a top rope climbing session.	4.1. Conduct introductory activities for participants to reduce the risk of injury.
	4.2. Monitor individual ***participant's performance***

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ELEMENT	PERFORMANCE CRITERIA
	during climbing session. 4.3. Provide positive encouragement and or feedback to each participant throughout session and encourage feedback and questioning. 4.4. Apply clear and accurate ***instructional techniques*** to impart ***activity specific knowledge***, ***top rope climbing skills*** and ***safety and rescue procedures***. 4.5. Observe participants during climbing and belaying and adjust or refine individual and or group technique as required. 4.6. Inform participants of ***opportunities*** to further develop their climbing skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Evaluate ***relevant aspects*** of climbing session, and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future climbing instructional sessions.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a climbing session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive climbing environment
- problem-solving skills to:
  - plan a suitable climbing session according to participant's needs and characteristics
  - address participant difficulties in developing climbing techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a restricted natural pitch suitable for the participants

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    - monitor and evaluate progress
    - organise participants into manageable groups for climbing and belaying
- language, literacy and numeracy skills to:
    - produce climbing and instructional plans for the climbing session
    - perform basic calculations to determine equipment needs based on height of pitch
    - complete post session participant and self evaluations
    - apply for permission or permits to use a restricted natural climbing site to instruct a group
- instructional techniques to suit a range of participant's needs and characteristics
- efficient and effective personal climbing skills to demonstrate and explain climbing and belaying techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing climbing on natural surfaces.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of climbing session
- information about local site to assist in the planning process and enable management of potential climbing hazards, and any special restrictions applying to the site
- equipment types, characteristics and technology used for climbing on restricted natural surfaces, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing and footwear requirements for climbing activities to ensure comfort and safety
- care and maintenance of climbing equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- climbing techniques and common communication methods and calls used between climbers and belayers to reduce risk during restricted climbing on natural surfaces
- belay systems, devices, knots and anchors appropriate for climbing on top rope natural sites
- technical climbing knowledge, such as techniques and procedures to suit the features of the surface
- weather and environmental information to ascertain possible conditions and their affect on the session
- hazards that may be experienced in a natural climbing environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers precise relevant information, explanations and demonstrations for top rope climbing session to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants, provides constructive feedback and intervention and modifies instructional techniques and or activities to improve climbing performance • encourages and responds to feedback from participants and evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of climbing activities, using a variety of instructional techniques that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to accurately plan, instruct and document climbing sessions for a variety of participants • instructional tools such as videos, DVDs, televisions, whiteboards, books, magazines, handouts and the internet • a top rope natural climbing site with clearly defined operating procedures, suitable for the conduct of instructional sessions • a group of participants to take part in the climbing session • equipment such as harnesses, helmets, belay devices, ropes, karabiners, chalk, protection, climbing shoes, food and water, and safety and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all climbing activities during the session
- observation of safe climbing instruction, monitoring and adjustment according to participant's needs and characteristics
- review of climbing session plans
- third-party reports from a supervisor detailing performance.

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

- SISOVTR301A Perform vertical rescues
- SISOCLN303A Establish belays for climbing on natural surfaces.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:

- age
- fitness level and physical capabilities
- climbing skills and knowledge
- injuries and illnesses.

Session's aims and objectives may include:

- developing climbing on natural surface skills
- education
- development
- therapy
- fitness targets
- recreation.

Instructional plan may include:

- top rope climbing activities and drills
- duration of activities and drills.

Climbing plan may include:

- session's aims and objectives
- date, time and duration
- location or site
- instructor and participant ratios

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- resources and equipment
- weather details
- participant information:
- safety requirements
- risk management plan
- relevant legislation and organisational policies and procedures.
- rescue equipment
- rescue and evacuation plan.

Relevant legislation may include:

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

Organisational policies and procedures may include:

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

Hazards may include:

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

Natural surfaces may include:

- boulders
- cliffs.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures

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- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Contingency plans may include:

- poor communication conditions
- injuries
- escape or retreat options
- off route possibilities.

Equipment may include:

- climbing equipment
- safety equipment
- rescue equipment.

Resources may include:

- food and water
- teaching aids.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant information may include:

- equipment requirements, selection and use
- safety procedures
- risk prevention
- possible hazards
- risk management
- lead climbing and belaying techniques
- communication
- objectives
- rules and codes
- responsible and safe behaviour.

Feedback may include:

- information on participant progress
- any improvements needed
- verbal
- written
- visual.

Communication system may include:

- calls
- radio
- hand signals
- whistles.

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Safety checks may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C - connectors - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured
- F - friend - cross check.

Participant's performance may include:

- use of appropriate communication system
- top rope climbing technique
- belaying technique
- attitude and behaviour
- negotiation of hazards
- use of equipment.

Instructional techniques may include:

- sequence of instruction:
  - simple to complex
  - part to whole
  - chronological
  - known to unknown
  - D.E.D.I.C.T:
    - demonstrate
    - explain
    - demonstrate
    - instruct
    - critique
    - test
  - E.D.I.C.T:
    - explain
    - demonstrate
    - instruct
    - critique
    - test
  - I.D.E.A:
    - introduce
    - demonstrate
    - explain
    - apply

Activity specific knowledge may include:

- relevant legislation
- organisational policies and procedures

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- establishment of anchors and ropes
- factors to consider when planning a climb
- minimal impact practices
- risk and hazard management
- equipment selection, use and maintenance
- communication systems used in climbing.

Top rope climbing skills may include:

- top rope belaying techniques
- establishment of ropes for top rope climbing
- use and knowledge of different climbing techniques
- knots appropriate to top rope climbing
- rescue procedures relevant to top rope climbing
- communication between climber and belayer
- negotiation of hazards and ensure safety of self and group
- use and maintenance of equipment.

Safety and rescue procedures may include:

- emergency response procedures
- group management in emergency situations
- relevant legislation
- organisational policies and procedures
- emergency response equipment
- understanding of safety practices.

Opportunities may include:

- locations suitable to skill level
- range of equipment and clothing available
- climbing clubs or groups in the local area.

Relevant aspects may include:

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

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Unit Sector(s)

Outdoor Recreation

Competency Field

Climbing natural surfaces

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SISOCLN410A Guide lead climbing activities on multi pitch natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide lead climbing activities on a multi pitch natural surface. This includes establishing anchors using a combination of fixed, natural and or artificial protection. This unit focuses on the application of planning skills to make suitable arrangements to guide a group through a lead climbing activity.

Application of the Unit

This unit applies to those working as climbing guides or assistant guides who guide lead climbs in a range of natural multi pitch conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide
1. Plan a lead climbing activity.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop an activity ***plan***, according to ***relevant legislation*** and ***organisational policies and procedures***, to meet participant's needs. 1.3. Select an appropriate activity site that is suitable for participants and meets ***session's aims and objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with lead climbing on ***natural surfaces*** and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the activity. 1.7. Inform ***appropriate authorities*** before commencing the climbing activity.
2. Select equipment for the group.	2.1. Select ***equipment*** according to contextual issues and organisational policies and procedures, and check serviceability. 2.2. Assess equipment for safety and suitability, and adjust and fit to ensure personal comfort. 2.3. Check safety and rescue equipment to ensure suitability to the group and the climb. 2.4. Establish anchors and ***belay types***, ensuring they are in correct position for the activity. 2.5. Identify suitable access to and egress from the climbing site according to organisation policies and procedures, and establish hand lines and safety lines where appropriate.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the climbing activity in a manner suitable to the participants.

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Demonstrate correct climbing, belaying, back-up belaying techniques and removal of artificial protection. 3.3. Establish a suitable ***communication system*** for participants to use while climbing and belaying. 3.4. Outline ***safety procedures*** and safe areas and or boundaries for the activity. 3.5. Check and confirm participants are properly equipped for the climb.
4. Lead multi pitch climbing activity.	4.1. Provide clear and concise direction and advice to group during the activity. 4.2. Lead the climbing pitch and rig anchors for multi pitch guiding to belay clients. 4.3. Conduct change over of belay maintaining safety of guide and clients. 4.4. Monitor climbing, belaying and back-up belaying techniques to ensure a safe environment. 4.5. Monitor individual ***participant's performance*** and provide appropriate feedback. 4.6. Implement appropriate modifications to activity in regard to all ***variable factors*** that are monitored. 4.7. Use positive encouragement throughout activity, and encourage feedback and questioning from group members.
5. Complete post-activity responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Evaluate ***relevant aspects*** of climbing activity. 5.3. Identify potential areas of improvement for future lead climbing activities. 5.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a climbing activity that meets their needs

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  - convey information about the safety aspects of the activity
  - interact with participants to create a safe and positive climbing environment
- problem-solving skills to:
  - plan a suitable climbing activity according to participant's needs and abilities
  - make decisions affecting activity
  - respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and natural multi pitch suitable for the participants
  - organise participants into manageable groups for lead climbing and belaying
- language, literacy and numeracy skills to:
  - produce an activity plan for the climbing activity
  - perform basic calculations to determine equipment needs based on height of pitch
  - complete post activity participant and self evaluations
  - apply for permission or permits to use natural climbing pitch to guide lead a group
- effective and efficient personal lead climbing skills to demonstrate and explain lead climbing and belaying techniques to participants
- emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of climbing activities
- minimal impact climbing codes to enable protection of the environment
- information about local area to assist in the planning process and enable management of potential climbing hazards, and any special restrictions applying to the area
- equipment types, characteristics and technology used for lead climbing on multi pitch natural surfaces, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection of equipment
- clothing and footwear requirements for climbing activities to ensure comfort and safety
- care and maintenance of climbing equipment to ensure prolonged life span and safety requirements
- nutritional requirements when climbing to maintain wellbeing
- lead climbing techniques and common communication methods and calls used between climbers and belayers to reduce risk during multi pitch climbing on natural surfaces
- belay systems, devices and anchors appropriate for multi pitch natural surfaces
- technical lead climbing knowledge, such as protection placement techniques and procedures to suit the features of the surface

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- weather and environmental information to ascertain possible conditions and their affect on the activity
- hazards that may be experienced in a natural climbing environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors the group in a safe and professional manner • applies effective contingency management techniques to deal with a range of problems and issues that arise during the lead climbing activity • encourages and responds to feedback from participants and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure leading climbing activities that reflect the needs of a range of participants and are of sufficient duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to accurately plan, guide and document lead climbing activities for a variety of participants • a natural multi pitch lead climbing site suitable for the participants • a group of participants to take part in the lead climbing activity • equipment such as harnesses, helmets, belay devices, ropes, gloves, karabiners, artificial protection, climbing shoes, food and water, and safety and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- observation of interaction with a group of participants, including conveying information for safe participation
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all lead climbing activities
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- review of lead climbing activity plans
- third-party reports from a supervisor detailing performance.

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

- SISOCLN306A Apply multi pitch lead climbing skills on natural surfaces
- SISOCLN407A Establish belays for multi pitch climbing on natural surfaces
- SISOVTR402A Perform complex vertical rescue.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- skill level
- previous experience
- physical capabilities
- fitness level
- age
- injuries and illnesses.

Plan may include:

- activity aims and objectives
- date, time and duration
- location or site
- guide and participant ratios
- resources

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	• equipment • food and water • weather details • participant information: • safety requirements • risk management plan • relevant legislation and organisational policies and procedures.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• risk management procedures • occupational health and safety • time and budget constraints • use and maintenance of equipment • communication protocols • confidentiality of participant information • guide and participant ratios • emergency and safety procedures • code of ethics.
Session's aims and objectives may include:	• developing climbing on natural surface skills • education • development • therapy • fitness targets • recreation.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Natural surfaces may include:	• cliffs • boulders.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Relevant sources may include:	• Bureau of Meteorology

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- media
- land managers or agencies
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Food and water requirements may include:

- range of foods:
  - perishability
  - packaging
  - storage.

Principles of nutrition may include:

- food groups
- dietary guidelines.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Appropriate authorities may include:

- waterways departments
- surf rescue
- authorities
- supervisors.

Equipment may include:

- climbing equipment
- safety equipment
- rescue equipment
- artificial protection
- appropriate clothing and footwear.

Belay types may include:

- single rope
- double rope
- top belay
- bottom belay.

Relevant information may include:

- personal equipment requirements:
- safety procedures
- route description

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- preventative measures for risks
- possible hazards
- environmental impact minimisation
- climbing and belaying techniques
- objectives
- rules and codes
- responsible and safe behaviour.

Communication system may include:

- calls
- radio
- hand signals
- whistles.

Safety checks may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C - connectors - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured
- F - friend - cross check.

Participant's performance may include:

- use of appropriate communication system
- climbing technique
- lead climbing technique
- second climbing technique
- belaying technique
- attitude
- negotiation of hazards
- use of equipment.

Variable factors may include:

- change of weather
- equipment failure
- participant's needs
- climbing conditions.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique

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- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Climbing natural surfaces

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SISOCLN411A Instruct lead climbing on single pitch natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct lead climbing on single pitch natural surfaces. This unit focuses on planning, instructing and evaluating an instructional lead climbing session to enable participants to achieve the skills and knowledge required to participate independently in single pitch lead climbing on natural surfaces. This includes establishing anchors using any combination of fixed, natural and or artificial protection.

Application of the Unit

This unit applies to those working as climbing instructors in a range of single pitch natural conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a lead climbing session.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's current climbing knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***lead climbing plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with lead climbing on single pitch ***natural surfaces*** and minimise ***risks***, according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check serviceability. 2.2. Check equipment for safety and suitability, according to manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the lead climbing session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and ***feedback*** as required during the session. 3.3. Establish a suitable ***communication system*** for participants to use while lead climbing and belaying.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Inform participants of known and anticipated hazards, ***safety checks*** and appropriate behaviour. 3.5. Check and confirm participants are properly equipped for the session.
4. Instruct a single pitch lead climbing session.	4.1. Conduct introductory activities for participants to reduce the risk of injury. 4.2. Monitor individual ***participant's performance*** during lead climbing session. 4.3. Provide positive encouragement and or feedback to each participant throughout session, and encourage feedback and questioning. 4.4. Apply clear and accurate ***instructional techniques*** to impart ***activity specific knowledge***, ***single pitch lead climbing skills and safety and rescue procedures***. 4.5. Observe participants during lead climbing and belaying and adjust or refine individual and or group technique as required. 4.6. Inform participants of ***opportunities*** to further develop their lead climbing skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Evaluate ***relevant aspects*** of the lead climbing session, and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future lead climbing instructional sessions.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a lead climbing session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive climbing environment

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- problem-solving skills to:
  - plan a suitable lead climbing session according to participant's needs and characteristics
  - address participant difficulties in developing lead climbing techniques
  - anticipate and respond appropriately to non routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a single pitch natural site suitable for the participants
  - monitor and evaluate progress
  - organise participants into manageable groups for lead climbing and belaying
- language, literacy and numeracy skills to:
  - produce lead climbing and instructional plans for the lead climbing session
  - perform basic calculations to determine equipment needs based on height of pitch
  - complete post session participant and self evaluations
  - apply for permission or permits to use a single pitch natural climbing site to instruct a group
- instructional techniques to suit a range of participant's needs and characteristics
- efficient and effective personal lead climbing skills to demonstrate and explain lead climbing and belaying techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing climbing on natural surfaces.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of lead climbing session
- information about local site to assist in the planning process and enable management of potential climbing hazards and any special restrictions applying to the site
- equipment types, characteristics and technology used for lead climbing on single pitch natural surfaces, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection of equipment
- clothing and footwear requirements for climbing activities to ensure comfort and safety
- care and maintenance of climbing equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- lead climbing techniques and common communication methods and calls used between climbers and belayers to reduce risk during single pitch lead climbing on natural surfaces
- belay systems, devices, knots and anchors appropriate for lead climbing on single pitch natural surfaces

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- technical lead climbing knowledge, such as establishing anchors using any combination of fixed, natural and or artificial protection
- basic weather and environmental information to ascertain possible conditions and their effect on the session
- that may be experienced in a natural climbing environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers precise relevant information, explanations and demonstrations for single pitch lead climbing session to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants, provides constructive feedback and intervention and modifies instructional techniques and or activities to improve lead climbing performance • encourages and responds to feedback from participants and evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement
Context of and specific resources for assessment	Assessment must ensure instruction of lead climbing activities, using a variety of instructional techniques that reflect the needs and characteristics of a range of participants and are of sufficient duration to demonstrate competency and consistency of performance. Assessment must enable access to: • resources and information regarding participants and location to accurately plan, instruct and document lead climbing sessions for a variety of participants • instructional tools such as videos, DVDs, televisions, whiteboards, books, magazines, handouts and the internet • a single pitch natural climbing site suitable for the

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	conduct of instructional sessions • a group of participants to take part in the lead climbing session • equipment such as harnesses, helmets, belay devices, ropes, gloves, karabiners, natural, fixed and artificial anchors, protection, climbing shoes, chalk and chalk bag, food and water, and safety and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all lead climbing activities during the session • observation of safe lead climbing instruction, monitoring and adjustment according to participant's needs and characteristics • review of lead climbing session plans • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOVTR301A Perform vertical rescues • SISOCLN303A Establish belays for climbing on natural surfaces.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • fitness level and physical capabilities • climbing skills and knowledge • injuries and illnesses.
Session's aims and objectives may	• developing climbing on natural surface skills

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include:

- education
- development
- therapy
- fitness targets
- recreation.

Instructional plan may include:

- lead climbing activities and drills
- duration of activities and drills.

Lead climbing plan may include:

- session's aims and objectives
- date, time and duration
- location or site
- instructor and participant ratios
- resources and equipment
- weather details
- participant information:
- safety requirements
- risk management plan
- relevant legislation and organisational policies and procedures.
- rescue equipment
- rescue and evacuation plan.

Relevant legislation may include:

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

Organisational policies and procedures may include:

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

Hazards may include:

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

Natural surfaces may include:

- boulders
- cliffs.

Risks may include:

- hypothermia

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- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Contingency plans may include:

- poor communication conditions
- injuries
- escape or retreat options
- off route possibilities.

Equipment may include:

- climbing equipment
- safety equipment
- rescue equipment.

Resources may include:

- food and water
- teaching aids.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant information may include:

- equipment requirements, selection and use
- safety procedures
- risk prevention
- possible hazards
- risk management
- lead climbing and belaying techniques
- communication
- objectives

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	• rules and codes • responsible and safe behaviour.
Feedback may include:	• information on participant progress • any improvements needed • verbal • written • visual.
Communication system may include:	• calls • radio • hand signals • whistles.
Safety checks may include:	• A - anchors - secure and suitable to application • B - buckles - locked as per manufacturers recommendations • C - connectors - locked, secured and orientated • D - devices - threaded correctly and secured • E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured • F - friend - cross check.
Participant's performance may include:	• use of appropriate communication system • lead climbing technique • second climbing technique • belaying technique • attitude and behaviour • negotiation of hazards • use of equipment.

Instructional techniques may include:	• part to whole
	• sequential
	• known to unknown
	• D.E.D.I.C.T:
	  • demonstrate
	  • explain
	  • demonstrate
	  • instruct
	  • critique
	  • test
	• E.D.I.C.T:
	  • explain
	  • demonstrate
	  • instruct

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- critique
- test

- I.D.E.A:
  - introduce
  - demonstrate
  - explain
  - apply
- orientate, enhance, synthesise.

Activity specific knowledge may include:

- relevant legislation
- organisational policies and procedures
- lead climbing skills and techniques
- placement of protection
- establishment of anchors and ropes
- factors to consider when planning a lead climb
- minimal impact practices
- risk and hazard management
- equipment selection, use and maintenance
- communication systems used in climbing.

Single pitch lead climbing skills may include:

- lead climbing skills, including the placement of protection
- single pitch lead climbing belaying techniques
- second climbing skills, including removal of protection
- establishment of single pitch anchors using fixed, natural and artificial protection
- communication between climber and belayer
- negotiation of hazards to ensure safety of self and group
- use and maintenance of equipment.
- knots appropriate to single pitch lead climbing
- rescue procedures relevant to single pitch lead climbing
- falling technique
- fall factors.

Safety and rescue procedures may include:

- emergency response procedures
- group management in emergency situations
- relevant legislation
- organisational policies and procedures
- emergency response equipment
- understanding of safety practices.

Opportunities may include:

- locations suitable to skill level
- range of equipment and clothing available

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Relevant aspects may include:

- climbing clubs or groups in the local area.
- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Climbing natural surfaces

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SISOCLN512A Instruct lead climbing on multi pitch natural surfaces

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct lead climbing on multi pitch natural surfaces. This unit focuses on planning, instructing and evaluating an instructional lead climbing session to enable participants to achieve the skills and knowledge required to participate independently in multi pitch lead climbing on natural surfaces. This includes establishing anchors using any combination of fixed, natural and or artificial protection.

Application of the Unit

This unit applies to those working as climbing instructors in a range of multi pitch natural conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a lead climbing session.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's current climbing knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***lead climbing plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with lead climbing on multi pitch ***natural surfaces*** and minimise ***risks***, according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check serviceability. 2.2. Check equipment for safety and suitability, according to manufacturer's recommendations and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the lead climbing session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and ***feedback*** as required during the session. 3.3. Establish a suitable ***communication system*** for participants to use while lead climbing and belaying.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Inform participants of known and anticipated hazards, ***safety checks*** and appropriate behaviour. 3.5. Check and confirm participants are properly equipped for the session.
4. Instruct a multi pitch lead climbing session.	4.1. Conduct introductory activities for participants, to reduce the risk of injury. 4.2. Monitor individual ***participant's performance*** during lead climbing session. 4.3. Provide positive encouragement and or feedback to each participant throughout session, and encourage feedback and questioning. 4.4. Apply clear and accurate ***instructional techniques*** to impart ***activity specific knowledge***, ***multi pitch lead climbing skills and safety and rescue procedures***. 4.5. Observe participants during lead climbing and belaying and adjust or refine individual and or group technique as required. 4.6. Inform participants of ***opportunities*** to further develop their lead climbing skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Evaluate ***relevant aspects*** of the lead climbing session, and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future lead climbing instructional sessions.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a lead climbing session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive climbing environment

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- problem-solving skills to:
  - plan a suitable lead climbing session according to participant's needs and characteristics
  - address participant difficulties in developing lead climbing techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a multi pitch natural site suitable for the participants
  - monitor and evaluate progress
  - organise participants into manageable groups for lead climbing and belaying
- language, literacy and numeracy skills to:
  - produce lead climbing and instructional plans for the lead climbing session
  - perform basic calculations to determine equipment needs based on height of pitch
  - complete post session participant and self evaluations
  - apply for permission or permits to use a multi pitch natural climbing site to instruct a group
- instructional techniques to suit a range of participant's needs and characteristics
- effective and efficient personal lead climbing skills to demonstrate and explain lead climbing and belaying techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing climbing on natural surfaces.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of lead climbing session
- information about local site to assist in the planning process and enable management of potential climbing hazards, and any special restrictions applying to the site
- equipment types, characteristics and technology used for lead climbing on multi pitch natural surfaces, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection of equipment
- clothing and footwear requirements for climbing activities to ensure comfort and safety
- care and maintenance of climbing equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- lead climbing techniques and common communication methods and calls used between climbers and belayers to reduce risk during multi pitch lead climbing on natural surfaces
- belay systems, devices, knots and anchors appropriate for lead climbing on multi pitch natural surfaces

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- technical lead climbing knowledge, such as establishing anchors using any combination of fixed, natural and or artificial protection
- weather and environmental information to ascertain possible conditions and their affect on the session
- hazards that may be experienced in a natural climbing environment
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers precise relevant information, explanations and demonstrations for multi pitch lead climbing session to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants, provides constructive feedback and intervention and modifies instructional techniques and or activities to improve lead climbing performance • encourages and responds to feedback from participants and evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement
Context of and specific resources for assessment	Assessment must ensure instruction of lead climbing activities, using a variety of instructional techniques that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to accurately plan, instruct and document lead climbing sessions for a variety of participants • instructional tools such as videos, DVDs, televisions, whiteboards, books, magazines, handouts and the internet • a multi pitch natural climbing site suitable for the

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	conduct of instructional sessions • a group of participants to take part in the lead climbing session • equipment such as harnesses, helmets, belay devices, ropes, gloves, karabiners, natural, fixed and artificial anchors, protection, climbing shoes, chalk and chalk bag, food and water, and safety and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all lead climbing activities during the session • observation of safe lead climbing instruction, monitoring and adjustment according to participant's needs and characteristics • review of lead climbing session plans • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOVTR402A Perform complex vertical rescues • SISOCLN407A Establish belays for multi pitch climbing on natural surfaces.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • fitness level and physical capabilities • climbing skills and knowledge • injuries and illnesses.
Session's aims and objectives may	• developing climbing on natural surface skills

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include:

- education
- development
- therapy
- fitness targets
- recreation.

Instructional plan may include:

- lead climbing activities and drills
- duration of activities and drills.

Lead climbing plan may include:

- session's aims and objectives
- date, time and duration
- location or site
- instructor and participant ratios
- resources and equipment
- weather details
- participant information:
- safety requirements
- risk management plan
- relevant legislation and organisational policies and procedures.
- rescue equipment
- rescue and evacuation plan.

Relevant legislation may include:

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

Organisational policies and procedures may include:

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

Hazards may include:

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

Natural surfaces may include:

- boulders
- cliffs.

Risks may include:

- hypothermia

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- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Contingency plans may include:

- poor communication conditions
- injuries
- escape or retreat options
- off route possibilities.

Equipment may include:

- climbing equipment
- safety equipment
- rescue equipment.

Resources may include:

- food and water
- teaching aids.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant information may include:

- equipment requirements, selection and use
- safety procedures
- risk prevention
- possible hazards
- risk management
- lead climbing and belaying techniques
- communication
- objectives

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- rules and codes
- responsible and safe behaviour.

Feedback may include:

- information on participant progress
- any improvements needed
- verbal
- written
- visual.

Communication system may include:

- calls
- radio
- hand signals
- whistles.

Safety checks may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C - connectors - locked, secured and orientated
- D - devices - threaded correctly and secured
- E - everything else including end of rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured
- F - friend - cross check.

Participant's performance may include:

- use of appropriate communication system
- lead climbing technique
- second climbing technique
- belaying technique
- attitude and behaviour
- negotiation of hazards
- use of equipment.

Instructional techniques may include:

- part to whole
- sequential
- known to unknown
- D.E.D.I.C.T:
  - demonstrate
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- E.D.I.C.T:
  - explain
  - demonstrate
  - instruct

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- critique
- test

- I.D.E.A:
  - introduce
  - demonstrate
  - explain
  - apply
- orientate, enhance, synthesise.

Activity specific knowledge may include:

- relevant legislation
- organisational policies and procedures
- lead climbing skills and techniques
- placement of protection
- establishment of anchors and ropes
- factors to consider when planning a lead climb
- minimal impact practices
- risk and hazard management
- equipment selection, use and maintenance
- communication systems used in climbing.

Multi pitch lead climbing skills may include:

- lead climbing skills, including the placement of protection
- multi pitch lead climbing belaying techniques
- second climbing skills, including removal of protection
- establishment of multi pitch anchors using fixed, natural and artificial protection
- communication between climber and belayer
- negotiation of hazards to ensure safety of self and group
- use and maintenance of equipment.
- knots appropriate to multi pitch lead climbing
- rescue procedures relevant to multi pitch lead climbing
- falling technique
- fall factors.

Safety and rescue procedures may include:

- emergency response procedures
- group management in emergency situations
- relevant legislation
- organisational policies and procedures
- emergency response equipment
- understanding of safety practices.

Opportunities may include:

- locations suitable to skill level
- range of equipment and clothing available

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Relevant aspects may include:

- climbing clubs or groups in the local area.
- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Climbing natural surfaces

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SISOCNE201A Demonstrate simple canoeing skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in a canoeing activity under supervision. This unit focuses on the demonstration of canoeing skills, such as the ability to control and manoeuvre a canoe in controlled conditions.

Application of the Unit

This unit applies to those working as assistant river canoeing instructors or support staff under supervision in a range of controlled conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for a canoeing activity.	1.1. Identify ***food and water requirements*** according to ***principles of nutrition*** and the ***conditions of the activity***. 1.2. Identify an appropriate ***activity site*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information***. 1.4. Identify possible ***hazards*** associated with the activity and minimise ***risks*** as advised by the supervisor.
2. Select equipment.	2.1. Select ***craft*** and ***equipment*** according to ***contextual issues*** and check to ensure that it is in good working condition. 2.2. Fit and adjust equipment to ensure comfort, safety and suitability to the participant and canoe. 2.3. Select personal clothing for the activity and identify the design and or construction features that make it appropriate. 2.4. Waterproof and pack equipment that is not required on hand and stow or fasten in a suitable manner. 2.5. Prepare equipment, where required, for safe transportation to activity location.
3. Apply control and manoeuvring techniques.	3.1. Embark and disembark the canoe while maintaining stability. 3.2. Direct the canoe in a controlled manner. 3.3. Demonstrate a range of ***basic canoe strokes*** 3.4. Apply efficient ***paddling technique*** to minimise injury while directing the canoe.
4. Apply capsize procedures.	4.1. Exit the canoe in a controlled manner, and recover paddles and other equipment, following a capsize. 4.2. Manoeuvre the upturned canoe to shore or to rescue craft and empty out water, with assistance if required. 4.3. Demonstrate deep water re-entry techniques or take the canoe ashore.
5. Secure canoe.	5.1. Apply methods to secure the canoe to the bank, shore or jetty.

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ELEMENT	PERFORMANCE CRITERIA
	5.2. Secure the canoe, where appropriate, for road transport using suitable methods.
6. Evaluate the canoeing activity	6.1. Evaluate ***relevant aspects*** of the canoeing activity 6.2. Identify improvements for future canoeing experiences.

Required Skills and Knowledge

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

Required skills

- teamwork skills to work with others to lift, carry and secure canoes
- communication skills to interact with supervisor, other participants and rescue crew to maintain a positive and safe environment
- listening skills to follow instructions and directions from the supervisor and rescue crew
- planning and organising skills to select and allocate canoeing equipment and site
- swimming skills to swim 50 metres while clothed and wearing a personal flotation device type 2 approved to relevant Australian and or International Standards
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable the safe conduct of all canoeing activities
- types of craft and equipment, characteristics and technology used for canoeing, the advantages and disadvantages of the range of craft and equipment, and factors affecting appropriate selection
- clothing requirements for canoeing, such as wet weather gear to maintain warmth and dryness or sun protection to minimise sunburn and heat stroke
- importance of a personal flotation device in keeping a person afloat and their head above water
- stroke and directing techniques to control and manoeuvre the canoe
- principles of nutrition to maintain health during activity
- basic weather and environmental information to ascertain possible conditions and their affect on the activity
- river features, such as currents and banks, and how these might impact on the canoeing experience
- purpose and importance of safety features of craft
- emergency and rescue procedures appropriate for the craft and location to ensure

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risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements according to the conditions and duration of the canoeing activity • demonstrates control and manoeuvring techniques, such as maintaining sufficient blade angle throughout stroke to direct the canoe • applies capsizing technique and follows rescue procedures to prepare for emergency situations • seeks advice and feedback from leader to improve skills and ensure safety of self and others • evaluates and reflects on own canoeing performance to identify strengths and weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple canoeing activities in controlled conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, such as weather sources, to plan and select equipment for the canoeing activity • a suitable body of water, such as a river or lake with sheltered calm waters, minimal wind and water flow, and easy access to shore • a qualified leader or supervisor • canoeing and safety and rescue equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all canoeing

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activities
- observation of safe participation and demonstration of canoeing skills
- written or verbal self evaluation
- third-party reports from a supervisor detailing performance.

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

- SISOOPS201A Minimise environmental impact.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Conditions may include:	• sheltered calm waters • flat and undemanding water • minimal wind • ease of access to shore • minimal flow of water.
Activity site may include:	• rivers • lakes.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • code of ethics.

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Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards
- slippery or unstable shore
- poor posture, poor technique
- loose or insecure craft with being transported
- other craft.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Craft may include:

- C1 craft
- C2 craft

Equipment may include:

- personal flotation device (PFD)
- paddle
- spray deck
- wet suit and wet weather gear
- ropes or tie down straps
- safety and first aid equipment.

Contextual issues may include:

- weather conditions, including times
- season
- transport

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- location
- trip distance and duration
- group objectives
- group size.

Basic canoe strokes may include:

- forward and reverse
- J
- sweep
- draw
- support.

Paddling technique may include:

- use of trunk rotation
- correct posture
- use of leg drive
- hand placement on paddle
- blade placement in water
- blade depth in water
- paddle blade angle throughout stroke
- paddle entry and exit points
- movement of top hand through the stroke
- lean or edge of the craft
- smooth transfer between different strokes
- edging or leaning.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

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Competency Field

Canoeing

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SISOCNE202A Perform deep water rescues

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform deep water rescues. This unit focuses on determining the most appropriate deep water rescue for the situation and applies during canoeing, kayaking and sea kayaking.

Application of the Unit

This unit applies to those working as canoeing or kayaking guides or instructors in a range of controlled conditions in situations where the performance of deep water rescues may be required.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Assess the situation.	1.1. Identify and negotiate ***hazards*** and ***risks*** to self, other members of the group and capsized person or persons. 1.2. Determine most appropriate ***rescue method*** to use according to ***situational variances***, ***relevant legislation***, and ***organisational policies and procedures***. 1.3. Select ***equipment*** and human resources available to perform a rescue according to organisational policies and procedures.
2. Demonstrate rescue procedures.	2.1. Deliver concise directions to the capsized person or persons and any others assisting in the rescue. 2.2. Manoeuvre rescue ***craft*** into a suitable position to enable a safe rescue. 2.3. Perform rescue in a safe manner according to situation, conditions and organisational policies and procedures. 2.4. Assist the rescuee back into their craft as required.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - assess the situation and conditions
  - select an appropriate rescue method
- communication skills to deliver clear, concise directions to the capsized person and any other assistants involved with the rescue
- water reading skills such as direction and speed of flow, currents, eddies and other hydrological features, to assist in a safe deep water rescue
- paddling skills to safely manoeuvre craft close to capsized person or persons
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

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- legislation and organisational policies and procedures to enable safe conduct of all deep water rescue activities
- hydrology and river grading systems to understand how rivers work to enable safe deep water rescues
- sea features such as currents, waves and tides and how these might impact on the deep water rescue
- common hazards and risks associated with sea and river craft activities and how to negotiate these
- rescue procedures suitable to the deep water conditions and experience of the participant
- rescue equipment commonly used in deep water rescues
- first aid knowledge appropriate to location and level of responsibility.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies hazards and risks associated with deep water rescues and applies knowledge of water systems to select a suitable rescue method • demonstrates suitable craft position and rescue techniques suitable to the conditions • adapts to problems or issues that may arise during deep water rescues, such as change in current and or weather conditions, and makes appropriate adjustments to ensure safety of self and others.
Context of and specific resources for assessment	Assessment must ensure participation in rescues in deep water locations that reflect local conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • suitable deep water locations • rescuees • crafts, paddles, first aid and rescue equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of

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relevant legislation and organisational policies and procedures to apply safe rescues
- observation of hazard and risk assessment before performing deep water rescue
- observation of performing deep water rescues and dealing with contingencies such as changing conditions
- third-party reports from a supervisor detailing performance.

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

- SISOCNE303A Apply canoeing skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards
- slippery or unstable shore
- poor posture, poor technique
- poor carrying techniques
- loose or insecure craft when being transported.
- other craft.

Risks may include:

- hypothermia
- heat exhaustion
- exhaustion
- lost party or party member
- equipment failure.drowning
- water immersion
- injury
- entrapment
- loss of equipment or person or persons

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	downstream.
Rescue method may include:	• X rescue • Swimmer Assisted Rescue • Wedge Rescue • flip and pump in sea kayaking • bow or paddle rescues • deck carries • tows.
Situational variances may include:	• paddling abilities of the group • conditions • water and air temperature • number of potential rescuers • number of potential rescuees.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • group management procedures • emergency procedures • code of ethics.
Equipment may include:	• other craft • paddles • first aid equipment • rescue equipment.
Craft may include:	• canoes • kayaks • rafts.

Unit Sector(s)

Outdoor Recreation

Competency Field

Canoeing

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SISOCNE303A Apply canoeing skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to paddle a canoe in controlled conditions. This unit focuses on the demonstration of effective and efficient canoeing skills on flat and undemanding water.

Application of the Unit

This unit applies to those working as assistant flatwater canoeing guides or support staff under supervision in a range of controlled conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for a canoeing activity.	1.1. Identify ***food and water requirements*** according to ***principles of nutrition*** and the ***conditions of the activity***. 1.2. Identify an appropriate ***activity site*** and course to take according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information***. 1.4. Identify potential ***hazards*** associated with the activity and manage ***risks*** as advised by the supervisor.
2. Select equipment.	2.1. Select ***craft*** and ***equipment*** according to ***contextual issues*** and check to ensure that it is in good working condition. 2.2. Fit and adjust equipment to ensure comfort, safety and suitability to the participant and canoe. 2.3. Select personal clothing for the activity and identify the design and or construction features that make it appropriate. 2.4. Waterproof and pack equipment that is not required on hand and stow or fasten in a suitable manner. 2.5. Prepare equipment, where required, for safe transportation to activity location.
3. Apply control and manoeuvring techniques.	3.1. Embark and disembark the canoe while maintaining stability. 3.2. Direct the canoe in a controlled manner (both solo and as a double). 3.3. Demonstrate efficient ***paddling techniques*** and ***strokes*** while directing the canoe. 3.4. Apply navigation skills to determine location and follow a planned course during the activity.
4. Apply capsize procedures.	4.1. Exit the canoe in a controlled manner, and recover paddles and other equipment, following a capsize. 4.2. Manoeuvre the upturned canoe to shore or to rescue craft and empty out water, with assistance if required. 4.3. Demonstrate deep water re-entry techniques or take the canoe ashore.

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ELEMENT	PERFORMANCE CRITERIA
5. Perform deep water rescue	5.1. Identify and negotiate ***hazards*** and their ***risks*** to self, other members of the group and capsized person or persons. 5.2. Determine most appropriate ***rescue method*** to use according to ***situational variances***, ***relevant legislation***, and ***organisational policies and procedures***. 5.3. Select ***equipment*** and human resources available to perform a rescue according to organisational policies and procedures. 5.4. Deliver concise directions to the capsized person or persons and any others assisting in the rescue. 5.5. Manoeuvre rescue ***craft*** into a suitable position to enable a safe rescue. 5.6. Perform rescue in a safe manner according to situation, conditions and organisational policies and procedures. 5.7. Assist the rescuee back into their craft as required.
6. Secure canoe.	6.1. Secure the canoe to the bank, shore or jetty. 6.2. Secure the canoe, where appropriate, for road transport using suitable methods.
7. Evaluate the canoeing activity.	7.1. Evaluate ***relevant aspects*** of the canoeing activity. 7.2. Identify improvements for future canoeing experiences.

Required Skills and Knowledge

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

Required skills

- teamwork skills to work with others to lift, carry and secure canoes
- communication skills to interact with supervisor, other participants and rescue crew to maintain a positive and safe environment deliver clear, concise directions to the capsized person and any other assistants involved with the rescue
- listening skills to follow instructions and directions from the supervisor and rescue crew
- problem-solving skills to navigate, determine location and follow a planned course
- planning and organising skills to select and allocate canoeing equipment and site
- swimming skills to swim 50 metres whilst clothed and wearing a personal flotation device that complies with State or Territory maritime regulations

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- rescue skills to perform a deep water rescue
- paddling skills to safely manoeuvre craft close to capsized person or persons
- first aid and emergency response skills appropriate to the location to enable personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all canoeing activities to enable safe conduct of all deep water rescue activities
- types of craft and equipment, characteristics and technology used for canoeing, the advantages and disadvantages of the range of craft and equipment, and factors affecting appropriate selection
- clothing requirements for canoeing, such as wet weather gear to maintain warmth and dryness or sun protection to minimise sunburn and heat stroke
- importance of a personal flotation device in keeping a person afloat and their head above water
- stroke and directing techniques to control and manoeuvre the canoe efficiently
- navigation techniques to determine location and direction
- principles of nutrition to maintain health during activity
- basic weather and environmental information to ascertain possible conditions and their affect on the activity
- purpose and importance of safety features of craft
- common hazards and their risks associated with sea and river craft activities and how to negotiate these
- rescue procedures suitable to the deep water conditions and experience of the participant
- rescue equipment commonly used in deep water rescues
- emergency and rescue procedures appropriate for the craft and location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements according to the conditions and duration of the canoeing activity • paddles the canoe demonstrating efficient and clean strokes and manoeuvres while maintaining control of

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	the canoe • demonstrates correct paddling techniques • applies capsize technique and follows rescue procedures • identifies hazards and risks associated with deep water rescues and select suitable rescue method • demonstrates suitable craft position and rescue techniques suitable to the conditions • adapts to situational variances or issues that may arise during deep water rescues • evaluates and reflects on own canoeing performance to identify strengths and weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple canoeing activities in controlled conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, such as weather sources, to plan and select equipment for the canoeing activity • a suitable body of water, such as a river or lake with sheltered calm waters, minimal wind and water flow, and easy access to shore • canoeing, navigating, safety and rescue equipment • a suitable and safe method of transport, if required to drive canoe to and from activity location.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the planning and review process • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all canoeing activities • observation of safe participation and demonstration of all strokes and manoeuvres while maintaining control of the canoe at all times • written and or verbal self evaluation. • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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- SISONAV201A Navigate in tracked or easy untracked areas
- SISOOPS201A Minimise environmental impact

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Controlled conditions include:	• sheltered waters • within 2 nautical miles of the from the nearest shore • winds to moderate - 11 - 16 knots, according to the Beaufort Scale • readily accessible easy landings • minimal current - chart less than 1 knot.
Activity site may include:	• rivers • lakes • sheltered estuaries.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard

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- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Hazards may include:

- temperature extremes
- slippery or unstable shore
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards
- slippery or unstable shore
- poor posture, poor technique
- loose or insecure craft when being transported
- other craft.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Craft may include:

- C1 craft
- C2 craft.

Equipment may include:

- personal flotation device
- paddle
- spray deck
- appropriate paddling clothing
- navigation equipment
- safety and first aid equipment.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

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Paddling techniques may include:	• use of trunk rotation • correct posture • use of leg drive • hand placement on paddle • blade placement in water • blade depth in water • paddle blade angle throughout stroke • paddle entry and exit points • movement of top hand through the stroke • lean or edge of the craft • smooth transfer between different strokes • edging or leaning.
Strokes may include	• forward and reverse • J • sweep • draw • support.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Canoeing

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SISOCNE304A Apply inland canoeing skills on Grade 2 water

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply inland canoeing skills on Grade 2 water. Grade 2 water is determined by the International River Grading System. This unit focuses on personal canoeing skills, such as the ability to control and manoeuvre a canoe on Grade 2 water.

Application of the Unit

This unit applies to those working as canoeing guides or assistants under supervision in a range of controlled inland conditions, including Grade 2 water.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a canoeing activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues***. 1.2. Identify an appropriate activity location according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plan. 1.4. Identify potential ***hazards*** associated with the activity and determine a contingency plan to manage ***risks***. 1.5. Determine appropriate ***contingency plans***.
2. Select equipment.	2.1. Select ***canoe*** and ***equipment*** according to contextual issues and organisational policies and procedures, and check working condition. 2.2. Fit and adjust equipment according to manufacturer's specifications to ensure comfort, safety and suitability to the participant and canoe. 2.3. Select personal equipment for the activity and identify the design and or construction features that make it appropriate. 2.4. Select safety and rescue equipment appropriate to the activity location. 2.5. Waterproof, pack and fasten equipment that is not required on hand and prepare canoe for transportation if required.
3. Control canoe in moving water.	3.1. ***Embark and disembark*** the canoe while maintaining stability. 3.2. Apply appropriate ***strokes*** and ***paddling techniques*** to cross and break into and out of currents. 3.3. Negotiate or avoid hazards using a combination of strokes and techniques. 3.4. Support the canoe using the paddle to prevent capsize. 3.5. Apply knowledge of river and hydrological features to assist in controlling the canoe.
4. Plan and run a route	4.1. Scout and assess sections of ***moving water*** to

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ELEMENT	PERFORMANCE CRITERIA
through a rapid.	identify hydrological features, hazards and impediments. 4.2. Select and navigate preferred route using efficient strokes and technique. 4.3. Maintain ***communication*** with other paddlers.
5. Apply capsize procedures.	5.1. Exit the canoe in a controlled manner following capsize. 5.2. Maintain appropriate body position in the water to minimise injury and entrapment. 5.3. Manoeuvre the upturned canoe to shore or to rescue craft, and empty water from canoe. 5.4. Re-enter the canoe in an eddy or bring ashore.
6. Evaluate canoeing activity.	6.1. Evaluate ***relevant aspects*** of the canoeing activity. 6.2. Identify improvements for future canoeing experiences.

Required Skills and Knowledge

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

Required skills

- planning and organising skills to select and allocate canoeing equipment
- problem-solving skills to:
  - decide on stroke and capsizing techniques to use according to the conditions
  - determine how to manage risks
- communication skills to interact with other paddlers and rescue crew to maintain a positive and safe environment
- river reading skills, such as direction and speed of flow, currents, eddies and other hydrological features that may impact on paddling and safety
- canoe handling skills to apply a range of strokes and paddling techniques to control and stabilise the canoe in Grade 2 water
- swimming skills to remove self from danger after a capsize and to manoeuvre canoe to shore
- first aid, emergency response and rescue skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all canoeing activities

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- minimal impact codes to enable protection of the environment
- international river grading system to understand conditions and appropriateness of the river to the level of participants
- types of canoes and equipment, characteristics and technology used for canoeing on Grade 2 water, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection
- clothing requirements for canoeing such as wet weather gear to maintain warmth and sun protection to minimise sunburn and heat stroke
- waterproofing techniques used to keep equipment, that is not required on hand, dry during canoeing
- importance of a personal flotation device in keeping a person afloat and their head above water
- stroke and capsizing techniques used in Grade 2 water
- hydrology and river features such as currents, banks, change in gradient and volume, and how these might impact on the canoeing experience
- swimming techniques to swim out of trouble and manoeuvre canoe to shore
- communication systems and signals used on rivers
- navigation applicable to inland river trips
- principles of nutrition to maintain health during canoeing
- weather and environmental information to identify forecast conditions and their effect on the activity
- risks commonly experienced when canoeing on Grade 2 water, and methods to avoid or negotiate these
- emergency and rescue procedures appropriate for canoeing on Grade 2 water, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements according to the conditions and duration of the canoeing activity • applies knowledge of rivers and hydrological features to manoeuvre canoe, interpret and negotiate hazards and rapids, and determine preferred route • demonstrates control of strokes and capsizing techniques in Grade 2 moving water

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- evaluates and reflects on own canoeing performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in multiple canoeing activities in Grade 2 rapids to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information, such as weather sources, to plan and select equipment for the canoeing activity
- suitable inland rivers with moving water, up to and including Grade 2 rapids
- canoeing, navigation, first aid and safety and rescue equipment
- a suitable and safe method of transport, if required to drive canoe to and from activity location.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the planning and review process
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all canoeing activities
- observation of safe participation and demonstration of canoeing skills, such as capsizing a canoe
- third-party reports from a supervisor detailing performance.

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

- SISOWWR201A Demonstrate self rescue skills in white water.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency and safety procedures • minimal impact codes • international river grading system • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles

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- dense vegetation
- group management hazards
- slippery or unstable shore
- poor posture, poor technique
- poor carrying techniques
- loose or insecure craft when being transported.
- other craft.

Contingency plan may include:

- contingency exit points for group evacuation
- summoning of assistance if required
- alternative location and or route
- spare equipment in case of loss or damage.

Risks may include:

- heat exhaustion
- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Canoe may include:

- C1 craft
- C2 craft.

Equipment may include:

- canoe
- paddles
- helmets
- personal flotation device
- spray deck
- navigation equipment
- safety and rescue equipment
- air bags
- first aid equipment.

Embark and disembark may include:

- in eddies
- in moving water
- from a bank
- from a ledge.

Strokes may include:

- forward and reverse
- J
- sweep
- draw
- support.

Paddling Techniques may include:

- use of trunk rotation
- correct posture
- use of leg drive

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- hand placement on paddle
- blade placement in water
- blade depth in water
- paddle blade angle throughout stroke
- paddle entry and exit points
- movement of top hand through the stroke
- lean or edge of the craft
- smooth transfer between different strokes
- edging or leaning.

Moving water may include:

- rivers with Grade 2, moving water
- low ledges and drops, and easy eddies.

Communication may include:

- calls
- whistles
- paddle signals
- hand or arm signals
- International River Signals.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Canoeing

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SISOCNE305A Guide canoeing trips on flat and undemanding water

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on day and or overnight canoeing trips on flat and undemanding water. This unit focuses on the application of planning skills to make suitable arrangements to lead a group on a canoeing trip.

Application of the Unit

This unit applies to those working as canoeing guides who are responsible for planning, implementing and evaluating day and or overnight canoeing trips on flat and undemanding water.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a canoeing trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a trip ***plan***, according to ***relevant legislation*** and ***organisational policies and procedures*** and participant's needs. 1.3. Select a location that is suitable for participants and meets ***session aim and objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with canoeing on ***flat and undemanding water*** and manage ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine trip plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the trip. 1.7. Inform ***appropriate authorities*** before and after commencing the canoeing trip.
2. Select equipment for the group.	2.1. Select ***canoes*** and ***equipment*** according to contextual issues and organisational policies and procedures and check serviceability. 2.2. Assess canoes and equipment for safety and suitability and adjust and fit according to manufacturer's specifications. 2.3. Check safety and rescue equipment to ensure suitability to the group and planned trip. 2.4. Waterproof, pack and fasten equipment that is not required on hand and prepare canoe for transportation if required.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the canoeing trip in a manner suitable to the participants. 3.2. Demonstrate packing of a canoe, and canoeing techniques where required.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Establish a suitable communication system for participants to use while canoeing. 3.4. Outline ***safety procedures*** and confirm participants are properly equipped for the canoeing trip.
4. Lead the group and monitor progress	4.1. Provide direction and advice to group while navigating. 4.2. Identify potential hazards and manage risks. 4.3. Monitor individual participant's performance and provide appropriate feedback. 4.4. Evaluate paddling pace and spacing between canoes throughout trip and alter accordingly. 4.5. Implement appropriate modifications to trip in regard to all ***variable factors*** that are monitored. 4.6. Maintain effective communication throughout trip.
5. Select and maintain a temporary site as required.	5.1. Access local area knowledge and use it to identify a suitable ***temporary site*** according to relevant legislation and organisational policies and procedures. 5.2. Arrange shelter according to prevailing weather conditions, and comfort and safety of group. 5.3. Maintain minimal impact to environment during overnight stay, and return site to original standard on departure.
6. Complete post trip responsibilities.	6.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 6.2. Evaluate ***relevant aspects*** of the trip. 6.3. Review own performance and participant feedback and identify areas of improvement for future trips.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a canoeing trip that meets their needs
  - convey information about the safety aspects of the trip
  - interact with participants to create a safe and positive canoeing environment
- problem-solving skills to:

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  - make decisions affecting the trip
  - respond to non-routine situations
  - manage the group effectively
- planning and organising skills to source, allocate and coordinate resources, equipment and a suitable body of water with easy access to land for possible overnight stay
- language and literacy skills to:
  - produce a plan for the canoeing trip
  - complete post trip participant and self evaluations
- effective and efficient personal canoeing skills on flat and undemanding water to demonstrate and explain canoeing techniques to participants
- swimming skills to remove self from danger after a capsize and to manoeuvre canoe while in paddling gear
- river reading skills, such as direction and speed of flow, currents, eddies and other hydrological features that may impact on paddling and safety
- navigation skills to lead a group on a planned canoeing trip along a certain route and or to a chosen destination
- first aid and emergency response and rescue skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- minimal impact codes to enable protection of the environment
- information about local area to assist in the planning process and enable management of potential canoeing hazards and any special restrictions applying to the area
- equipment types, characteristics and technology used for canoeing on flat and undemanding water, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for canoeing, such as wet weather gear to maintain warmth and sun protection to minimise sunburn and heat stroke
- care and maintenance of canoeing equipment to ensure prolonged life span and safety requirements
- waterproofing techniques used to keep equipment, that is not required on hand, dry during canoeing
- importance of a personal flotation device in keeping a person afloat and their head above water
- stroke, and capsizing techniques used on flat and undemanding water
- swimming techniques to swim out of trouble and manoeuvre canoe while in water
- communication systems and signals used to maintain safety of self and participants
- principles of nutrition to maintain health during canoeing
- setting up and removal of camping equipment, if required to stay overnight
- weather and environmental information to identify forecast conditions and their

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effect on the canoeing trip
- risks commonly experienced when canoeing on flat and undemanding water, and how to avoid or manage the risks
- emergency response and rescue procedures appropriate for canoeing, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors group in a safe and professional manner • applies contingency management techniques to make adjustments to deal with a range of problems or variable factors that may arise during canoeing trips • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the safe guiding of groups on canoeing trips in locations that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to plan, guide and document canoeing trip • a body of flat and undemanding water suitable for the participants • a suitable overnight site, where required • participants to take part in the canoeing trip • a suitable and safe method of transport, if required, to drive canoe to and from activity location • canoeing, navigation, overnight, first aid and safety and rescue equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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- observation of planning and guiding processes and interacting with participants, including conveying information for safe participation
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of canoeing trip
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- portfolio of canoeing trip plans
- third-party reports from a supervisor detailing performance.

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

- SISOOPS204A Use and maintain a temporary overnight site
- SISOOPS304A Plan for minimal environmental impact

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- previous experience
- physical capabilities
- age
- injuries and illnesses.

Plan may include:

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

Relevant legislation may include:

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

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Organisational policies and procedures may include:	• occupational health and safety • time and budget constraints • use and maintenance of equipment • communication protocols • confidentiality of participant information • guide to participant ratios • emergency and safety procedures • international river grading system • code of ethics.
Session aims and objectives may include:	• developing canoeing skills • education • development • therapy • fitness targets • recreation.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards • slippery or unstable shore • poor posture, poor technique • poor carrying techniques • loose or insecure craft when being transported. • other craft.
Flat and undemanding water may include:	• sheltered and calm waters • within 400m of the shore • winds to moderate - 16knots and 29kph) • ease of access to shore • minimal flow of water (less than 1knot, 1.8kph).
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies

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- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Food and water requirements may include:

- menu planning and preparation
- range of foods.

Principles of nutrition may include:

- food groups
- dietary guidelines
- individual food requirements and allergies.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Appropriate authorities may include:

- waterways departments
- river rescue
- authorities
- supervisors.

Canoes may include:

- C1 craft
- C2 craft.

Equipment may include:

- canoeing equipment
- resources
- safety, first aid and rescue equipment
- navigation equipment
- communication equipment
- repair equipment
- camping and overnight equipment.

Relevant information may include:

- safety procedures
- logistical details
- risk management
- canoeing techniques
- responsible and safe behaviour.

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Safety procedures may include:

- capsizing procedures
- boundaries
- symptoms, treatment and prevention of common canoeing risks
- communication systems
- use of safety and rescue equipment.

Variable factors may include:

- change of weather and conditions
- equipment failure
- participant's needs.

Temporary site may include:

- rest stops
- activity sites
- temporary or overnight shelter
- tent.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Canoeing

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SISOCNE306A Instruct canoeing skills on flat and undemanding water

Modification History

Not Applicable

Unit Descriptor

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

Application of the Unit

This unit applies to those working as canoeing instructors who are responsible for planning, implementing and evaluating instructional sessions for groups of participants on flat and undemanding water.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a canoeing session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current canoeing knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***canoeing plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with canoeing on ***flat and undemanding water*** and minimise ***risks***, according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check working condition. 2.2. Check equipment for safety and suitability, according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the canoeing session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable communication system for participants to use while canoeing.

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

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a canoeing session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive canoeing environment
- problem-solving skills to:

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  - plan canoeing sessions according to participant's needs and characteristics
  - observe and correct canoeing technique faults
  - anticipate and respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable body of water
  - monitor and evaluate progress
  - organise participants into manageable groups for canoeing
- language and literacy skills to:
  - produce canoeing and instructional plans for the canoeing session
  - complete post session participant and self evaluations
- effective and efficient personal canoeing skills on flat and undemanding water to demonstrate and explain canoeing techniques to participants
- swimming skills to remove self from danger after a capsize and to manoeuvre canoe while in paddling gear
- river reading skills, such as direction and speed of flow, currents, eddies and other hydrological features that may impact on paddling and safety
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing canoeing on flat and undemanding water.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of canoeing sessions
- information about location to assist in the planning process and enable management of potential canoeing hazards and any special restrictions applying to the location
- equipment types, characteristics and technology used for canoeing on flat and undemanding water, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection of equipment
- clothing and footwear requirements for canoeing to ensure comfort and safety
- care and maintenance of canoeing equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- canoeing techniques and common communication systems used between craft on rivers to reduce risk during canoeing
- technical canoeing knowledge, such as paddling, capsizing and rolling techniques used on flat and undemanding water
- hydrology and river features such as currents, banks, change in gradient and volume, and how these might impact on the canoeing session
- swimming techniques to swim out of trouble and manoeuvre canoe while in water
- communication systems and signals used in canoeing
- navigation techniques to determine location and direction

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- weather and environmental information to ascertain possible conditions and their effect on the session
- hazards commonly experienced on flat and undemanding water
- emergency procedures, rescues, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for canoeing sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve canoeing performance • applies and modifies instructional techniques and or activities to cater for a range of individual learning styles • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of canoeing activities that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to plan, instruct and document canoeing sessions • a flat and undemanding body of water suitable for the conduct of instructional sessions • a group of participants to take part in the canoeing session • canoeing, navigation, communication, safety, first aid and teaching equipment.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all canoeing activities during the session
- observation of safe canoeing instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of canoeing session plans
- third-party reports from a supervisor detailing performance.

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

- SISOOPS304A Plan for minimal environmental impact
- SISOOPS204A Use and maintain a temporary overnight site

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:

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

Session's aims and objectives may include:

- developing canoeing skills
- education
- development
- therapy
- fitness targets

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- recreation.

Instructional plan may include:

- canoeing activities and drills
- duration of activities and drills.

Canoeing plan may include:

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

Relevant legislation may include:

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

Organisational policies and procedures may include:

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

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards
- slippery or unstable shore
- poor posture, poor technique
- poor carrying techniques
- loose or insecure craft when being transported
- other craft.

Flat and undemanding water may include:

- sheltered and calm waters
- within 400m of the shore
- winds to moderate -16knots and 29kph
- ease of access to shore
- minimal flow of water - less than 1knot and 1.8kph.

Risks may include:

- hypothermia

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- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Contingency plans may include:

- change in weather and conditions
- equipment failure.

Equipment may include:

- canoeing equipment
- safety and rescue equipment
- navigation equipment
- communication equipment.

Resources may include:

- food and water
- clothing and footwear
- teaching aids.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant information may include:

- risk management
- logistical details
- canoeing techniques
- safety procedures
- responsible and safe behaviour.

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Safety procedures may include:

- capsizing procedures
- symptoms, treatment and prevention of common canoeing risks
- communication systems
- use of safety and rescue equipment.

Instructional techniques may include:

- part to whole
- sequential
- known to unknown
- D.E.D.I.C.T:
  - demonstrate
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- E.D.I.C.T:
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- I.D.E.A:
  - introduce
  - demonstrate
  - explain
  - apply
- orientate, enhance, synthesise

Activity specific knowledge may include:

- posture and injury prevention
- canoeing equipment
- canoeing skills and techniques
- canoe navigation
- canoe rescue
- water features and conditions
- weather understanding
- minimal impact practices
- risk and hazard management
- communication systems used in canoeing.

Canoeing skills may include:

- stroke techniques
- directing and manoeuvring a canoe in a controlled manner
- capsizing and rolling procedures.

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Safety and rescue procedures may include:

- emergency response
- group management in emergency situations.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Canoeing

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SISOCNE307A Guide canoeing trips on Grade 2 water

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on day and or overnight canoeing trips on Grade 2 water. Grade 2 water is determined by the International River Grading System. This unit focuses on the application of planning skills to make suitable arrangements to lead a group on a canoeing trip.

Application of the Unit

This unit applies to those working as canoeing guides who are responsible for planning, implementing and evaluating day and or overnight canoeing trips on Grade 2 water.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a canoeing trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a trip ***plan***, according to ***relevant legislation*** and ***organisational policies and procedures***, to meet participant's needs. 1.3. Select a location that is suitable for participants and meets ***trip objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with canoeing on ***Grade 2 water*** and manage ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine trip plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the trip. 1.7. Inform ***appropriate authorities*** before and after commencing the canoeing trip.
2. Select equipment for the group.	2.1. Select ***canoes*** and ***equipment*** according to contextual issues and organisational policies and procedures, and check serviceability. 2.2. Assess canoes and equipment for safety and suitability, and adjust and fit according to manufacturer's specifications. 2.3. Check safety and rescue equipment to ensure suitability to the group and planned trip. 2.4. Waterproof, pack and fasten equipment that is not required on hand and prepare canoe for transportation if required.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the canoeing trip in a manner suitable to the participants. 3.2. Demonstrate packing of a canoe, and canoeing techniques where required. 3.3. Establish a suitable communication system for participants to use while canoeing. 3.4. Outline ***safety procedures*** and confirm that all

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ELEMENT	PERFORMANCE CRITERIA
	participant equipment is fitted, adjusted and attached.
4. Lead the group and monitor progress.	4.1. Provide direction and advice to group while navigating. 4.2. Identify potential hazards and manage the risks throughout trip. 4.3. Monitor individual participant's performance and provide appropriate feedback. 4.4. Evaluate paddling pace and spacing between canoes throughout trip and alter accordingly. 4.5. Implement appropriate modifications to trip in regard to all ***variable factors*** that are monitored. 4.6. Maintain effective communication throughout trip.
5. Select and maintain a temporary site as required.	5.1. Access local area knowledge and use it to identify a suitable ***temporary site*** according to relevant legislation and organisational policies and procedures. 5.2. Arrange shelter according to prevailing weather conditions and comfort and safety of group. 5.3. Maintain minimal impact to environment during overnight stay and return site to original standard on departure.
6. Complete post-trip responsibilities.	6.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 6.2. Evaluate ***relevant aspects*** of canoeing trip and identify areas requiring improvement. 6.3. Review own performance and identify required areas of personal improvement.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a canoeing trip that meets their needs
  - convey information about the safety aspects of the trip
  - interact with participants to create a safe and positive canoeing environment
- problem-solving skills to:

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  - make decisions affecting trip
  - respond appropriately to non-routine situations
  - manage the group effectively
- planning and organising skills to source, allocate and coordinate resources, equipment and a suitable body of Grade 2 water with easy access to land for possible overnight stay
- language and literacy skills to:
  - produce plans for canoeing trips
  - complete post-trip participant and self evaluations
- effective and efficient personal canoeing skills on Grade 2 water to demonstrate and explain canoeing techniques to participants
- swimming skills to remove self from danger after a capsize and to manoeuvre canoe while in paddling gear
- river reading skills, such as direction and speed of flow, currents, eddies and other hydrological features that may impact on paddling and safety
- navigation skills to lead a group on a planned canoeing trip along a certain route and to a chosen destination
- first aid and emergency response and rescue skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- minimal impact codes to enable protection of the environment
- international river grading system to understand conditions and appropriateness of the river to the level of participants
- information about local area to assist in the planning process and enable management of potential canoeing hazards, and any special restrictions applying to the area
- equipment types, characteristics and technology used for canoeing on Grade 2 water, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for canoeing, such as wet weather gear to maintain warmth and sun protection to minimise sunburn and heat stroke
- care and maintenance of canoeing equipment to ensure prolonged life span and safety requirements
- waterproofing techniques used to keep equipment, that is not required on hand, dry during canoeing
- importance of a personal flotation device (PFD) in keeping a person afloat and their head above water
- stroke and capsizing techniques used on Grade 2 water
- hydrology and river features such as currents, banks, change in gradient and volume, and how these might impact on the canoeing experience
- swimming techniques to swim out of trouble and manoeuvre canoe while in water

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- communication systems and signals used on rivers
- principles of nutrition to maintain health during canoeing
- setting up and removal of camping equipment, if required to stay overnight
- weather and environmental information to identify forecast conditions and their effect on the canoeing trip
- risks commonly experienced when canoeing on Grade 2 water and how to manage them
- emergency response and rescue procedures appropriate for canoeing, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors group in a safe and professional manner • applies contingency management techniques to make adjustments to deal with a range of problems or variable factors that may arise during canoeing trips • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the safe guiding of canoeing trips that are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to plan, guide and document canoeing trip • Grade 2 water, suitable to participant groups • a suitable overnight site, if required • participants to take part in the canoeing trip • a suitable and safe method of transport, if required to drive canoe to and from activity location • canoeing and navigation equipment.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning and guiding processes and interacting with a group of participants, including conveying information for safe participation
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of canoeing trip
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- portfolio of canoeing trip plans
- third-party reports from a supervisor detailing performance.

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

- SISOWWR302A Perform white water rescues and recoveries
- SISOOPS201A Minimise environmental impact.
- SISOOPS204A Use and maintain a temporary overnight site

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- previous experience
- physical development
- age
- injuries and illnesses.

Plan may include:

- aims and objectives
- date, time and duration of trip
- location, equipment and resources
- guide and participant ratios
- safety requirements
- risk and contingency management plans.

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Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- time and budget constraints
- use and maintenance of equipment
- communication protocols
- confidentiality of participant information
- guide and participant ratios
- emergency and safety procedures
- international river grading system
- camp fire regulations
- code of ethics.

Trip objectives may include:

- self improvement
- meeting people
- fitness targets
- adventure and recreation.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards
- slippery or unstable shore
- poor posture, poor technique
- poor carrying techniques
- loose or insecure craft when being transported.
- other craft.

Grade 2 water may include:

- rivers with moving water
- rapids with waves less than 1metre
- low ledges and drops, and easy eddies.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies

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	• coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Appropriate authorities may include:	• waterways departments • river rescue • authorities • supervisors.
Canoes may include:	• C1 craft • C2 craft
Equipment may include:	• canoeing equipment • safety, first aid and rescue equipment • navigation equipment • communication equipment • repair equipment.
Relevant information may include:	• safety procedures • logistical details • risk and hazard prevention and management • canoeing techniques • responsible and safe behaviour.
Safety procedures may include:	• capsizing procedures

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- boundaries
- symptoms, treatment and prevention of common canoeing risks
- communication systems
- use of safety and rescue equipment.

Variable factors may include:

- change of weather and conditions
- equipment failure
- participant's needs.

Temporary site may include:

- rest stops
- activity sites
- temporary or overnight shelter
- tent.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Canoeing

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SISOCNE408A Apply inland canoeing skills on Grade 3 water

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply inland canoeing skills on Grade 3 water. Grade 3 water is determined by the International River Grading System. This unit focuses on personal canoeing skills, such as the ability to control and manoeuvre a canoe on Grade 3 water.

Application of the Unit

This unit applies to those working as canoeing guides in a range of inland conditions, including Grade 3 water.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a canoeing activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues***. 1.2. Identify an appropriate activity location according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plan. 1.4. Identify potential ***hazards*** and ***manage risks***.
2. Select canoeing equipment.	2.1. Select ***canoe*** and ***equipment*** according to contextual issues and organisational policies and procedures, and check working condition. 2.2. Fit and adjust equipment according to manufacturer's specifications to ensure comfort, safety and suitability to the participant and canoe. 2.3. Select personal equipment for the activity and identify the design and or construction features that make it appropriate. 2.4. Select safety and rescue equipment appropriate to the activity location. 2.5. Waterproof, pack and fasten equipment that is not required on hand, and prepare canoe for transportation if required.
3. Control canoe in moving water.	3.1. ***Embark and disembark*** the canoe while maintaining stability. 3.2. Apply appropriate ***strokes*** and ***paddling techniques*** to cross and break into and out of currents. 3.3. Negotiate or avoid hazards using a combination of strokes and techniques. 3.4. Support the canoe using the paddle to prevent capsize. 3.5. Apply knowledge of river and hydrological features to assist in controlling the canoe.
4. Plan and run a route through a rapid.	4.1. Scout and assess sections of ***moving water*** to identify hydrological features, hazards and impediments. 4.2. Select and navigate preferred route using efficient

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ELEMENT	PERFORMANCE CRITERIA
	strokes and technique. 4.3. Apply navigation skills to determine location and follow route. 4.4. Maintain ***communication*** with other paddlers.
5. Apply capsize procedures.	5.1. Exit the canoe in a controlled manner following capsize. 5.2. Maintain appropriate body position in the water to minimise injury and entrapment. 5.3. Manoeuvre the upturned canoe to shore or to rescue craft, and empty water from canoe. 5.4. Re-enter the canoe in an eddy or bring ashore.
6. Evaluate canoeing activity.	6.1. Evaluate ***relevant aspects*** of the canoeing activity. 6.2. Identify improvements for future canoeing experiences.

Required Skills and Knowledge

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

Required skills

- planning and organising skills to select and allocate canoeing equipment
- problem-solving skills to:
  - decide on stroke and capsizing techniques to use according to the conditions
  - determine how to manage risk
- communication skills to interact with other paddlers and rescue crew to maintain a positive and safe environment
- river reading skills such as direction and speed of flow, currents, eddies and other hydrological features that may impact on paddling and safety
- canoe handling skills to apply a range of strokes and paddling techniques to control and stabilise a canoe in Grade 3 water
- swimming skills to remove self from danger after a capsize and to manoeuvre canoe to shore
- first aid, emergency response and white water rescue skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- minimal impact codes to enable protection of the environment

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- international river grading system to understand conditions and appropriateness of the river to the level of participants
- types of canoes and equipment, characteristics and technology used for canoeing on Grade 3 water, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection
- clothing requirements for canoeing, such as wet weather gear to maintain warmth and sun protection to minimise sunburn and heat stroke
- waterproofing techniques used to keep equipment, that is not required on hand, dry during canoeing
- importance of a personal flotation device in keeping a person afloat and their head above water
- stroke and capsizing techniques used in Grade 3 water
- hydrology and river features such as currents, banks, change in gradient and volume, and how these might impact on the canoeing experience
- swimming techniques to swim out of trouble and manoeuvre canoe to shore
- communication systems and signals used on rivers
- principles of nutrition to maintain health during canoeing
- weather and environmental information to identify forecast conditions and their effect on the activity
- risks commonly experienced when canoeing on Grade 3 water, and how to avoid or negotiate these
- emergency and rescue procedures appropriate for canoeing on Grade 3 water, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements according to the conditions and duration of the canoeing activity • applies knowledge of rivers and hydrological features to manoeuvre canoe, interpret and negotiate hazards and rapids, and determine preferred route • demonstrates control of strokes and capsizing techniques in Grade 3 moving water • evaluates and reflects on own canoeing performance to identify strengths, weaknesses and areas that need

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improvement.

Context of and specific resources for assessment	Assessment must ensure participation in canoeing activities in Grade 3 rapids that of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, such as weather sources, to plan and select equipment for the canoeing activity • suitable inland rivers with Grade 3-4 moving water • canoeing, navigation, first aid and safety and rescue equipment • a suitable and safe method of transport, if required to drive canoe to and from activity location.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the planning and review process • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all canoeing activities • observation of safe participation and demonstration of canoeing skills, such as capsizing a canoe • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended for example: • SISOWWR302A Perform white water rescues and recoveries.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may	• menu planning and preparation • range of foods.

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include:

Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency and safety procedures • minimal impact codes • international river grading system • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation

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- group management hazards
- slippery or unstable shore
- poor posture, poor technique
- poor carrying techniques
- loose or insecure craft when being transported.
- other craft.

Contingency plan may include:

- contingency exit points for group evacuation
- summoning of assistance if required
- alternative location and or route
- spare equipment in case of loss or damage.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Canoe may include:

- C1 Craft
- C2 Craft.

Equipment may include:

- canoe
- paddles
- helmets
- personal flotation device
- spray deck
- navigation equipment
- safety and rescue equipment
- air bags
- first aid equipment.

Embark and disembark may include:

- in eddies
- in moving water
- from a bank
- ledge.

Strokes may include:

- forward and reverse
- J
- sweep
- draw
- support.

Paddling techniques may include:

- use of trunk rotation
- correct posture
- use of leg drive
- hand placement on paddle
- blade placement in water

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- blade depth in water
- paddle blade angle throughout stroke
- paddle entry and exit points
- movement of top hand through the stroke
- lean or edge of the craft
- smooth transfer between different strokes
- edging or leaning.

Moving water may include:

- rivers with Grade 3-4 moving water
- stoppers, strong eddies, exposed rocks.

Communication may include:

- verbal
- whistles
- paddle signals
- hand or arm signals
- International River Signals.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Canoeing

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SISOCNE409A Instruct canoeing skills on Grade 2 water

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct canoeing on Grade 2 water. Grade 2 water is determined by the International River Grading System. This unit focuses on planning, instructing and evaluating an instructional canoeing session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in a canoeing activity on Grade 2 water.

Application of the Unit

This unit applies to those working as white water canoeing instructors who are responsible for planning, implementing and evaluating instructional sessions for groups of participants on Grade 2 water.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a canoeing session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current canoeing knowledge and skills in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***canoeing plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with canoeing on Grade 2 water and manage ***risks***, according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures and check working condition. 2.2. Check equipment for safety and suitability, according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the canoeing session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable communication system for participants to use while canoeing. 3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour.

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ELEMENT	PERFORMANCE CRITERIA
	3.5. Check and confirm that all participant equipment is fitted and adjusted.
4. Instruct a canoeing session.	4.1. Conduct introductory activities for participants to reduce the risk of injury. 4.2. Monitor individual participant's performance during canoeing session. 4.3. Apply clear and accurate ***instructional techniques*** to impart ***activity specific knowledge***, ***canoeing skills*** and ***safety and rescue procedures***. 4.4. Demonstrate procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 4.5. Inform participants of opportunities to further develop their canoeing skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Evaluate ***relevant aspects*** of canoeing session, and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future canoeing instructional sessions.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a canoeing session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive canoeing environment
- problem-solving skills to:
  - plan suitable canoeing sessions according to participant's needs and characteristics
  - observe and correct canoeing technique faults
  - anticipate and respond to non-routine situations
- planning and organising skills to:

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  - source, allocate and coordinate resources, equipment and a suitable body of water
  - monitor and evaluate progress
  - organise participants into manageable groups for canoeing
- language and literacy skills to:
  - produce canoeing and instructional plans for the canoeing session
  - complete post-session participant and self evaluations
- effective and efficient personal canoeing skills on Grade 2 water to demonstrate and explain canoeing techniques to participants
- swimming skills to remove self from danger after a capsize and to manoeuvre canoe while in paddling gear
- river reading skills, such as direction and speed of flow, currents, eddies and other hydrological features that may impact on paddling and safety
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing canoeing on Grade 2 water.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of canoeing sessions
- information about location to assist in the planning process and enable management of potential canoeing hazards, and any special restrictions applying to the location
- equipment types, characteristics and technology used for canoeing on Grade 2 water, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection of equipment
- clothing and footwear requirements for canoeing to ensure comfort and safety
- care and maintenance of canoeing equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- canoeing techniques and common communication systems used between craft on rivers to reduce risk during canoeing
- technical canoeing knowledge, such as paddling and capsizing techniques used on Grade 2 water
- hydrology and river features such as currents, banks, change in gradient and volume, and how these might impact on the canoeing session
- swimming techniques to swim out of trouble and manoeuvre canoe while in water
- communication systems and signals used on rivers
- weather and environmental information to ascertain possible conditions and their affect on the session
- hazards commonly experienced on Grade 2 water and ways to avoid or negotiate these
- emergency procedures, rescues, potential hazards and obstacles relevant to the

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location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for canoeing sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve canoeing performance • applies and modifies instructional techniques and or activities to cater for a range of individual learning styles • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of canoeing activities that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to plan, instruct and document canoeing sessions • a Grade 2 body of water suitable for the conduct of instructional sessions • a group of participants to take part in the canoeing session • canoeing, navigation, communication, safety, first aid and teaching equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning processes, such as consulting

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with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all canoeing activities during the session
- observation of safe canoeing instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of canoeing session plans
- third-party reports from a supervisor detailing performance.

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

- SISOWWR302A Perform white water rescues and recoveries.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:
- age
- cultural and situational factors
- previous experience and knowledge
- physical development.

Session's aims and objectives may include:
- developing canoeing skills
- education
- development
- therapy
- fitness targets
- recreation.

Instructional plan may include:
- canoeing activities and drills
- duration of activities and drills.

Canoeing plan may include:
- aims and objectives
- date, time and duration
- location, equipment and resources
- instructor to participant ratios

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- safety requirements
- risk management plan.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- time and budget constraints
- use and maintenance of equipment
- communication protocols
- confidentiality of participant information
- instructor to participant ratios
- emergency and safety procedures
- international river grading system
- code of ethics.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards
- slippery or unstable shore
- poor posture, poor technique
- poor carrying techniques
- loose or insecure craft when being transported.
- other craft.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures

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- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Contingency plans may include:

- change in weather and conditions
- equipment failure.

Equipment may include:

- canoeing equipment
- safety and rescue equipment
- navigation equipment
- communication equipment.

Resources may include:

- food and water
- clothing and footwear
- teaching aids.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant information may include:

- risk management
- logistical details
- canoeing techniques
- safety procedures
- responsible and safe behaviour.

Safety procedures may include:

- capsizing procedures
- symptoms, treatment and prevention of common canoeing risks
- communication systems
- use of safety and rescue equipment.

Instructional techniques may include:

- part to whole
- sequential
- known to unknown
- D.E.D.I.C.T:
  - demonstrate
  - explain
  - demonstrate
  - instruct
  - critique
  - test

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- E.D.I.C.T:
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- I.D.E.A:
  - introduce
  - demonstrate
  - explain
  - apply
- orientate, enhance, synthesise.

Activity specific knowledge may include:

- canoeing skills and techniques
- river features and hydrology
- minimal impact practices
- risk and hazard management
- communication systems used in canoeing.

Canoeing skills may include:

- stroke techniques
- directing and manoeuvring a canoe in a controlled manner
- capsizing and rolling procedures.

Safety and rescue procedures may include:

- emergency response procedures
- group management in emergency situations.

Relevant aspects may include:

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

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Unit Sector(s)

Outdoor Recreation

Competency Field

Canoeing

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SISOCNE410A Guide canoeing trips on Grade 3 water

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on day and or overnight canoeing trips on Grade 3 water. This unit focuses on the application of planning skills to make suitable arrangements to lead a group on a canoeing trip.

Application of the Unit

This unit applies to those working as canoeing guides who are responsible for planning, implementing and evaluating day and or overnight canoeing trips on Grade 3 water. Grade 3 water is determined by the International River Grading System.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a canoeing trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a trip ***plan***, according to ***relevant legislation*** and ***organisational policies and procedures*** and participant needs. 1.3. Select a location that is suitable for participants and meets ***session's aims and objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with canoeing on ***Grade 3 water*** and manage ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine trip plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the trip. 1.7. Inform ***appropriate authorities*** before and after commencing the canoeing trip.
2. Select equipment for the group.	2.1. Select ***canoes*** and ***equipment*** according to contextual issues and organisational policies and procedures, and check serviceability. 2.2. Assess canoes and equipment for safety and suitability, and adjust and fit according to manufacturer's specifications. 2.3. Check safety and rescue equipment to ensure suitability to the group and planned trip. 2.4. Waterproof, pack and fasten equipment that is not required on hand and prepare canoe for transportation if required.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the canoeing trip in a manner suitable to the participants. 3.2. Demonstrate packing of a canoe, and canoeing techniques where required. 3.3. Establish a suitable communication system for

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ELEMENT	PERFORMANCE CRITERIA
	participants to use while canoeing. 3.4. Outline ***safety procedures*** and confirm that all participant equipment is fitted, adjusted and attached.
4. Lead the group and monitor progress.	4.1. Provide direction and advice to group while navigating. 4.2. Identify potential hazards and manage the risks throughout trip. 4.3. Monitor individual participant's performance and provide appropriate feedback. 4.4. Evaluate paddling pace and spacing between canoes throughout trip and alter accordingly. 4.5. Implement appropriate modifications to trip in regard to all ***variable factors*** that are monitored. 4.6. Maintain effective communication throughout trip.
5. Select and maintain a temporary site as required.	5.1. Access local area knowledge and use it to identify a suitable ***temporary site*** according to relevant legislation and organisational policies and procedures. 5.2. Arrange shelter according to prevailing weather conditions, and comfort and safety of group. 5.3. Maintain minimal impact to environment during overnight stay, and return site to original standard on departure.
6. Complete post trip responsibilities.	6.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 6.2. Evaluate ***relevant aspects*** of canoeing trip and identify areas requiring improvement. 6.3. Review own performance and identify required areas of personal improvement.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a canoeing trip that meets their needs
  - convey information about the safety aspects of the trip

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    - interact with participants to create a safe and positive canoeing environment
- problem-solving skills to:
    - make decisions affecting trip
    - respond to non-routine situations
    - manage the group effectively
- planning and organising skills to source, allocate and coordinate resources, equipment and a suitable body of Grade 3 water with access to land for possible overnight stay
- language and literacy skills to:
    - produce a plan for the canoeing trip
    - complete post-trip participant and self evaluations
- effective and efficient personal canoeing skills on Grade 3 water to demonstrate and explain canoeing techniques to participants
- swimming skills to remove self from danger after a capsize and to manoeuvre canoe while in paddling gear
- river reading skills, such as direction and speed of flow, currents, eddies and other hydrological features that may impact on paddling and safety
- navigation skills to lead a group on a planned canoeing trip along a certain route and or to a chosen destination
- first aid and emergency response and rescue skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- minimal impact codes to enable protection of the environment
- international river grading system to understand conditions and appropriateness of the river to the level of participants
- information about local area to assist in the planning process and enable management of potential canoeing hazards, and any special restrictions applying to the area
- equipment types, characteristics and technology used for canoeing on Grade 3 water, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for canoeing, such as wet weather gear to maintain warmth and sun protection to minimise sunburn and heat stroke
- care and maintenance of canoeing equipment to ensure prolonged life span and safety requirements
- waterproofing techniques used to keep equipment, that is not required on hand, dry during canoeing
- importance of a personal flotation device (PFD) in keeping a person afloat and their head above water
- stroke and capsizing techniques used on Grade 3 water
- hydrology and river features such as currents, banks, change in gradient and

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volume, and how these might impact on the canoeing experience
- swimming techniques to swim out of trouble and manoeuvre canoe while in water
- communication systems and signals used on rivers
- principles of nutrition to maintain health during canoeing
- setting up and removal of camping equipment, if required to stay overnight
- weather and environmental information to identify forecast conditions and their effect on the canoeing trip
- risks commonly experienced when canoeing on Grade 3 water, and how to manage them
- emergency response and rescue procedures appropriate for canoeing, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors group in a safe and professional manner • applies contingency management techniques to make adjustments to deal with a range of problems or variable factors that may arise during canoeing trips • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the safe guiding of canoeing trips for groups that are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to plan, guide and document canoeing trip • Grade 3 water suitable for the participants • a suitable overnight site, if required • participants to take part in the canoeing trip • a suitable and safe method of transport, if required, to drive canoe to and from activity location

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- canoeing, navigation, overnight, first aid and safety and rescue equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning and guiding processes and interacting with a group of participants, including conveying information for safe participation
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of canoeing trip
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- portfolio of canoeing trip plans
- third-party reports from a supervisor detailing performance.

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

- SISOWWR302A Perform white water rescues and recoveries
- SISOOPS202A Use and maintain an overnight or temporary site.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- previous experience
- physical development
- age
- injuries and illnesses.

Plan may include:

- aims and objectives
- date, time and duration of trip
- location, resources and equipment
- guide and participant ratios
- group management

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- risk and contingency management plans.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- time and budget constraints
- use and maintenance of equipment
- communication protocols
- confidentiality of participant information
- guide and participant ratios
- emergency and safety procedures
- international river grading system
- camp fire regulations
- code of ethics.

Session's aims and objectives may include:

- developing canoeing skills
- education
- development
- therapy
- fitness targets
- recreation.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards
- slippery or unstable shore
- poor posture, poor technique
- poor carrying techniques
- loose or insecure craft when being transported
- other craft.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies

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- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Food and water requirements may include:

- menu planning and preparation
- range of foods.

Principles of nutrition may include:

- food groups
- dietary guidelines
- individual food requirements and allergies.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Appropriate authorities may include:

- waterways departments
- river rescue
- authorities
- supervisors.

Canoes may include:

- C1 craft
- C2 craft.

Equipment may include:

- canoeing equipment
- resources
- safety, first aid and rescue equipment
- navigation equipment
- communication equipment
- repair equipment
- airbags
- spray deck
- camping and overnight equipment.

Relevant information may include:

- safety procedures
- logistical details
- risk and hazard prevention and management

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- canoeing techniques
- responsible and safe behaviour.

Safety procedures may include:

- capsizing procedures
- boundaries
- symptoms, treatment and prevention of common canoeing risks
- hydrological features
- communication systems
- use of safety and rescue equipment.

Variable factors may include:

- change of weather and conditions
- equipment failure
- participant's needs.

Temporary site may include:

- rest stops
- activity sites
- temporary or overnight shelter.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Canoeing

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SISOCNE511A Instruct canoeing skills on Grade 3 water

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct canoeing on Grade 3 water. Grade 3 water is determined by the International River Grading System. This unit focuses on planning, instructing and evaluating an instructional canoeing session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in a canoeing activity on Grade 3 water.

Application of the Unit

This unit applies to those working as white water canoeing instructors who are responsible for planning, implementing and evaluating instructional sessions for groups of participants on Grade 3 water.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan a canoeing session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current canoeing knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***canoeing plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with canoeing on Grade 3 water and manage ***risks***, according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check working condition. 2.2. Check equipment for safety and suitability, according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the canoeing session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable communication system for participants to use while canoeing. 3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour. 3.5. Check and confirm that all participant equipment is

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ELEMENT	PERFORMANCE CRITERIA
	fitted and adjusted.
4. Instruct a canoeing session.	4.1. Conduct introductory activities for participants to reduce the risk of injury. 4.2. Monitor individual participant's performance during canoeing session. 4.3. Apply ***instructional techniques*** to impart ***activity specific knowledge***, ***canoeing skills*** and ***safety and rescue procedures***. 4.4. Demonstrate procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 4.5. Inform participants of opportunities to further develop their canoeing skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Evaluate ***relevant aspects*** of canoeing session, and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future canoeing instructional sessions.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a canoeing session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive canoeing environment
- problem-solving skills to:
  - plan a suitable canoeing session according to participant's needs and characteristics
  - observe and correct canoeing technique faults
  - anticipate and respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable body of

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water
    - monitor and evaluate progress
    - organise participants into manageable groups for canoeing
- language and literacy skills to:
    - produce canoeing and instructional plans for the canoeing session
    - complete post session participant and self evaluations
- effective and efficient personal canoeing skills on Grade 3 water to demonstrate and explain canoeing techniques to participants
- swimming skills to remove self from danger after a capsize and to manoeuvre canoe while in paddling gear
- river reading skills, such as direction and speed of flow, currents, eddies and other hydrological features that may impact on paddling and safety
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing canoeing on Grade 3 water.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of sessions
- information about local location to assist in the planning process and enable management of potential canoeing hazards, and any special restrictions applying to the location
- equipment types, characteristics and technology used for canoeing on Grade 3 water, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection of equipment
- clothing and footwear requirements for canoeing to ensure comfort and safety
- care and maintenance of canoeing equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- canoeing techniques and common communication systems used between craft on rivers to reduce risk during canoeing
- technical canoeing knowledge, such as paddling and capsizing techniques used on Grade 3 water
- hydrology and river features such as currents, banks, change in gradient and volume, and how these might impact on the canoeing session
- swimming techniques to swim out of trouble and manoeuvre canoe while in water
- communication systems and signals used on rivers
- weather and environmental information to ascertain possible conditions and their effect on the session
- hazards commonly experienced on Grade 3 water and ways to manage them
- emergency procedures, rescues, potential hazards and obstacles relevant to the location to ensure safety of self and others.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for canoeing session to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve canoeing performance • applies and modifies instructional techniques and or activities to cater for a range of individual learning styles • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of canoeing activities that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to plan, instruct and document canoeing sessions • a Grade 3 body of water suitable for the conduct of instructional sessions • a group of participants to take part in the canoeing session • canoeing, navigation, communication, safety, first aid and teaching equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning processes, such as consulting with participants to determine their needs and characteristics • oral or written questioning to assess knowledge and

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application of relevant legislation and organisational policies and procedures to enable safe conduct of all canoeing activities during the session
- observation of safe canoeing instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of canoeing session plans
- third-party reports from a supervisor detailing performance.

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

- SISOWWR302A Perform white water rescues and recoveries.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:
- age
- cultural and situational factors
- previous experience and knowledge
- physical development.

Session's aims and objectives may include:
- developing canoeing skills
- education
- development
- therapy
- fitness targets
- recreation.

Instructional plan may include:
- canoeing activities and drills
- duration of activities and drills.

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

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Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- time and budget constraints
- use and maintenance of equipment
- communication protocols
- confidentiality of participant information
- emergency and safety procedures
- international river grading system
- code of ethics.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards
- slippery or unstable shore
- poor posture, poor technique
- poor carrying techniques
- loose or insecure craft when being transported.
- other craft.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels

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- synoptic charts
- high and low tide predictions.

Contingency plans may include:

- change in weather and conditions
- equipment failure.

Equipment may include:

- canoeing equipment
- safety and rescue equipment
- navigation equipment
- communication equipment.

Resources may include:

- food and water
- clothing and footwear
- teaching aids.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant information may include:

- risk management
- logistical details
- canoeing techniques
- safety procedures
- responsible and safe behaviour.

Safety procedures may include:

- capsizing procedures
- rolling procedures
- symptoms, treatment and prevention of common canoeing risks
- communication systems
- use of safety and rescue equipment.

Instructional techniques may include:

- part to whole
- sequential
- known to unknown
- D.E.D.I.C.T:
  - demonstrate
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- E.D.I.C.T:
  - explain

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	• demonstrate • instruct • critique • test • I.D.E.A: • introduce • demonstrate • explain • apply • orientate, enhance, synthesise.
Activity specific knowledge may include:	• canoeing skills and techniques • river features and hydrology • minimal impact practices • risk and hazard management • communication systems used in canoeing.
Canoeing skills may include:	• stroke techniques • directing and manoeuvring a canoe in a controlled manner • capsizing and rolling procedures.
Safety and rescue procedures may include:	• emergency response procedures • group management in emergency situations • symptoms, treatment and prevention of common canoeing risks.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Canoeing

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SISOCRP301A Conduct a low ropes session

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist in the conduct of programs using individual elements, elements used as initiative activities or linked low ropes courses, where spotters are used to keep participants safe.

Application of the Unit

This unit applies to those assisting in the conduct of low rope sessions at sites where they are not personally responsible for the overall maintenance. This may include those working independently only where there are clearly defined operating procedures for the activity involving known routines, methods and procedures, and where assistance is readily available should a non-routine situation arise.

This unit applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not for profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for low ropes session.	1.1. Identify different types and uses of ***challenge ropes courses***. 1.2. Select appropriate low rope course according to ***participant's needs and characteristics*** and the session's ***aims and objectives***. 1.3. Develop a ***plan*** according to ***relevant legislation***, ***organisational policies and procedures*** and participant's needs. 1.4. Identify potential ***hazards*** associated with low ropes session and take measures to minimise ***risks***. 1.5. Establish a suitable ***communication system*** for participants to use during the session. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine ***activity*** plan. 1.7. Demonstrate correct techniques and procedures to set up activity requiring ***additional equipment*** according to organisational policies and procedures.
2. Outline spotting techniques.	2.1. Explain the importance of spotting and demonstrate essential components of spotting technique. 2.2. Verify participant understanding of spotting technique and safety procedures. 2.3. Use appropriate ***sequence*** of activities to develop spotting techniques. 2.4. Identifies variations to spotting technique and position required by specific elements and participant's needs and characteristics. 2.5. Supervise participants' practice of spotting techniques in a low risk situation. 2.6. Provide feedback on correct technique, to ensure safety of ropes course participant and spotter.
3. Conduct pre-activity inspection.	3.1. Check site and immediate area according to organisational policies and procedures. 3.2. Inspect individual elements and perform ***maintenance tasks*** according to own ability and responsibility.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Refer maintenance tasks beyond own ability and responsibility to relevant industry specialists.
	3.4. Check participant's clothing and footwear for suitability prior to participation.
4. Conduct low ropes course activities.	4.1. Identify potential hazards and risks to both ropes course participants and spotters associated with each element.
	4.2. Implement strategies to reduce risks associated with individual elements.
	4.3. Outline variations to spotting positions and technique for individual elements.
	4.4. Monitor individual ***participant's performance*** and provide appropriate feedback.
	4.5. Implement appropriate modifications to activities in regard to all ***variable factors*** that are monitored.
5. Conclude session.	5.1. Debrief the activity according to activity aims, objectives and own skills and abilities.
	5.2. Evaluate ***relevant aspects*** of the session and identify potential areas of improvement for future sessions.
	5.3. Dismantle, inspect and store equipment according to organisational policies and procedures.
	5.4. Prepare reports on the use of the course, and suggested maintenance and modifications, where relevant.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan low ropes sessions that meet their needs
  - convey information about all safety aspects
  - outline spotting techniques
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan suitable sessions according to participant's needs and abilities
  - make decisions regarding potential hazards and the impact of weather conditions

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    - respond appropriately to non-routine situations
- planning and organising skills to:
    - source, allocate and coordinate suitable courses and additional equipment for participants
    - conduct relevant safety checks and inspection of course before use
    - organise participants into manageable groups for activities
    - observe and monitor participants and spotters to ensure safety
- language and literacy skills to:
    - produce plans
    - complete post session participant and self evaluations,
    - prepare reports detailing the use of the course and required maintenance
- personal low ropes and spotting skills to a high level of technical correctness to demonstrate and explain techniques to participants
- first aid and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- site and course specific information to enable safe and effective planning, minimal environmental impact and management of potential hazards, risks and any special restrictions applying to the site
- course and additional equipment characteristics, function and operation, and factors affecting selection, use and maintenance
- clothing and footwear requirements to enable safe conduct and participation in low ropes session
- methods of moving through a low ropes course, spotting techniques, and common communication systems used between participants to reduce risk
- weather and environmental information to ascertain possible conditions and their affect on the session
- emergency and safety procedures to negotiate potential hazards and risks relevant to the course to ensure safety of self and participants.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential:

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competency in this unit	• plans within activity constraints and selects appropriate low ropes course suitable to participant's needs and characteristics • conducts thorough pre-activity inspections of course and individual elements and carries out appropriate maintenance, according to level of responsibility, and prepares reports accordingly • outlines and supervises spotting techniques and determines their suitability to the course, elements and individual needs • applies effective contingency management techniques to deal with a range of hazards and risks that commonly arise during challenge ropes sessions • encourages and responds to feedback and evaluates and reflects on own leading performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in leadership of multiple low ropes activities that reflect the needs of a range of participants to demonstrate competency and consistency of performance. Assessment must ensure access to: • a suitable low ropes course with a minimum of five elements, including a variety of standard low ropes course elements that require a variety of spotting techniques • a group of participants to take part in the low ropes session • resources and information regarding participants and course to accurately plan, lead and document activities for a variety of participants • additional low ropes equipment, such as ladders, hand ropes, swing ropes, pulleys, detachable elements and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of adequate pre-activity checks of low ropes course to ensure it is undamaged and free from hazards • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all activities during session

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- observation of demonstrating low ropes techniques, including spotting
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- review of session plans and reports on course use and maintenance
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Challenge ropes courses may include:

- high elements
- low elements
- linked elements.

Participant's needs and characteristics may include:

- age
- cultural factors
- situational factors
- previous experience
- injuries and illnesses
- physical
- emotional
- psychological.

Aims and objectives may include:

- developing low rope skills
- education
- development
- therapy
- fitness targets
- recreation.

Plan may include:

- session's aims and objectives
- date, time and duration
- location or course site
- set up requirements

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- coach or staff and participant ratios
- additional equipment
- weather details.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- time and budget constraints
- use and maintenance of course and equipment
- communication protocols
- confidentiality of participant information
- code of ethics.

Hazards may include:

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

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Communication system may include:

- calls
- radio
- hand signals
- whistle.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

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Activity may include:

- linked low ropes course
- series of independent low ropes elements.

Additional equipment may include:

- ladders
- hand ropes
- swing ropes
- pulleys
- detachable elements
- eye bolts
- wedging devices
- wire rope grips
- shackles
- thimbles
- rigging screws
- turnbuckles
- staples
- first aid equipment.

Sequence may include:

- warm up activities
- trust sequence.

Maintenance tasks may include:

- removal of hazards:
  - fallen branches
  - loose rocks
- spider webs.

Participant's performance may include:

- use of appropriate communication system
- safe ropes course participation
- spotting techniques
- safety precautions
- attitude
- negotiation of hazards
- use of equipment.

Variable factors may include:

- change of weather
- rope course and or equipment failure
- participant's needs
- conditions.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content

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- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Challenge ropes

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SISOCRP302A Conduct a high ropes session

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist in the conduct of programs using independent elements or linked high ropes courses, which require the use of a belay system to keep participants safe.

Application of the Unit

This unit applies to those working autonomously as challenge ropes conductors who assist in the conduct of high rope sessions at sites where they are not personally responsible for the overall maintenance. This may include those working independently only where there are clearly defined operating procedures for the activity involving known routines, methods and procedures, and where assistance is readily available should a non-routine situation arise.

This unit applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not for profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for high ropes session.	1.1. Identify different types and uses of ***challenge ropes courses***. 1.2. Select appropriate high rope course according to ***participant's needs and characteristics*** and the session's ***aims and objectives***. 1.3. Develop a ***plan*** according to ***relevant legislation***, ***organisational policies and procedures*** and participant's needs. 1.4. Identify potential ***hazards*** associated with high ropes session and take measures to minimise ***risks***. 1.5. Establish a suitable ***communication system*** for participants to use during the session. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan.
2. Set up activity.	2.1. Select and fit ***harness*** according to situation and manufacturer's recommendations. 2.2. Identify safe attachment points throughout the course and or elements for the attachment of belays and safety lines. 2.3. Set up elements requiring ***additional equipment*** according to organisational policies and procedures. 2.4. Establish dynamic belay systems where required. 2.5. Tie ***knots*** according to the situation. 2.6. Select a ***belay device*** that is suitable for the situation and the belayer's ability.
3. Outline belay methods.	3.1. Instruct and demonstrate correct personal ***equipment*** fitting and use. 3.2. Explain essential components of correct belay technique. 3.3. Verify participant understanding of belay technique and safety procedures. 3.4. Supervise participants' practice of belay techniques in a low risk situation. 3.5. Provide feedback on correct technique, to ensure

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ELEMENT	PERFORMANCE CRITERIA
	safety of high ropes course participant and belayer.
	3.6. Encourage communication between belayer and ropes course participant.
	3.7. Establish buddy systems to provide support.
4. Conduct pre-activity inspection.	4.1. Check site and immediate area according to organisational policies and procedures.
	4.2. Inspect individual elements and perform ***maintenance tasks*** according to own ability and responsibility.
	4.3. Refer maintenance tasks beyond own ability and responsibility to relevant industry specialists.
	4.4. Check participant's clothing and footwear for suitability prior to participation.
	4.5. Perform pre-activity check of equipment to ensure that it is in good working order.
5. Conduct high ropes course activities.	5.1. Identify potential hazards and risks to both ropes course participants and belayers associated with each element.
	5.2. Adjust ***belay system***, where applicable, to ensure the safety of the belayer in the event of a fall.
	5.3. Monitor individual ***participant's performance*** and provide appropriate feedback.
	5.4. Implement appropriate modifications to activities in regard to all ***variable factors*** that are monitored.
6. Perform rescue of high ropes course participant.	6.1. Determine the advantages and disadvantages of possible ***rescue strategies*** for individual situations.
	6.2. Identify situations requiring direct assistance, and apply correct ***approach procedures*** for the particular situation.
	6.3. Select the most appropriate strategy according to the degree of urgency, element features, ***resources***, rescuee status and ability, and personal ability.
	6.4. Demonstrate an escape from a belay.
	6.5. Establish a rescue system efficiently and inform other group members of their role.
	6.6. Operate a rescue system, demonstrating lowering procedures to recover a conscious person from a high ropes element with assistance from rescuee.
7. Conclude session.	7.1. Debrief the activity according to activity aims, objectives and own skills and abilities.
	7.2. Evaluate ***relevant aspects*** of the session and identify

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ELEMENT	PERFORMANCE CRITERIA
	potential areas of improvement for future sessions. 7.3. Dismantle, inspect and store equipment according to organisational policies and procedures. 7.4. Prepare reports on the use of the course, and suggested maintenance and modifications, where applicable.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan high ropes sessions that meet their needs
  - convey information about the safety aspects of the sessions
  - outline belay and rescue techniques
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan a suitable session according to participant's needs and abilities
  - make decisions regarding potential hazards and impact of weather conditions
  - respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate suitable high ropes course and additional equipment for the participants
  - conduct relevant safety checks and inspection of course before use
  - organise participants into manageable groups for activities
  - observe and monitor participants and belayers to ensure safety
- language and literacy skills to:
  - produce plans
  - complete post-session participant and self evaluations
  - prepare reports detailing the use of the course and required maintenance
- personal high ropes and belaying skills to a high level of technical correctness to demonstrate and explain techniques to participants
- first aid, rescue and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to ensure safe and non-discriminatory conduct throughout high ropes session

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- site and course specific information to enable safe and effective planning, minimal environmental impact, and management of potential hazards, risks and any special restrictions applying to the site
- course and equipment characteristics, function and operation, and factors affecting selection, use and maintenance
- clothing and footwear requirements for safe conduct and participation in high ropes session
- methods of moving through a high ropes course and common communication systems used between participants to reduce risk
- principles of belay systems and devices to ensure safety throughout high ropes session
- rescue techniques used in various high ropes situations
- knots and their limitations in different circumstances
- weather and environmental information to ascertain possible conditions and their affect on the session
- emergency and safety procedures to negotiate potential hazards and risks relevant to the course to ensure safety of self and participants.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and selects appropriate high ropes course suitable to participant's needs and characteristics • conducts thorough pre-activity inspections of course and individual elements and carries out appropriate maintenance, according to level of responsibility, and prepares reports accordingly • outlines and supervises belay and rescue techniques and determines their suitability to the course, elements and individual needs • applies effective contingency management techniques to deal with a range of hazards and risks that commonly arise during challenge ropes sessions • encourages and responds to feedback and evaluates and reflects on own leading performance to identify strengths, weaknesses and areas that need improvement.

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Context of and specific resources for assessment	Assessment must ensure conduct of multiple of high ropes activities that reflect the needs of a range of participants to demonstrate competency and consistency of performance. Assessment must ensure access to: • a suitable high ropes course with a minimum of five elements, including a variety of standard high ropes course elements that require belaying • a group of participants to take part in the high ropes session • resources and information regarding participants and course to accurately plan, lead and document activities for a variety of participants • high ropes equipment, such as helmets, harness, karabiners, belay ropes, belay devices, static belay tapes or ropes and ladders.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of adequate pre-activity checks of high ropes course to ensure it is undamaged and free from hazards • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all activities during session • observation of demonstrating high ropes techniques, including belaying and rescuing and dealing with contingencies such as changing weather conditions and equipment failure • review of session plan and reports on course use and maintenance • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Challenge ropes courses may include:

- high elements
- low elements
- linked elements
- independent elements.

Participant's needs and characteristics may include:

- age
- cultural factors
- situational factors
- previous experience
- injuries and illnesses
- physical
- emotional
- psychological.

Aims and objectives may include:

- developing high rope skills
- education
- development
- therapy
- fitness targets
- recreation.

Plan may include:

- session's aims and objectives
- date, time and duration
- location or course site
- set up requirements
- coach or staff and participant ratios
- equipment and resources
- weather details
- safety requirements.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- time and budget constraints
- use and maintenance of course and equipment
- communication protocols
- confidentiality of participant information
- operational procedures for specific high ropes course
- ratios

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	• code of ethics.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Communication system may include:	• verbal • radio • hande signals • whistles.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • event warnings • river level • synoptic charts • high and low tide predictions.
Harness may include:	• thigh loop sit harness • improvised harness • chest harness • full body harness.
Additional equipment may include:	• ladders • hand ropes • swing ropes • detachable elements • pulleys • eye bolts • swaging devices • wire rope grips • shackles

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	• thimbles • rigging screws • turnbuckles • staples • camming devices • karabiners.
Knots may include:	• end of rope knots • friction knots • joining knots • tape knot.
Belay device may include:	• auto locking devices • plate devices • tubular devices.
Equipment may include:	• helmets • harness • karabiners • belay ropes and devices • static belay tapes or ropes • ladders.

Maintenance tasks may include:	• removal of hazards:
	  • fallen branches
	  • loose rocks
	• spider webs.

Belay systems may include:	• static belay • dynamic belay.
Participant's performance may include:	• use of appropriate communication system • course participation • belaying techniques • rescue techniques • safety precautions • attitude • negotiation of hazards • use of equipment.
Variable factors may include:	• change of weather • rope course and or equipment failure • participant's needs • conditions.
Rescue strategies may include:	• indirect assistance of rescuee through verbal direction • direct assistance of rescuee to recover and continue elements

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	• direct assistance of rescuee to lower from course to ground.
Approach procedures may include:	• via course from start or finish of course • from mid-course access point and via elements • ascending ladder to element • ascending rope to element.
Resources may include:	• ladder • rescue rope • pulley • Prusik loops • pliers • knife.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Challenge ropes

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SISOCRP403A Supervise a low ropes session

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently conduct and supervise activities using independent elements, elements used as initiative activities or linked low ropes courses, where spotters are used to keep participants safe.

Application of the Unit

This unit applies to those working autonomously as challenge ropes supervisors who conduct and supervise low ropes sessions at sites where they are not personally responsible for the overall maintenance. This may include those who work for private clubs, outdoor adventure companies, school outdoor education programs and camps, and apply their skills and knowledge to a broad variety of low ropes courses and elements, including non-routine situations.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCRP301A Conduct a low ropes session

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for low ropes session.	1.1. Develop a ***session plan*** according to ***participant's needs and characteristics***, ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Check adequacy of human and physical resources prior to commencement. 1.3. Identify an appropriate low ropes course and select elements according to the session's ***aims and objectives***, ***contextual issues***, relevant legislation and organisational policies and procedures. 1.4. Identify potential ***hazards*** associated with low ropes session and take measures to minimise ***risks***. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and contextual issues. 1.7. Establish a suitable ***communication system*** for participants to use during the session. 1.8. Implement procedures to minimise ***environmental impact*** on the site and elements.
2. Program a suitable sequence of activities.	2.1. Identify ***factors*** affecting the achievement of participant goals, as a group and as individual members of a group, while using low ropes course elements. 2.2. Develop and implement strategies to facilitate group cohesion, trust and goal achievement. 2.3. Select a ***sequence of activities*** suitable to the needs of the participants.
3. Conduct pre-activity inspection.	3.1. Check site and immediate area, and set up elements requiring ***additional equipment*** according to organisational policies and procedures. 3.2. ***Inspect*** individual elements and perform

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ELEMENT	PERFORMANCE CRITERIA
	maintenance tasks according to own ability and responsibility. 3.3. Refer maintenance tasks beyond own ability and responsibility to relevant industry specialists. 3.4. Check participant's clothing and footwear for suitability prior to participation.
4. Supervise low ropes course activities.	4.1. Provide information and instructions to participants and assisting staff according to organisational policies and procedures and participant's needs. 4.2. Implement strategies to reduce risks associated with individual elements. 4.3. Supervise assisting staff and participants in the activity and ensure it is conducted in a safe and positive manner. 4.4. Respond to non routine and emergency situations according to organisational policies and procedures and contingency management plan.
5. Conclude activity.	5.1. Debrief the activity according to activity aims, objectives and own skills and abilities. 5.2. Evaluate ***relevant aspects*** of the session and identify potential areas of improvement for future sessions. 5.3. Dismantle, inspect and store additional equipment according to organisational policies and procedures. 5.4. Prepare reports on the use of the course, and suggested maintenance and modifications, where applicable.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan low ropes sessions that meet their needs
  - convey information about the safety aspects of the sessions
  - interact with participants and assistants to create a safe and positive environment
- problem-solving skills to:
  - plan a suitable session according to participant's needs and abilities

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  - make decisions regarding potential hazards and impact of weather conditions
  - respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate suitable low ropes course and additional equipment for the participants
  - conduct relevant safety checks and inspection of course before use
  - organise participants into manageable groups for activities
  - observe and monitor participants and assistants to ensure safety
  - adjust or modify aspects of program to achieve aims and objectives
- language and literacy skills to:
  - produce plans
  - complete post session participant and self evaluations
  - prepare reports detailing the use of the course and required maintenance
- first aid and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct throughout low ropes session
- site and course specific information to enable safe and effective planning, minimal environmental impact, and management of potential hazards, risks and any special restrictions applying to the site
- course and additional equipment characteristics, function and operation, and factors affecting selection, use and maintenance
- clothing and footwear requirements to enable safe participation in low ropes session
- methods of moving through a low ropes course, suitable sequencing and spotting techniques to achieve aims and objectives
- weather and environmental information to ascertain possible conditions and their affect on the session
- group management and common communication systems used between participants and assistants to reduce risk throughout low ropes session
- emergency and safety procedures to negotiate potential hazards and risks relevant to the course to ensure safety of self and participants.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans within activity constraints and selects appropriate low ropes course suitable to participant's needs and characteristics
- conducts thorough pre-activity inspections of course and individual elements and carries out appropriate maintenance, according to level of responsibility, and prepares reports accordingly
- observes and monitors participant and assistant participation thoroughly to ensure program is suitable to their needs and characteristics and meets intended aims and objectives
- applies effective contingency management techniques to deal with a range of hazards and risks that commonly arise during challenge ropes sessions
- encourages and responds to feedback and evaluates and reflects on own performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure supervision of low ropes activities that reflect the needs of a range of participants to demonstrate competency and consistency of performance.

Assessment must ensure access to:

- a minimum of two different low ropes courses, each with a minimum of five elements, including a variety of standard low ropes course elements that require a variety of spotting techniques
- a group of participants to take part in the low ropes session
- assistants where required
- resources and information regarding participants and course to accurately plan, supervise and document activities for a variety of participants
- additional low ropes equipment, such as ladders, hand ropes, swing ropes, pulleys, detachable elements and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of adequate pre-activity checks of low ropes course to ensure it is undamaged and free from hazards
- oral or written questioning to assess knowledge of

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relevant legislation and organisational policies and procedures to enable safe conduct of all activities during session
- observation of safe and thorough supervision of participants and assistants throughout the activity
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- review of session plan and reports on course use and maintenance
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Session plan may include:
- session's aims and objectives
- date, time and duration
- location or course site
- set up and inspection requirements
- coach or staff or assistant and participant ratios
- additional equipment
- weather details.

Participant's needs and characteristics may include:
- age
- cultural factors
- situational factors
- previous experience
- injuries and illnesses
- physical
- emotional
- psychological.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations.

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Organisational policies and procedures may include:	• occupational health and safety • permits or permission for access • time and budget constraints • use and maintenance of course and equipment • communication protocols • confidentiality of participant information • ratios and supervision requirements • code of ethics.
Aims and objectives may include:	• developing low rope skills • education • development • therapy • fitness targets • recreation.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings

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	• event warnings • river levels • synoptic charts • high and low tide predictions.
Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • essential nutrients • food preparation and safe food handling and hygiene practices • individual food requirements and allergies.
Communication system may include:	• calls • radio • hand signals • whistles.
Environmental impact may include:	• compaction of soil, flora, soft fall material • erosion • disturbance of fauna or flora • modification or reduction of aesthetic value.
Factors may include:	• level of commitment • trust • co-operation • stage of group formation.
Sequence of activities may include:	• warm up activities • stage of group formation • individual and group goals.
Additional equipment may include:	• ladders • hand ropes • swing ropes • pulleys • detachable elements • eye bolts • camming devices • wire rope grips • shackles • thimbles • rigging screws • turnbuckles • staples.

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Maintenance tasks may include:

- covering frayed wire rope ends
- replacing frayed or damaged rope
- tightening loose nuts
- removing hazards.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Challenge ropes

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SISOCRP404A Supervise a high ropes session

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently conduct and supervise programs using independent elements or complete high ropes courses, which require the use of a belay system to keep participants safe. It includes the selection of anchors and the establishment of belays for personal and participant safety.

Application of the Unit

This unit applies to those working autonomously as challenge ropes supervisors who conduct and supervise high ropes sessions at sites where they are not personally responsible for the overall maintenance. This may include those who work for private clubs, outdoor adventure companies, school outdoor education programs and camps, and apply their skills and knowledge to a broad variety of high ropes courses and elements, including non-routine situations.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCRP302A Conduct a high ropes session

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for high ropes session.	1.1. Develop a ***session plan*** according to ***participant's needs and characteristics***, ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Check adequacy of human and physical resources prior to commencement. 1.3. Identify an appropriate high ropes course and select elements according to the session's ***aims and objectives***, ***contextual issues***, relevant legislation and organisational policies and procedures. 1.4. Identify potential ***hazards*** associated with high ropes session and take measures to minimise ***risks***. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and contextual issues. 1.7. Implement procedures to minimise ***environmental impact*** on the site and elements. 1.8. Establish a suitable ***communication system*** for participants to use during the session.
2. Program a suitable sequence of activities.	2.1. Identify ***factors*** affecting the achievement of participant goals, as a group and as individual members of a group, while using high ropes course elements. 2.2. Develop and implement strategies to facilitate group cohesion, trust and goal achievement. 2.3. Select a ***sequence of activities*** suitable to the needs of the participants.
3. Set up elements.	3.1. Set up elements requiring ***additional equipment*** according to organisational policies and procedures. 3.2. Assess the condition of ***anchors*** and select anchors for self belay and belay of others, according to the

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ELEMENT	PERFORMANCE CRITERIA
	requirements of the session.
	3.3. Attach to and load anchors according to manufacturer's recommendations.
	3.4. Establish ***belay systems*** where required.
4. Conduct pre-activity inspection.	4.1. Check site and immediate area according to organisational policies and procedures.
	4.2. ***Inspect*** individual elements and perform ***maintenance tasks*** according to own ability and responsibility.
	4.3. Refer maintenance tasks beyond own ability and responsibility to relevant industry specialists.
	4.4. Check participant's clothing and footwear for suitability prior to participation.
	4.5. Perform pre-activity check of equipment to ensure that it is in good working order.
	4.6. Identify situations where the use of an improvised, chest or full body harness may be required.
5. Supervise high ropes course activities.	5.1. Provide information and instructions to participants and assisting staff according to organisational policies and procedures and participant's needs.
	5.2. Implement strategies to reduce risks associated with individual elements.
	5.3. Supervise assisting staff and participants in the activity and ensure it is conducted in a safe and positive manner.
	5.4. Respond to ***non routine and emergency situations*** according to organisational policies and procedures and contingency management plan.
6. Perform rescue of high ropes course participant.	6.1. Determine the advantages and disadvantages of possible ***rescue strategies*** for individual situations.
	6.2. Identify situations requiring direct assistance, and apply correct ***approach procedures*** for the particular situation.
	6.3. Select the most appropriate strategy according to the degree of urgency, element features, ***resources***, rescuee status and ability, and personal ability.
	6.4. Demonstrate an escape from a belay.
	6.5. Establish a rescue system efficiently and inform other group members of their role.
	6.6. Construct and demonstrate the use of an improvised chest harness in a rescue situation.
	6.7. Operate a rescue system, demonstrating lowering

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ELEMENT	PERFORMANCE CRITERIA
	and raising procedures, to recover a conscious and unconscious person from a high ropes element with assistance from others who are unskilled in rescue techniques.
7. Conclude activity.	7.1. Debrief the activity according to activity aims, objectives and own skills and abilities. 7.2. Evaluate ***relevant aspects*** of the session and identify potential areas of improvement for future sessions. 7.3. Dismantle, inspect and store additional equipment according to organisational policies and procedures. 7.4. Prepare reports on the use of the course, and suggested maintenance and modifications, where applicable.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan high ropes sessions that meet their needs
  - convey information about the safety aspects of the sessions
  - interact with participants and assistants
  - create a safe and positive environment
- problem-solving skills to:
  - plan suitable sessions according to participant's needs and abilities
  - make decisions regarding potential hazards and impact of weather conditions
  - respond appropriately to non routine situations
- planning and organising skills to:
  - source, allocate and coordinate suitable high ropes course and additional equipment for the participants
  - conduct relevant safety checks and inspection of course before use
  - organise participants into manageable groups for activities
  - observe and monitor participants and assistants to ensure safety
  - adjust or modify aspects of program to achieve aims and objectives
- language and literacy skills to:
  - produce plans
  - complete post session participant and self evaluations

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  - prepare reports detailing the use of the course and required maintenance
- first aid, rescue and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe and non-discriminatory conduct throughout high ropes session
- site and course specific information to enable safe and effective planning, minimal environmental impact, and management of potential hazards, risks and any special restrictions applying to the site
- course and additional equipment characteristics, function and operation, and factors affecting selection, use and maintenance
- clothing and footwear requirements to enable safe participation in high ropes session
- methods of moving through a high ropes course, suitable sequencing, and belaying techniques to achieve aims and objectives
- principles of belay systems and devices to ensure safety throughout high ropes session
- rescue techniques used in various high ropes situations
- knots and their limitations in certain circumstances
- weather and environmental information to ascertain possible conditions and their affect on the session
- group management and common communication systems used between participants and assistants to reduce risk throughout high ropes session
- emergency and safety procedures to negotiate potential hazards and risks relevant to the course to ensure safety of self and participants.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans within activity constraints and selects appropriate high ropes course suitable to participant's needs and characteristics
- conducts thorough pre-activity inspections of course and individual elements and carries out appropriate maintenance, according to level of responsibility, and prepares reports accordingly

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- observes and monitors participant and assistant participation thoroughly to ensure program is suitable to their needs and characteristics and meets intended aims and objectives
- applies effective contingency management techniques to deal with a range of hazards and risks that commonly arise during challenge ropes sessions
- encourages and responds to feedback and evaluates and reflects on own performance to identify strengths.

Context of and specific resources for assessment

Assessment must ensure supervision of high ropes activities, including belay and rescue techniques, that reflect the needs of a range of participants to demonstrate competency and consistency of performance.

Assessment must ensure access to:

- a minimum of two different high ropes courses, each with a minimum of five elements, including a variety of standard high ropes course elements that require a variety of belay techniques
- a group of participants to take part in the high ropes session
- assistants where required
- resources and information regarding participants and course to accurately plan, supervise and document activities for a variety of participants
- additional high ropes equipment, such as helmets, harness, karabiners, belay ropes, belay devices, static belay tapes or ropes, ladders and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of adequate pre-activity checks of high ropes course to ensure it is undamaged and free from hazards
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all activities during session
- observation of supervision of participants and assistants throughout the activity including dealing with contingencies such as changing weather conditions and equipment failure
- review of session plan and reports on course use and maintenance

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- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Session plan may include:

- session's aims and objectives
- date, time and duration
- location or course site
- set up and inspection requirements
- coach or staff or assistant and participant ratios
- additional equipment
- weather details
- safety requirements.

Participant's needs and characteristics may include:

- age
- cultural factors
- situational factors
- previous experience
- injuries and illnesses
- physical
- emotional
- psychological.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- time and budget constraints
- use and maintenance of course and equipment
- communication protocols
- confidentiality of participant information
- ratios and supervision requirements
- code of ethics.

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Aims and objectives may include:	• self improvement • personal development • meeting people • team and trust building • personal, team and or business goals and standards • overcoming fears and anxieties • problem solving • adventure and recreation.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Hazards may include:	• slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Food and water requirements may include:	• menu planning and preparation • range of foods.

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Principles of nutrition may include:	• food groups • dietary guidelines • essential nutrients • food preparation and safe food handling and hygiene practices • individual food requirements and allergies.
Communication system may include:	• calls • radio • hand signals • whistles.
Environmental impact may include:	• compaction of soil, flora, soft fall material • erosion • disturbance of fauna or flora • modification or reduction of aesthetic value.
Factors may include:	• level of commitment • trust • co-operation • program aims and objectives • group size • group and individual fitness and abilities • stage of group formation • activity sequence.
Sequence of activities may include:	• warm up activities • stage of group formation • individual and group goals.
Additional equipment may include:	• ladders • hand ropes • swing ropes • pulleys • detachable elements • ropes • wire ropes • helmets • harness • karabiners • belay devices • eye bolts • swaging devices • wire rope grips • shackles • thimbles

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- rigging screws
- turnbuckles
- staples
- camming devices
- cows tails or crab claws.

Anchors may include:
- trees
- fixed.

Belay systems may include:
- static belay
- dynamic belay.

Maintenance tasks may include:
- cover frayed wire rope ends
- replaced frayed or damaged rope
- tighten loose nuts, such as on wire rope grips
- removal of hazards.

Non-routine and emergency situations may include:
- frozen participant
- injured participant
- equipment jam
- participant not connected to belay.

Rescue strategies may include:
- lowering
- assisted rescue
- use of ladders
- use of single rope technique
- cut-away rescue.

Approach procedures may include:
- via course from start or finish of course
- from mid-course access point and via elements
- ascending rope to element
- ascending ladder to element.

Resources may include:
- ladder
- rescue rope
- pulley
- Prusik loops
- pliers
- knife
- spare karabiners.

Relevant aspects may include:
- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content

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- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Challenge ropes

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SISOCRP505A Manage a low ropes course

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage and maintain a challenge low ropes course, including linked courses, courses with independent elements and elements used as initiative activities. This unit does not cover the training of staff.

Application of the Unit

This unit applies to those working autonomously as challenge ropes managers who have ultimate responsibility for ensuring the safety of a low ropes course, and the development and provision of operational procedures for the conduct of activities on the low ropes elements and course.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCRP301A Conduct a low ropes session

SISOCRP403A Supervise a low ropes session

Employability Skills Information

This unit contains employability skills

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Determine course operational procedures.	1.1. Establish procedures for the use of the course, including training of staff and verification and maintenance of staff skills. 1.2. Implement mechanisms to inform course users and facilitators of changes to elements and procedures. 1.3. Identify and document safety and emergency procedures and equipment required for use at the site according to ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Determine and document aims, risks and spotting techniques appropriate for each element. 1.5. Develop operational procedures identifying relevant aspects of course installation impacting upon the conduct of activities and or the maintenance procedures.
2. Conduct course maintenance.	2.1. Determine pre-activity course inspection protocols and procedures for monitoring compliance by individual course users. 2.2. Document ***course maintenance*** procedures, after consultation with challenge ropes course installation and maintenance specialists. 2.3. Conduct regular course maintenance according to established operational procedures, relevant legislation and organisational policies and procedures. 2.4. Identify common ***problems*** with the natural environment surrounding the challenge ropes course and implement ***strategies*** to deal with or reduce the problem. 2.5. Refer maintenance and repair beyond personal ability and responsibility to relevant industry specialists. 2.6. Establish procedures for recording and reporting

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ELEMENT	PERFORMANCE CRITERIA
	checks on elements and hardware.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - inform course users and facilitators of changes to elements and operational procedures
  - consult with challenge ropes course installation and maintenance specialists where required
- language and literacy skills to:
  - write, edit and review operational procedures for the overall set up, operation and maintenance of low ropes course and various elements
  - record and report all maintenance and safety checks performed on course
- problem-solving skills to:
  - manage and maintain a challenge ropes course and elements
  - determine pre-activity course inspection protocols and procedures
  - document potential aims, risks and spotting techniques appropriate for each element
  - implement strategies to reduce an identified problem
- planning and organising skills to:
  - conduct regular and routine maintenance checks and repairs of low ropes course, elements and surrounding area
  - coordinate resources and equipment appropriately
  - manage risks safely
- self management skills to understand legal responsibilities and to organise time and priorities effectively.

Required knowledge

- legislation and organisational policies and procedures to enable safe management and maintenance of low ropes course
- site and course specific information to enable safe and effective maintenance with minimal environmental impact, and management of potential hazards, risks and any special restrictions applying to the site
- equipment required for use at the course site and warranty requirements and implications
- pre-activity course inspection protocols and methods of identifying hazards and

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risks
- course maintenance procedures, such as re-tensioning fibre ropes and splicing
- best practice for the installation of challenge ropes courses in Australia
- staff training requirements for the conduct of low ropes course activities
- recording and reporting procedures for checks on elements
- challenge ropes course installation and maintenance specialists in the local area to assist with maintenance and repairs beyond responsibility
- emergency and safety procedures to negotiate potential hazards and risks associated with management and maintenance of relevant low ropes course.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts routine inspections of low ropes course and surrounding area and implements safe installation techniques, practices and hardware • develops and reviews operational procedures for the set up, operation and maintenance of low ropes courses • devises methods of promptly informing course users and facilitators of changes made to elements and procedures and determines staffing and training requirements for low ropes courses • documents safety and emergency procedures required for use at the site and aims, risks and spotting techniques appropriate for each element • consults with challenge ropes course installation and maintenance specialists to determine course maintenance procedures where required.
Context of and specific resources for assessment	Assessment must ensure application of detailed knowledge of low ropes course elements and maintenance requirements to develop and review comprehensive procedures. Assessment must ensure access to: • a minimum of two different low ropes courses, each with a minimum of five elements, • equipment required for the maintenance of a low

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ropes course
- challenge ropes course installation and maintenance specialists, where required
- resources such as relevant legislation and organisational policies and procedures to assist in the development of operational and maintenance procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable adequate management and maintenance of low ropes course
- observation of safe inspection and thorough maintenance and installation of course equipment and elements
- review of devised operational and maintenance procedures, and course maintenance records and reports
- third-party reports from a supervisor detailing performance.

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

- SISOODR405A Manage risk in an outdoor activity.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- best practices for the installation of challenge ropes courses in Australia
- warranty requirements

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	• working load limits and tension formula • time and budget constraints • use and maintenance of equipment • recording and reporting procedures • code of ethics.
Course maintenance may include:	• tightening nuts • covering wire rope ends • re-tensioning ropes • tree hazard assessment • replacing worn equipment • hazard removal.
Problems may include:	• tree disease • falling branches • soil compaction • unauthorised use • fauna.
Strategies may include:	• use of mulch and or soft fall material • moving elements • resting areas and not using elements • signage • fencing.

Unit Sector(s)

Outdoor Recreation

Competency Field

Challenge ropes

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SISOCRP506A Manage a high ropes course

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage and maintain a challenge high ropes course, including linked courses and courses with independent elements, where belay systems are used to keep participants safe. This unit does not cover the training of staff.

Application of the Unit

This unit applies to those working autonomously as challenge ropes managers who have ultimate responsibility for ensuring the safety of a high ropes course, and the development and provision of operational procedures for the conduct of activities on the high ropes elements and course.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCRP302A Conduct a high ropes session

SISOCRP404A Supervise a high ropes session

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Determine course operational procedures.	1.1. Establish procedures for the use of the course, including training of staff and verification and maintenance of staff skills. 1.2. Implement mechanisms to inform course users and facilitators of changes to elements and procedures. 1.3. Identify and document safety and emergency procedures and equipment required for use at the site according to ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Develop vertical rescue techniques and procedures for a variety of scenarios. 1.5. Determine and document risks and hazards associated with individual elements and eliminate or reduce where possible. 1.6. Determine the impact of course installation on the conduct of activities and maintenance procedures.
2. Conduct course maintenance.	2.1. Determine pre-activity course inspection protocols and procedures for monitoring compliance by individual course users. 2.2. Document ***course maintenance*** procedures, after consultation with challenge ropes course installation and maintenance specialists. 2.3. Conduct regular course maintenance according to operational procedures, relevant legislation and organisational policies and procedures. 2.4. Identify common ***problems*** with the natural environment surrounding the challenge ropes course and implement ***strategies*** to deal with or reduce the problem. 2.5. Refer maintenance and repair beyond personal ability and responsibility to relevant industry specialists.

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ELEMENT	PERFORMANCE CRITERIA
	2.6. Establish procedures for recording and reporting checks on elements and hardware.
3. Select equipment for use in high ropes courses.	3.1. Select pulleys according to common practices for ropes course installation, operational procedures and organisational policies and procedures. 3.2. Select harnesses based on ***contextual issues***. 3.3. Identify ***factors*** affecting the use of karabiners and rapid links in different situations.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - inform course users and facilitators of changes to elements and operational procedures
  - consult with challenge ropes course installation and maintenance specialists where required
- language and literacy skills to:
  - document, edit and review operational procedures for the overall set up, operation and maintenance of a high ropes course
  - record and report all maintenance and safety checks performed on course
- problem-solving skills to:
  - manage and maintain a high ropes course
  - determine pre-activity course inspection protocols and procedures
  - document potential aims, risks and belay techniques appropriate for each element
  - implement strategies to reduce an identified problem
- planning and organising skills to:
  - conduct regular and routine maintenance checks and repairs of high ropes course, elements and surrounding area
  - coordinate resources and equipment appropriately
  - manage risks safely
- self management skills to understand legal responsibilities, and to organise time and priorities effectively.

Required knowledge

- legislation and organisational policies and procedures to enable safe management

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and maintenance of high ropes course
- site and course specific information to enable safe and effective maintenance with minimal environmental impact, and management of potential hazards, risks and any special restrictions applying to the site
- methods used and issues to consider when developing operational procedures for high ropes courses
- equipment required for use at the course site and warranty requirements and implications
- pre-activity course inspection protocols and methods of identifying hazards and risks
- course maintenance procedures, such as re-tensioning fibre ropes and splicing
- common practices for the installation of challenge ropes courses in Australia
- best practice for the conduct of high ropes course activities, and the aims, risks and belay techniques appropriate to each element
- staff training requirements for the conduct of high ropes course activities
- recording and reporting procedures for checks on elements
- challenge ropes course installation and maintenance specialists in the local area to assist with maintenance and repairs beyond responsibility
- emergency and safety procedures to negotiate potential hazards and risks associated with management and maintenance of relevant high ropes course.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts thorough routine inspections of high ropes course and surrounding area and applies safe installation techniques, practices and hardware • develops and reviews operational procedures for the set up, operation and maintenance of high ropes courses, including rescue procedures • devises methods of promptly informing course users and facilitators of changes made to elements and procedures and outlines staffing and training requirements for a high ropes course • documents safety and emergency procedures required for use at the site and aims, risks and spotting techniques appropriate for each element

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- consults with challenge ropes course installation and maintenance specialists to determine course maintenance procedures where required.

Context of and specific resources for assessment

Assessment must ensure application of detailed knowledge of high ropes course elements and maintenance requirements to develop and review comprehensive procedures.

Assessment must also ensure access to:

- a minimum of two different high ropes courses, each with a minimum of five elements,
- equipment required for the maintenance of a high ropes course
- challenge ropes course installation and maintenance specialists, where required
- resources such as relevant legislation and organisational policies and procedures to assist in the development of operational and maintenance procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable adequate management and maintenance of high ropes course
- observation of safe inspection and thorough maintenance and installation of course equipment and elements
- review of devised operational and maintenance procedures, and course maintenance records and reports
- third-party reports from a supervisor detailing performance.

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

- SISOODR405A Manage risk in an outdoor activity.

Guidance information for assessment

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- common practices for the installation of challenge ropes courses in Australia
- warranty requirements
- working load limits and tension formula
- time and budget constraints
- use and maintenance of equipment
- recording and reporting procedures
- operational procedures for specific high ropes course
- code of ethics.

Course maintenance may include:

- tightening nuts
- covering wire rope ends
- re-tensioning ropes
- trimming of tree branches
- tree hazard assessment
- removal of other hazards
- checking of anchors, belay systems and back up wires.

Problems may include:

- tree disease
- falling branches
- soil compaction
- unauthorised use
- fauna.

Strategies may include:

- use of mulch and or soft fall material
- moving elements
- resting areas and not using elements
- signage
- fencing.

Contextual issues may include:

- weather conditions, including times
- season

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- transport
- location
- trip distance and duration
- group objectives
- group size.

Factors may include:

- requirement for locking
- rope wear when passing over small diameter karabiners or rapid links versus use of shear reduction pulleys
- need for steel versus alloy
- preferred item for use in belay systems or for use for attaching to pulleys.

Unit Sector(s)

Outdoor Recreation

Competency Field

Challenge ropes

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SISOCVE201A Demonstrate caving skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in supervised, minimal impact caving activities. This unit focuses on the demonstration of simple caving skills, such as navigation and laddering, in caves with frequently travelled tracks and marked routes.

Application of the Unit

This unit applies to those working as assistant outdoor adventure leaders, assistant caving guides, or support staff under supervision in caves with frequently travelled routes, tracks, markers and obvious natural surroundings.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for a caving activity.	1.1. Identify ***food and water requirements*** according to ***contextual issues*** including suitability of food for the cave environment. 1.2. Access ***relevant sources*** to interpret ***weather information***. 1.3. Identify an activity location and outline possible cave ***features***, ***hazards*** and ***risks*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Establish and confirm an appropriate communication system to use in cave. 1.5. Obtain suitable ***map or maps*** and plan a route according to ***map information***. 1.6. Identify emergency or contingency escape routes.
2. Select equipment.	2.1. Select ***equipment*** and check working order according to organisational policies and procedures. 2.2. Adjust and fit equipment to ensure comfort and safety. 2.3. Select personal clothing and footwear according to design and construction features appropriate to the location.
3. Navigate in a cave.	3.1. Follow a route in a cave, with and without a compass, demonstrating use of underground ***navigation aids***. 3.2. Apply ***techniques for estimating the distance*** travelled. 3.3. Identify features in the cave using map and compass. 3.4. Select an efficient route suitable to the group and conditions.
4. Move with minimal impact through a cave.	4.1. Move efficiently through cave and negotiate hazards and features according to organisational policies and procedures and relevant legislation. 4.2. Apply ***techniques and procedures to minimise cave impact*** according to organisational policies and procedures and relevant legislation. 4.3. Identify appropriate ***techniques for newly discovered caves***.

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ELEMENT	PERFORMANCE CRITERIA
	4.4. Identify types of damage and foreign material which should be isolated from the cave environment.
5. Navigate cave hazards and obstacles.	5.1. Negotiate cave hazards and ***obstacles*** according to caving techniques that minimise environmental damage.
6. Evaluate caving activity.	6.1. Evaluate ***relevant aspects of the activity***. 6.2. Identify improvements for future caving experiences.

Required Skills and Knowledge

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

Required skills

- literacy and numeracy skills to:
  - read and interpret maps
  - analyse weather information
  - calculate grid and magnetic bearings
- planning and organising skills to source and allocate resources and equipment
- communication skills to:
  - interact with group leader and other participants
- problem-solving skills to:
  - identify and negotiate cave hazards, features
  - follow a route and locate position in a cave using a map and compass

Required knowledge

- policies and procedures to enable safe conduct of all caving activities
- care and maintenance of caving equipment to ensure prolonged life span and safety requirements
- food and water requirements
- different types of caves, and associated features, hazards, risks, and how to apply minimal impact techniques
- safety procedures, such as common communication methods and calls used between participants
- navigation techniques to determine location, direction and potential hazards under supervision
- basic weather information to ascertain possible conditions and their affect on the activity
- emergency procedures and understanding of potential hazards relevant to the

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location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements appropriate for the conditions and duration of the caving activity • navigates a route using a map and ensures movements are of minimal impact • seeks advice and feedback from leader and evaluates and reflects on own caving performance to identify strengths, weaknesses and improvements.
Context of and specific resources for assessment	Assessment must ensure participation in multiple caving activities that are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, such as maps and weather sources, to plan and prepare for the activity • a suitable cave, with frequently travelled routes, tracks, markers and obvious natural surroundings • a qualified leader or supervisor • caving, navigation and safety equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of strategies used to plan a minimal impact caving route • observation of safe participation and demonstration of simple caving skills, such as ascending and descending a ladder • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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for example:

- SISOOPS201A Minimise environmental impact.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:

- menu planning and preparation
- range of foods
- cooking methods
- suitability of food for the cave environment.

Contextual issues may include:

- type of cave or site
- length of cave or site
- soundness of rock
- volume of water
- ease of access
- weather conditions at top and bottom

Relevant sources may include:

- bureau of meteorology
- media
- national parks and wildlife centres
- police.

Weather information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings.

Features may include:

- squeezes
- rock piles
- sumps
- duckunders
- streams
- water pools
- mud
- crevasse
- loose floors
- false floors
- vertical pitches

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- speleothems
- fossil and bone remains
- flowstone
- rimpools
- Dripholes
- oolite deposits
- palaeokarst
- soil crusts
- cones

Hazards may include:

- rock piles
- fauna and flora
- sharp edges water
- unstable floor or roof
- darkness
- elevated carbon dioxide levels.
- vertical pitch.

Risks may include:

- hypothermia
- flooding
- exhaustion
- dehydration
- phobias
- lost party member
- stings or bites.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment
- communication protocols
- emergency procedures
- minimal impact caving codes
- code of ethics
- Australian Speleological Federation Codes and Guidelines.

Map or maps may include:

- detailed cave maps
- developed long sections
- cave maps with only wall details and labels
- guide books and diagrams.

Map information may include:

- grid lines and numbers
- magnetic declination
- scale

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- map legend
- significant cave features
- topographic features
- markers
- distance estimations
- grid bearings
- slope
- water depth
- speleothems
- cross sections.

Equipment may include:

- caving equipment
- navigation equipment
- safety and first aid equipment.

Navigation aids may include:

- survey markers
- track markers
- lines
- signs
- arrows
- compass
- maps
- air flow
- water direction
- man made infrastructure
- significant cave features
- speloethems.

Techniques for estimating the distance may include:

- time
- observation of surroundings
- pacing.

Techniques and procedures to minimise cave impact may include:

- caving slowly
- avoiding sensitive areas
- keeping to marked tracks
- not touching anything except as required for safety purposes
- avoiding disturbance to cave fauna, including bats, birds, nests, reptiles and arthropods
- leaving bones where found or moving them carefully to side of track
- carrying containers for removal of waste material, including all toileting waste
- avoiding unnecessarily eating in a cave
- avoiding strong smelling or messy food
- eating over a container.

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Techniques inside caves may include:	• bridging • squeezing • crawling • rock scrambling • swimming • climbing • chimneying • wading.
Obstacles may include:	• narrow passages • water • speloethems • vertical squeeze.
Relevant aspects of the activity may include:	• planning process • factors affecting selection of equipment • navigation and laddering skills.

Unit Sector(s)

Outdoor Recreation

Competency Field

Caving

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SISOCVE302A Apply single pitch abseiling skills in caves

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently abseil in single pitch situations within a cave environment. It includes belaying skills to belay self and others. It does not cover rigging an abseil.

Application of the Unit

This unit applies to those working as caving guides or instructors either autonomously or as part of a team in familiar and unfamiliar situations within a range of natural cave locations with simple obstacles and vertical single pitches.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCVE201A Demonstrate caving skills

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for the activity.	1.1. Identify and plan ***food and water requirements*** according to the duration of the activity. 1.2. Identify and select an appropriate activity site according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret detailed ***weather information*** that may impact on the activity plan. 1.4. Select personal clothing and identify design and or construction features appropriate for the activity. 1.5. Identify associated ***hazards*** and procedures to minimise ***risks*** to abseiler and belayer. 1.6. Establish a suitable communication system to use while abseiling and belaying.
2. Select, fit and use abseiling equipment.	2.1. Select and fit ***personal equipment*** according to organisational policies and procedures and manufacturer's recommendations. 2.2. Select and attach descending ***device*** to the rope according to the situation. 2.3. Tie ***knots*** suitable to the ***belay system*** that is being used. 2.4. Perform ***safety checks***
3. Demonstrate abseiling technique.	3.1. Apply correct posture and technique while abseiling, using single and double rope. 3.2. Maintain communication with belayer throughout the descent. 3.3. Negotiate ***simple obstacles*** and avoid or remove hazards to descend in a controlled and safe manner. 3.4. Implement safety procedures at top and bottom of descent site. 3.5. Apply techniques that minimise damage to the environment while abseiling.
4. Demonstrate belaying technique.	4.1. Determine the belay device and technique for the situation and perform all safety checks according to organisational policies and procedures. 4.2. Follow procedures to ensure belayer safety in the event of an abseiler fall or rock fall.

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Confirm attachment of belayer to anchor to minimise movement during a fall.
	4.4. Demonstrate a safe and efficient escape from belay system, in a rescue situation, while ensuring abseiler safety.
	4.5. Maintain rope tension to ensure free flow and minimise fall distance while not restricting abseiler movement.
	4.6. Monitor abseiler progress constantly and respond appropriately to abseiler calls.
	4.7. Arrest falls promptly using technique suitable to the belaying device and situation.
	4.8. Demonstrate attachment to alternate belay or safety system when self-belaying to maintain safety in the event of a fall.
5. Apply caving techniques	5.1. Arrange personal laddering equipment safely, using ***knots*** suitable to the belay system
	5.2. Demonstrate posture and technique for descending and ascending ladder
	5.3. Negotiate cave hazards and ***obstacles*** according to caving techniques that minimise environmental damage
	5.4. Apply appropriate methods for resting on a ladder pitch
	5.5. Use communication and ***strategies*** to implement safety systems.
6. Evaluate activity.	6.1. Evaluate ***relevant aspects*** of the abseiling activity.
	6.2. Identify improvements for future abseiling experiences in a cave.

Required Skills and Knowledge

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

Required skills

- communication skills to inform progress and interact with abseiler and or belayer
- problem-solving skills to:
  - negotiate obstacles and hazards when abseiling
  - assess application of rope tension when belaying

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  - arrest client falls when belaying
- planning and organising skills to:
  - select, fit and use equipment and resources
  - perform relevant safety checks
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all abseiling and belaying activities
- minimal impact abseiling codes to ensure protection of the environment
- equipment types, characteristics and technology used for abseiling and belaying in caves, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- use, care and maintenance of equipment to ensure prolonged life span and safety requirements
- abseiling techniques and common communication systems and calls used between abseilers and belayers to reduce risk
- belay techniques and devices appropriate for single pitch surfaces in caves
- basic weather information to ascertain possible conditions and their affect on the activity
- hazards and risks that may be experienced while abseiling and belaying in caving environments
- safety and emergency procedures relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant planning processes for abseiling activities including independently selecting, fitting and checking equipment • arranges a suitable communication system with other participants to monitor safety and progress • negotiates simple obstacles and hazards while abseiling in a cave, and adapts to problems or issues that may arise to ensure safety of self and other

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	participants • evaluates and reflects on own performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple single pitch abseiling and belaying activities in caving environments that reflect local conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding abseiling and belaying to plan for the activity • a suitable natural cave site with simple obstacles and vertical pitches that allow participants to demonstrate abseiling and belaying skills • other abseiling participants to belay • abseiling, belaying and safety equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all abseiling and belaying activities • observation of safe participation and demonstration of abseiling and belaying skills • observation of dealing with contingencies, such as equipment failure or change in weather conditions • third-party reports from a supervisor detailing performance. Industry has determined that this unit must be assessed with the following units: • SISOCVE305A Apply caving specific single rope techniques • SISOCVE306A Rig ropes and establish belays in caves. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different

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work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods suitable to the cave environment.
Contextual issues may include:	• abseilers abilities • weight ratio of abseiler to belayer • group size • pitch height • soundness of rock • access and egress • weather conditions
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use, maintenance and storage of equipment • emergency procedures • communication protocols • minimal impact environmental and caving codes • Australian Speleological Federation Codes and Guidelines • code of ethics.
Relevant sources may include:	• bureau of meteorology • media • national parks and wildlife centres • police.
Weather information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings.
Hazards may include:	• confined or awkward start to pitch • water pools and streams • rock fall • vertical squeezes • falling water • abrasion points • tangled rope

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- loose clothing and hair
- strong cave breezes
- elevated carbon dioxide levels
- bat guano.

Risks may include:

- hypothermia
- injuries and illnesses
- exhaustion
- dehydration
- stings or bites
- equipment failure.

Personal equipment may include:

- helmets
- protective clothing
- karabiners
- maillons
- harnesses
- gloves
- footwear
- caving lights
- descending devices.

Device may include:

- auto locking devices
- circular devices
- plate devices
- tubular devices
- improvised devices
- in line devices

Knots may include:

- end-of-rope knots
- midline knots
- stopper knots
- friction hitches.

Belay system may include:

- top belay
- bottom belay
- self belay.

Safety checks may include:

- A - anchors - secure and suitable to application
- B - buckles - locked as per manufacturers recommendations
- C- connector - locked, secured and orientated
- D - devices - threaded correctly and secured
- E- everything else including end or rope knots, friction hitches, belayer ready, helmet chin strap, clothing, jewellery and hair secured.
- F- friend - cross check.

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Simple obstacles may include:

- ledges
- falling water
- overhangs
- squeezes
- traverses.

Relevant aspects may include:

- planning process
- communication calls between abseilers and belayers
- abseiling and belaying skills.

Unit Sector(s)

Outdoor Recreation

Competency Field

Caving

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SISOCVE303A Rig a ladder pitch

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to rig a ladder pitch for use in caving activities. It includes anchor selection and setting up the belay in predictable situations. It does not cover ascending or descending a ladder.

Application of the Unit

This unit applies to those working as caving guides or instructors either autonomously or as part of a team in familiar and unfamiliar situations within a range of natural cave locations with simple obstacles and vertical single pitches that may require the use of a ladder pitch.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Rig ropes and ladders.	1.1. Select suitable ***anchors*** for the activity. 1.2. Tie ***knots*** according to the equipment and situation. 1.3. Rig ladders and ropes for ease of use and safety, using ***rigging equipment*** and ladders according to manufacturer's specifications and ***organisational policies and procedures***. 1.4. Identify pitch ***hazards*** and minimise or eliminate, where possible.
2. Set up a belay system.	2.1. Select and use a suitable ***belay system*** for the situation and participant ability. 2.2. Set up the belay to allow the belayer to safely escape from the system.
3. De-rig ropes and ladders.	3.1. De-rig ladders and ropes safely according to manufacturer's specifications and organisational policies and procedures. 3.2. Pack ladders and ropes for appropriate transport away from the pitch.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - select anchors and belay systems for the context and conditions of the activity
  - identify and eliminate hazards
  - rig and de-rig ropes and ladders safely
- self management skills to take responsibility for the rigging and de-rigging of ropes and ladders
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable the safe conduct of all rigging activities

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- equipment types, characteristics and technology used to rig ropes and ladders for caving activities
- care and maintenance of equipment to ensure prolonged life span and safety requirements, as advised by the manufacturer's specifications for equipment use
- ladders, ropes, and belay and anchor systems required to rig and de-rig ladder pitches for caving activities
- caving techniques, situations and activities requiring use of ladder pitches
- types of knots, their advantages and disadvantages, and their impact on rigging activities
- safety systems and emergency procedures relevant to the location and situation to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • selects and uses anchors, knots, belay techniques and rigging equipment within a known range of predictable caving contexts • sets up belay systems suitable to the situation and abilities of those participating • identifies and eliminates or minimises hazards where required.
Context of and specific resources for assessment	Assessment must ensure participation in rigging and de-rigging of ropes and ladders on multiple occasions in caving environments that reflect local conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • suitable natural cave sites with the potential for rigging ladders and belays • rigging equipment and natural or fixed anchors to rig ladder pitch.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of rigging and de-rigging ladder pitches within a caving context

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- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to ensure safe and appropriate use of rigging equipment
- observation of dealing with hazards throughout the rigging and de-rigging process
- third-party reports from a supervisor detailing performance.

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

- SISOCVE304A Apply laddering skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Anchors may include:

- natural
- fixed.

Knots may include:

- end-of-rope knots
- mid-rope knots
- friction knots
- stopper knots
- rope-joining knots.

Rigging equipment may include:

- wire traces - all surfaces except limestone or formations
- bolts
- climbing protection
- caving ladders
- ropes
- rope protectors
- belay devices
- karabiners.

Relevant legislation may include:

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

Organisational policies and

- occupational health and safety
- use, maintenance and storage of equipment

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procedures may include:	• communication protocols • minimal impact environmental and caving codes • Australian Speleological Federation Codes and Guidelines • code of ethics.
Hazards may include:	• water pools and streamways • falling rocks, water, debris and or gear • abrasion points • tangled ladder • rope passing through ladder • loose gear, clothing and hair • jewellery • strong cave breezes • vertical squeezes.
Belay system may include:	• top and bottom belays • self belays

Unit Sector(s)

Outdoor Recreation

Competency Field

Caving

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SISOCVE304A Apply laddering skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply specific laddering skills for use in caving situations. Other related competencies, such as navigation, are defined in other units.

Application of the Unit

This unit applies to those working as caving guides or instructors either autonomously or as part of a team, in familiar and unfamiliar situations within a range of natural cave locations with simple obstacles and vertical single pitches that may require the use of a ladder.

This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select, fit and use laddering equipment.	1.1. Identify and fit ***personal equipment*** to ensure comfort and safety. 1.2. Tie ***knots*** suitable to the belay system. 1.3. Check all equipment to ensure satisfactory working order according to manufacturer's specifications, ***relevant legislation*** and ***organisational policies and procedures***.
2. Demonstrate laddering technique.	2.1. Apply correct posture and technique for descending and ascending a ladder. 2.2. Negotiate vertical laddering ***obstacles*** and avoid or remove pitch ***hazards*** using a range of laddering techniques in a controlled and safe manner. 2.3. Apply techniques for resting on a ladder pitch. 2.4. Use communication systems to implement safety systems. 2.5. Identify and apply ***strategies*** to reduce risk and environmental damage while laddering according to relevant legislation.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - identify and safely negotiate cave features, obstacles and hazards while laddering
  - safely descend and ascend single pitch vertical drops
  - minimise damage to the environment during laddering
- planning and organising skills to source and allocate equipment to enable safe laddering
- communication skills to use established communication system while laddering to ensure safe descent and ascent
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

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Required knowledge

- legislation and organisational policies and procedures to enable the safe conduct and minimal impact of all laddering activities
- equipment characteristics and technology used for single pitch laddering in caves, and factors affecting appropriate care, selection, use and maintenance of equipment
- different types of caves and associated features, obstacles, hazards, risks, and how to apply minimal impact techniques
- safety procedures, such as communication and belay systems used by participants
- laddering techniques and procedures, such as descending and ascending a ladder and resting on a ladder pitch
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • selects and fits personal equipment and carries out safety checks to ensure effective working order • uses a range of equipment and knots to negotiate ladder pitches with a variety of obstacles and hazards • communicates with other participants to monitor safety and progress throughout the laddering activity.
Context of and specific resources for assessment	Assessment must ensure application of multiple laddering techniques for descending and ascending a ladder pitch in caving environments that reflect local conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • laddering and belaying equipment • a suitable caving environment with the potential for rigging ladders and belays.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of descending and ascending a ladder in

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a single pitch caving context

- oral or written questioning to assess knowledge of legislation and organisational policies to ensure minimal environmental impact and appropriate use of equipment
- observation of negotiating hazards and obstacles
- observation of using suitable communication system during laddering and or belaying
- third-party reports from a supervisor detailing performance.

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

- SROCVE303A Rig a ladder pitch.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Personal equipment may include:

- helmet
- harness
- caving ladders
- cow tails and safety lines
- prussic cords
- caving lights
- ropes
- rigging
- karabiners
- maillons
- mechanical ascenders
- belay devices
- clothing and footwear.

Knots may include:

- end-of-rope knots
- mid-rope knots
- friction knots
- stopper knots
- rope joining knots

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Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use, maintenance and storage of equipment • communication protocols • minimal impact environmental and caving codes • Australian Speleological Federation Codes and Guidelines • code of ethics.
Obstacles may include:	• rope and ladder tangles • ladder caught on rock projections • broken or damaged rungs • vertical squeezes and overhangs.
Hazards may include:	• water pools and streamways • falling rocks, water, debris and or gear • abrasion points • sharp edges • loose clothing and hair • strong cave breezes
Strategies may include:	• top and bottom belays • self belays • use of cows tails and other safety connectors to the safety rope or belay anchors.

Unit Sector(s)

Outdoor Recreation

Competency Field

Caving

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SISOCVE305A Apply caving specific single rope techniques

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use specific single rope techniques in caving activities. Other related competencies, such as rigging ropes for single rope techniques, are defined in other units.

Application of the Unit

This unit applies to those working as caving guides or instructors either autonomously or as part of a team in familiar and unfamiliar situations within a range of natural cave locations with simple obstacles and vertical single pitches.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select and fit equipment.	1.1. Select ***equipment*** and check working order according to ***organisational policies and procedures*** and contextual issues. 1.2. Fit and adjust equipment to ensure comfort and safety.
2. Ascend and descend a pitch using single rope techniques.	2.1. Establish ***personal safety*** systems according to organisational policies and procedures. 2.2. Ascend a fixed rope in a safe and time efficient manner. 2.3. Demonstrate ***tuning*** of a single rope technique ***rig***. 2.4. Identify options for where changeovers can be performed safely and efficiently. 2.5. Assess the situation and identify suitable obstacle avoidance or extrication ***procedures***. 2.6. Negotiate simple ***obstacles*** using single rope techniques and procedures while maintaining personal safety and minimal environmental impact. 2.7. Demonstrate use of ascending and descending equipment using both a re-direction and a re-belay.
3. Apply unassisted rescue techniques.	3.1. Identify potential ***rescue situations*** and scenarios. 3.2. Apply techniques to safely rescue self or another party member from the pitch.
4. Evaluate activity.	4.1. Evaluate ***relevant aspects*** of the activity. 4.2. Identify improvements for future caving activities requiring the use of single rope techniques.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - negotiate obstacles and hazards
  - identify and solve rigging problems
  - apply single rope techniques and unassisted rescues

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- planning and organising skills to:
  - select, fit and use equipment
  - perform safety checks
  - identify where efficient changeovers may be performed
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- equipment types, characteristics and technology used for caving specific single rope techniques, the advantages and disadvantages of the range of equipment, and factors affecting selection, use, care and maintenance of equipment
- single rope techniques and procedures used in caves to safely ascend and descend a single vertical pitch
- obstacles and rigging problems that may be encountered while applying single rope techniques in a cave, and methods of negotiating these
- unassisted rescue techniques to remove self or another party member from the pitch
- safety and emergency procedures relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • selects, fits and checks equipment before participating in the activity • applies knowledge of single rope techniques and safety practices to use a range of ascending and descending devices and single rope technique rigs • uses single rope techniques to deal with a range of rescue situations, obstacles and rigging problems in routine and non-routine caving situations to ensure safety of self and other participants • evaluates and reflects on own performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for	Assessment must ensure participation in ascending,

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assessment	descending and unassisted rescue activities in caving environments that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable natural cave site with simple obstacles and vertical pitches for ascending and descending on belay • ascending, descending and belaying equipment, protective clothing, and safety, rescue and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of selecting and checking equipment prior to use • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all single rope activities • observation of safe participation and demonstration of ascending, descending and rescuing on a single rope • observation of negotiating obstacles and rigging problems • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOCVE302A Apply single pitch abseiling skills in caves.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Equipment may include:	• Prussik cords • foot loops • tape • mechanical ascenders • descending devices • karabiners • maillon rapids • rope • belay devices • helmets • harnesses • gloves • protective clothing • safety, rescue and first aid equipment.
Organisational policies and procedures may include:	• occupational health and safety • use, maintenance and storage of equipment • communication protocols • minimal impact environmental and caving codes • Australian Speleological Federation Codes and Guidelines • code of ethics.
Personal safety may include:	• belays • self belays.
Tuning may include:	• changing cord length • changing types of ascenders and descenders • changing the type of prusiking action used.
Rig may include:	• cows tails • harnesses • safety cords • prussiks • mechanical ascenders • descenders • foot loops • chest harness.
Procedures may include:	• bypassing obstacles • raising body weight • changeovers to another system while suspended on a rope.
Obstacles may include:	• knots • rope pads and protectors

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- traverses
- other cavers on pitch.

Rescue situations may include:

- inverting
- jamming
- gear failure
- exhausted and or injured caver.

Relevant aspects may include:

- selection of equipment
- single rope techniques to ascend and descend
- changeovers
- negotiation of obstacles and rigging problems
- unassisted rescues.

Unit Sector(s)

Outdoor Recreation

Competency Field

Caving

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SISOCVE306A Rig ropes and establish belays in caves

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently select fixed or natural anchors for the attachment of ropes and equipment for belays. These anchors are to be used in establishing belay systems and rigging rope pitches for abseiling and single rope technique in caves. Anchors must be selected from a diversity of locations, offering different environmental conditions.

Application of the Unit

This unit applies to those working as caving guides or instructors either autonomously or as part of a team in familiar and unfamiliar situations within a range of natural cave locations with simple obstacles and vertical single pitches where rigging ropes and establishing belays are required to accommodate different belayer and abseiler abilities.

This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Choose anchor or anchors.	1.1. Assess ***condition*** of ***anchors***, including performance under ***likely load***, and the ***stability of the surroundings***. 1.2. Identify and select solid and secure anchors according to ***organisational policies and procedures*** and ***contextual issues***. 1.3. Select anchors that minimise ***environmental impact*** according to ***participant's*** characteristics and abilities, location of the anchors, and requirements of the abseil. 1.4. Determine appropriate ***belay systems*** and back-up systems, according to the type of anchors selected and organisational policies and procedures.
2. Select and set up a belay system.	2.1. Select a belay system according to the abilities, limitations and needs of the belayer and abseiler. 2.2. Identify potential forces generated during a fall and how this may impact on selection of belay system. 2.3. Establish a belay system according to contextual issues, ***relevant legislation*** and organisational policies and procedures. 2.4. Demonstrate the rigging of multiple anchors, ensuring equalisation and minimal shock loading, where applicable. 2.5. Set up a belay that maintains ***safety of belayer*** and minimises movement of the belayer in the event of a fall. 2.6. Establish a belay from which the belayer is able to escape and safely perform a rescue. 2.7. Select a ***belay device*** that is suitable for the situation and the belayer's ability, and demonstrate use according to manufacturer's specifications and organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
	2.8. Check all ***equipment*** for signs of corrosion, abrasion, impact and aging and take measures to correct any deficiency.
	2.9. Identify potential ***hazards*** and procedures to minimise ***risks*** to abseiler and belayer.
3. Rig rope pitches.	3.1. Identify safe access to and egress from the site according to relevant organisational policies and procedures.
	3.2. Determine ascent or descent route according to contextual issues and organisational policies and procedures.
	3.3. Tie ***knots*** suitable for the type of system established and for potential retrieval or rescue situations.
	3.4. Set up anchors and ropes to facilitate potential rescue.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - select anchors and belay systems for the context and conditions of the activity
  - identify and overcome hazards
  - asses condition of all equipment prior to use
  - takes steps to rectify any deficiencies
  - rig ropes and anchors safely
- self management skills to take responsibility for rigging of ropes and anchors, and establishing belays
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable the safe conduct of all activities
- equipment types, characteristics and technology used to rig ropes and establish belays in caves to enable the safe selection, use and maintenance of all required equipment
- principles of anchor systems such as equally shared load, single component failure and effect, redundancy and angle of separation

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- principles and types of belay systems and devices, such as top and bottom belays, self belays, dynamic and static belays
- advantages and disadvantages of various knots in a variety of situations
- safety systems and emergency procedures relevant to the location and situation to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • selects and establishes solid and secure anchors after considering the factors that affect their stability • establishes a belay system at the top and bottom of cave pitches according to contextual issues and the individual situation • uses suitable belay devices and knots for different situations and determines the need for back up belay systems • establishes a self belay system where required • identifies and eliminates hazards to ensure risk minimisation.
Context of and specific resources for assessment	Assessment must ensure establishment of belay systems and rigging of ropes for single pitch abseiling activities in caving environments that reflect local conditions and are of sufficient breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • suitable natural cave sites with various qualities and fixed anchors • belay equipment and natural and fixed anchors to rig ropes and establish belays.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of selecting suitable anchors and belay systems according to the situation and participant's abilities

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- observation of rigging ropes and establishing belays within a single pitch caving context
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to ensure safe and appropriate use of equipment
- third-party reports from a supervisor detailing performance.

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

- SISOCVE302A Apply single pitch abseiling skills in caves.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition may include:

- age
- location
- wear
- decay
- corrosion
- weathering
- environmental stress
- insect damage.

Anchors may include:

- natural
- fixed.

Likely load may include:

- group size
- set up
- type of use, such as abseiling and laddering
- cavers ability
- technique.

Stability of surroundings may include:

- location
- cracks
- deformities
- fissures

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	• underlying structural features of natural anchors.
Organisational policies and procedures may include:	• occupational health and safety • use, maintenance and storage of equipment • communication protocols • minimal impact environmental and caving codes • Australian Speleological Federation Codes and Guidelines • code of ethics.
Contextual issues may include:	• belayer's and abseiler's abilities • weight ratio of abseiler to belayer • group size • other users • pitch height • environmental impact • soundness of rock • access and egress • weather conditions
Environmental impact may include:	• rock dislodgement • compacting of soil • damage to flora, fauna, bird's nests, fossils and bone remains and cave formations • effect on other users of the site.
Participant may include:	• experienced • inexperienced • adults • children.
Belay system may include:	• at the top of a pitch • at the bottom of the pitch • dynamic and static belays • self belays.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Safety of belayer may include:	• attachment to anchor or alternate safety system • positioning out of direct line of rock or equipment fall.
Belay devices may include:	• plate devices • auto-locking devices • tubular devices • Prussik cord and suitable friction hitch.

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Equipment may include:

- ropes
- tape slings
- rope protectors
- karabiners
- maillon rapids:
  - belay devices
  - harnesses
- helmets
- first aid equipment.

Hazards may include:

- loose rocks or gear
- sharp edges
- moving ropes running over stationary ropes, tape or webbing
- tripping on rigging.

Risks may include:

- injuries
- stings or bites
- equipment failure.

Knots may include:

- end-of-rope knots
- mid-rope-knots
- rope joining knots
- tape knot
- friction knots.

Unit Sector(s)

Outdoor Recreation

Competency Field

Caving

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SISOCVE307A Guide vertical single pitch caving trips

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on vertical single pitch caving trips. This unit focuses on the application of planning skills to make suitable arrangements to safely guide groups on caving trips in caves with single pitch descents.

Application of the Unit

This unit applies to caving guides who are responsible for planning, implementing and evaluating vertical single pitch caving trips in controlled environments for groups of participants.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCVE302A Apply single pitch abseiling skills in caves

SISOCVE303A Rig a ladder pitch

SISOCVE304A Apply laddering skills

SISOCVE305A Apply caving specific single rope techniques

SISOCVE306A Rig ropes and establish belays in caves

SISOVTR301A Perform vertical rescue

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan vertical single pitch caving trip.	1.1. Conduct relevant assessments to determine the ***condition and experience of participants***. 1.2. Develop a trip ***plan*** according to participant's needs, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select an appropriate cave for the trip according to participant's abilities, ***trip objectives*** and organisational policies and procedures. 1.4. Determine most appropriate ***belay system*** according to participant's abilities and conditions at the site. 1.5. Identify ***hazards*** associated with vertical caving and minimise ***risks*** to ensure personal safety of participants. 1.6. Access ***relevant sources*** to interpret detailed ***weather information*** to determine trip plan. 1.7. Determine ***food and water requirements*** according to ***contextual issues*** of the trip. 1.8. Obtain permits or permission for access where required, and inform appropriate authorities before commencing the caving trip.
2. Select equipment for the group.	2.1. Select caving ***equipment*** according to contextual issues and organisational policies and procedures, and check serviceability. 2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort. 2.3. Check safety and rescue equipment for suitability to the cave.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the vertical caving trip in a manner suitable to the participants. 3.2. Outline logistical details, minimal impact procedures and ***safety procedures*** for the trip.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Establish a suitable communication system for participants to use throughout caving trip. 3.4. Demonstrate correct abseiling and or laddering, belaying and back-up belaying techniques. 3.5. Check and confirm participants are properly equipped for the trip.
4. Lead vertical single pitch caving trip.	4.1. Evaluate caving conditions and provide direction and advice to group during the trip. 4.2. Establish anchors, abseil ropes or caving ladders, and or belay ropes if applicable, ensuring ropes or ladders are positioned correctly for the proposed descent or ascent. 4.3. Demonstrate vertical single pitch caving techniques, where required, to negotiate features of cave. 4.4. Monitor individual and group progress, including abseiling or laddering, belaying and or back-up belaying techniques, and provide feedback throughout. 4.5. Identify potential hazards and decide how they can be overcome or avoided. 4.6. Implement modifications to trip in regard to all ***variable factors*** that are monitored.
5. Complete post-trip responsibilities.	5.1. Notify relevant authorities of trip completion. 5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.3. Evaluate ***relevant aspects*** of caving trip. 5.4. Identify potential areas of improvement for future vertical caving trips. 5.5. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a vertical single pitch caving trip that meet their needs
  - convey information about the safety, minimal impact and logistical aspects of

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the trip
    - interact with participants to create a safe and positive environment
- problem-solving skills to:
    - plan a vertical caving trip according to participant's needs and abilities
    - determine most appropriate belay system for the situation
    - make decisions about potential hazards that may affect trip
    - modify aspects of trip according to all variable factors and non-routine situations
- planning and organising skills to:
    - source, allocate and coordinate equipment and a suitable cave site
    - organise participants into manageable groups for vertical caving
- language and literacy skills to:
    - produce a plan for the caving trip
    - complete post trip participant and self evaluations
- first aid, rescue and emergency response skills appropriate to the cave to enable initial response and or rescue in emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- site specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the cave
- equipment, clothing and footwear types, characteristics and technology used for vertical single pitch caving, and factors affecting appropriate selection, use and maintenance
- hazards and risks that may be experienced in vertical single pitch caves and how to negotiate these
- vertical caving techniques and common communication systems used when caving, to reduce risk
- vertical single pitch caving environments, including features, hazards, risks and possible conditions to adequately prepare group
- principles of anchor systems, including equally shared load, single component failure and effect, redundancy, and angle of separation
- principles and types of belay systems and devices, including top and bottom belays, and self belays
- advantages and disadvantages of various knots in a variety of situations
- weather information to ascertain possible conditions and their effect on the trip
- food and hydration considerations to maintain health and energy during the caving trip
- first aid, emergency and rescue procedures relevant to the cave to ensure safety of self and others.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors group in a safe and professional manner • applies contingency management techniques to deal with a range of problems or variable factors that may arise during vertical single pitch caving trips • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the safe guiding of groups on vertical single pitch caving trips of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • suitable vertical single pitch caving sites to guide participants • participants to take part in caving trips • caving, abseiling, belaying, safety, first aid, rescue, navigation and communication equipment • resources and information regarding participants and cave site.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning and guiding processes and interacting with participants, including conveying information for safe participation • oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all caving activities throughout trip • observation of dealing with contingencies such as changing weather conditions and equipment failure • review of caving trip plans • third-party reports from a supervisor detailing

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performance.

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

- SISXCAI306A Facilitate a group.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition and experience of participants may include:

- previous experience
- physical capabilities
- age
- injuries and illnesses.

Plan may include:

- aims and objectives
- date, time and duration
- location, equipment and resources
- guide and participant ratios
- safety, minimal impact and emergency requirements
- location and route maps.

Relevant legislation may include:

- occupational health and safety
- cave access and permit requirements
- working with children
- equal opportunity
- privacy
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment
- communication protocols
- time and budget constraints
- confidentiality of participant information
- code of ethics
- Australian Speleological Federation Codes and Guidelines:
  - Cave Safety Guidelines

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- Code of Ethics and Conservation
- Minimal Impact Caving Code

Trip objectives may include:

- exploration
- surveying
- interpretation
- scientific study
- meeting people
- team building
- fitness targets
- adventure and recreation.

Belay system may include:

- top belay
- self belay
- bottom belay
- bottom brake.

Hazards may include:

- environmental hazards
- set-up hazards
- group management hazards
- caver hazards
- dangerous fauna and flora.

Risks may include:

- hypothermia
- injuries and illnesses
- exhaustion
- dehydration
- phobias
- stings or bites
- equipment failure.

Relevant sources may include:

- bureau of meteorology
- media
- national parks and wildlife centres
- police.

Weather information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings.

Food and water requirements may include:

- menu planning and preparation, using foods suitable for the cave environment
- range of foods.

Contextual issues may include:

- season and weather
- cave features
- participant characteristics
- number of staff

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	• length and depth of cave • safety requirements.
Equipment may include:	• caving equipment • safety equipment • rescue equipment • artificial protection • navigation equipment • communication equipment.
Relevant information may include:	• safety procedures • logistical details • risk and hazard prevention and management • caving techniques • minimal impact procedures • abseiling and belaying techniques • responsible and safe behaviour.
Safety procedures may include:	• personal safety checks • safe areas and or boundaries • contingency and risk management plan.
Variable factors may include:	• change of weather • equipment failure • cave conditions.
Relevant aspects may include:	• use of equipment • caving, abseiling and belaying skills • activity organisation and conduct • communication and feedback • demonstration of caving, abseiling and belaying techniques • safety practices.

Unit Sector(s)

Outdoor Recreation

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SISOCVE308A Guide horizontal caving trips

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on horizontal caving trips. This unit focuses on the application of planning skills to make suitable arrangements to safely guide groups on horizontal caving trips.

Application of the Unit

This unit applies to caving guides who are responsible for planning, implementing and evaluating horizontal caving trips in controlled environments for groups of participants.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCVE201A Demonstrate caving skills

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan horizontal caving trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a trip ***plan*** according to participant's needs, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select an appropriate site and cave for the trip according to participant's abilities, ***trip objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with horizontal caving and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather information*** to determine trip plan. 1.6. Determine ***food and water requirements*** and ***contextual issues*** of the trip. 1.7. Obtain permits or permission for access where required, and inform appropriate authorities before commencing the caving trip.
2. Select equipment for the group.	2.1. Select caving ***equipment*** according to contextual issues and organisational policies and procedures, and check serviceability. 2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort. 2.3. Check safety and rescue equipment to ensure suitability to the group and the cave.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the horizontal caving trip in a manner suitable to the participants. 3.2. Outline logistical details, minimal impact and ***safety procedures*** for the trip. 3.3. Establish a suitable communication system for participants to use throughout caving trip. 3.4. Check and confirm participants are properly equipped for the trip.
4. Lead horizontal caving trip.	4.1. Evaluate caving conditions and provide direction and advice to group during the trip. 4.2. Demonstrate horizontal caving techniques, where required, to safely and efficiently negotiate features

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ELEMENT	PERFORMANCE CRITERIA
	of cave. 4.3. Implement modifications to trip in regard to all ***variable factors*** that are monitored. 4.4. Respond to any emergency or non-routine situations according to organisational policies and procedures.
5. Complete post-trip responsibilities.	5.1. Notify relevant authorities of trip completion. 5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.3. Evaluate ***relevant aspects*** of caving trip. 5.4. Identify potential areas of improvement for future horizontal caving trips. 5.5. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a horizontal caving trip that meet their needs
  - convey information about the safety, minimal impact and logistical aspects of the trip
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan a horizontal caving trip according to participant's needs and abilities
  - make decisions about potential hazards that may affect trip
  - modify aspects of trip according to all variable factors and non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate equipment and a suitable cave site
  - organise participants into manageable groups for horizontal caving
- language and literacy skills to:
  - produce a plan for the caving trip
  - complete post trip participant and self evaluations
- first aid, rescue and emergency response skills appropriate to the cave to enable initial response and or rescue in emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all

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activities
- site specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the cave
- equipment, clothing and footwear types, characteristics and technology used for caving, and factors affecting appropriate selection to enable safe conduct of all activities
- use, care and maintenance of caving equipment to ensure prolonged life span and safety requirements according to manufacturer's specifications and recommendations
- hazards and risks that may be experienced in horizontal caves and how to negotiate these
- horizontal caving techniques and common communication systems used when caving, to reduce risk
- horizontal caving environments, including features, hazards, risks and possible conditions to adequately prepare group
- weather information to ascertain possible conditions and their effect on the trip
- first aid, emergency and rescue procedures relevant to the cave to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors group in a safe and professional manner • applies contingency management techniques to deal with a range of problems or variable factors that may arise during caving trips • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure safe guiding of groups in locations that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • suitable horizontal caving sites to guide participants • participants to take part in caving trips • caving, safety, first aid, rescue, navigation and

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	communication equipment • resources and information regarding participants and cave site to plan, guide and document caving trip for a variety of participants.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning and guiding processes and interacting with participants, including conveying information for safe participation • oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all caving activities throughout trip • observation of dealing with contingencies such as changing weather conditions and equipment failure • review of caving trip plans • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISXCAI306A Facilitate a group.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:	• previous experience • physical capabilities • age • injuries and illnesses.
Plan may include:	• aims and objectives • date, time and duration • location, equipment and resources • guide and participant ratios • safety, minimal impact and emergency

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	requirements • location and route maps.
Relevant legislation may include:	• occupational health and safety • cave access and permit requirements • working with children • equal opportunity • privacy • environmental regulations.

Organisational policies and procedures may include:	• occupational health and safety
	• use and maintenance of equipment
	• communication protocols
	• assessment procedures
	• time and budget constraints
	• confidentiality of participant information
	• Australian Speleological Federation Codes and Guidelines:
	  • Cave Safety Guidelines
	  • Code of Ethics and Conservation
	  • Minimal Impact Caving Code
	  • Cave Diving Code of Practice.

Trip objectives may include:	• exploration • surveying • scientific study • interpretation • meeting people • team building • fitness targets • adventure and recreation.
Hazards may include:	• environmental • hydrological hazards • set-up hazards • group management hazards • dangerous fauna and flora • elevated carbon dioxide levels.
Risks may include:	• hypothermia • injuries and illnesses • exhaustion • dehydration • phobias • stings or bites • equipment failure.

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Relevant sources may include:	• bureau of meteorology • media • national parks and wildlife centres • police.
Weather information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings.
Food and water requirements may include:	• menu planning and preparation • range of foods.
Contextual issues may include:	• time of day • season and weather • cave features • participant characteristics • number of staff • length of cave • safety requirements.
Equipment may include:	• caving equipment • safety, first aid and rescue equipment • navigation equipment • communication equipment.
Relevant information may include:	• safety procedures • minimal impact procedures • logistical details • risk and hazard prevention and management • caving techniques • responsible and safe behaviour.
Safety procedures may include:	• personal safety checks • safe areas and or boundaries • contingency and risk management plan.
Variable factors may include:	• change of weather • equipment failure • cave conditions.
Relevant aspects may include:	• use of equipment • caving skills • activity organisation and conduct • communication and feedback • demonstration of caving techniques • safety practices.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Caving

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SISOCVE409A Rig ladders in complex situations

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently rig caving ladders in complex and non-routine situations in a cave environment. It includes anchor selection and establishment of belay systems.

Application of the Unit

This unit applies to those working as caving adventure guides, instructors or program managers. This may include those responsible for rigging ladders in complex and non-routine situations.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Rig ropes and ladders.	1.1. Select suitable ***anchors*** and ***safety equipment*** for the activity. 1.2. Tie ***knots*** according to the equipment and situation. 1.3. Rig ladders and ropes for ease of use and safety using ***rigging equipment*** according to manufacturer's specifications, ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Identify pitch ***hazards*** and minimise or eliminate, where possible.
2. Set up a belay system.	2.1. Construct and operate a ***belay system*** according to the complex situation and participant ability. 2.2. Set up the belay to allow the belayer to safely escape from the system.
3. De-rig ropes and ladders.	3.1. De-rig ladders and ropes safely according to manufacturer's specifications and organisational policies and procedures. 3.2. Pack ladders and ropes for appropriate transport away from the pitch.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - select appropriate anchors and belay systems for the context and conditions
  - identify and eliminate hazards
  - rig and de-rig ropes and ladders safely
- self management skills to take responsibility for rigging and de-rigging ropes and ladders in complex situations
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable the safe conduct of

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all rigging activities
- equipment types, characteristics and technology used to rig ropes and ladders for caving activities to enable selection, use, care and maintenance of all required equipment
- ladders, ropes, and belay and anchor systems required to rig and de-rig ladder pitches for complex caving activities
- caving techniques, complex situations and activities requiring use of ladder pitches
- types of knots, their advantages and disadvantages, and their impact on rigging activities
- safety systems and emergency procedures relevant to the location and complex situation to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • selects and uses anchors, knots, belay techniques and rigging equipment within a range of complex caving contexts • sets up belay systems suitable to the complex situation and abilities of those participating • identifies and eliminates hazards where required.
Context of and specific resources for assessment	Assessment must ensure participation in rigging and de-rigging of ropes and ladders in complex caving environments that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • suitable natural cave sites with the potential for rigging ladders and belays • natural, fixed and artificial anchors to rig ladders • rigging and safety equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of rigging and de-rigging ladder pitches within a complex caving situation

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- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to ensure safe conduct of activities
- observation of dealing with hazards throughout the rigging and de-rigging process
- third-party reports from a supervisor detailing performance.

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

- SISOCVE410A Rig a complex pitch using caving specific techniques.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Anchors may include:

- natural
- fixed
- artificial.

Safety equipment may include:

- harnesses
- helmets
- headlamps
- first aid kit
- rescue equipment
- communication devices.

Knots may include:

- end-of-rope knots
- mid-rope knots
- rope-joining knots
- friction knots
- tape knot.

Rigging equipment may include:

- wire traces
- tape slings
- bolts
- climbing protection
- caving ladders
- ropes

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- rope protectors
- belay devices
- karabiners.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- use, maintenance and storage of equipment
- risk management
- communication protocols
- minimal impact environmental and caving codes
- Australian Speleological Federation Codes and Guidelines
- code of ethics.

Hazards may include:

- water pools or seepage
- loose gear
- falling rocks, water, debris and or gear
- abrasion points
- tangled rope
- loose clothing and hair
- jewellery
- strong cave breezes
- vertical squeezes.

Belay system may include:

- top belay
- bottom belay
- bottom break
- self belays.

Unit Sector(s)

Outdoor Recreation

Competency Field

Caving

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SISOCVE410A Rig a complex pitch using caving specific techniques

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently rig a complex pitch using caving specific single rope techniques, including re-belays and re-directions. This unit applies to single pitch caves or straightforward caves with several pitches and easy navigation.

Application of the Unit

This unit applies to those working as caving adventure guides, instructors or program managers. This may include those responsible for rigging complex pitches in non-routine situations.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Select equipment.	1.1. Select ***equipment*** according to ***organisational policies and procedures***. 1.2. Select ***anchors*** appropriate for re-belays or re-directions. 1.3. Conduct safety checks of all equipment according to manufacturer's specifications, ***relevant legislation*** and organisational policies and procedures.
2. Rig a complex pitch.	2.1. Identify pitch hazards and minimise or eliminate, where possible, according to organisational policies and procedures. 2.2. Rig re-belays and re-directions to minimise ***difficult rigging situations***. 2.3. Identify places where complex rigging may be required. 2.4. Rig for ***complex non routine situations*** and solve non-routine rigging problems to enable safe ascents and descents.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - select equipment and anchors required to rig a complex pitch that includes re-belays and or re-directions
  - solve complex non-routine rigging problems
  - identify and eliminate or minimise pitch hazards to enable safe ascent and descents
- self management skills to:
  - take responsibility for rigging a complex pitch within the context of a cave
  - conduct safety checks of equipment prior to use
- first aid and emergency response skills appropriate to the location to enable initial

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response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable the safe conduct of all rigging activities
- natural, fixed and or artificial anchors and equipment types, characteristics and technology used for rigging complex pitches
- care and maintenance of equipment to ensure prolonged life span and safety requirements, as advised by the manufacturer's specifications for equipment use
- difficult rigging situations and non-routine rigging problems that may require re-belays and re-directions
- emergency procedures relevant to the location and complex situation to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • independently selects natural, fixed and or artificial anchors and other relevant caving and safety equipment according to the situation and conducts safety checks prior to use • identifies pitch hazards, difficult rigging conditions and complex non-routine situations to rig pitches that enable safe ascent and descent.
Context of and specific resources for assessment	Assessment must ensure rigging of a complex pitch in caving environments that are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • natural cave sites suitable for the rigging of re-belays and re-directions • natural, fixed and artificial anchors to rig a complex pitch • rigging, safety, rescue and communication equipment.
Method of assessment	A range of assessment methods should be used to assess

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practical skills and knowledge. The following examples are appropriate for this unit:

- observation of selecting and checking equipment and anchors prior to use
- oral or written questioning to assess knowledge of organisational policies and procedures and legislation to enable safe conduct of all rigging activities
- observation of safe rigging of a complex pitch using caving specific techniques, including re-belays and re-directions
- observation of identifying and dealing with non-routine rigging problems, pitch hazards and difficult rigging conditions
- third-party reports from a supervisor detailing performance.

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

- SISOCVE409A Rig ladders in complex situations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment may include:

- caving equipment
- safety and rescue equipment
- communication equipment.

Organisational policies and procedures may include:

- occupational health and safety
- use, maintenance and storage of equipment
- risk management
- communication protocols
- minimal impact environmental and caving codes
- Australian Speleological Federation Codes and Guidelines
- code of ethics.

Anchors may include:

- natural

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- fixed
- artificial.

Relevant legislation may include:

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

Difficult rigging situations may include:

- knots in the rope
- awkward traverses
- poorly placed rope protectors or pads
- short re-belay loops
- weight of rope on the pitch
- problems caused by variance in party member's body mass
- poorly placed re-belays or re-directions.

Complex non-routine situations may include:

- pendulum swings
- rigging to prevent drowning in a waterfall or potential waterfall
- traverses across a pitch to a side passage lead
- awkward squeezes on a pitch
- placement of bolts or other artificial aids to allow further exploration of the cave
- tie-backs to previous pitches in multi pitch caves that lack solid anchors at pitch heads.

Unit Sector(s)

Outdoor Recreation

Competency Field

Caving

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SISOCVE411A Apply vertical caving skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply specific exploration techniques, such as free climbing, for use in vertical caving activities. Other related competencies, such as rigging, are defined in other units.

Application of the Unit

This unit applies to those working as caving adventure guides, instructors or program managers. This may include those required to apply free climbing skills during vertical caving activities.

This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCVE302A Apply single pitch abseiling skills in caves

SISOCVE305A Apply caving specific single rope techniques

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for vertical caving activity.	1.1. Identify an appropriate activity site according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Access ***relevant sources*** to interpret detailed ***weather information*** that may impact on the activity plan. 1.3. Select and fit personal and safety ***equipment*** for the activity. 1.4. Identify potential ***hazards*** and risks associated with free climbing. 1.5. Develop procedures to minimise risks and protect the ***safety*** of the free climber. 1.6. Establish a suitable communication system to use while free climbing.
2. Free climb in a cave.	2.1. Apply ***techniques*** to free climb a vertical pitch. 2.2. Negotiate pitch hazards and obstacles safely while maintaining communication with spotter or belayer, as required. 2.3. Apply procedures to minimise impact on the caving environment.
3. Apply advanced climbing techniques.	3.1. Demonstrate the safe and efficient use of ***climbing aids***. 3.2. Identify ***advanced techniques*** in vertical caving used for exploration. 3.3. Demonstrate vertical climbing technique appropriate to the situation.
4. Evaluate activity.	4.1. Evaluate ***relevant aspects*** of the vertical caving activity. 4.2. Identify improvements for future free climbing experiences in a cave.

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Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - identify and negotiate pitch hazards and obstacles while free climbing
  - determine when to use climbing aids
- planning and organising skills to:
  - identify a suitable vertical caving pitch
  - select equipment for the activity
- communication skills to inform progress with spotter or belayer throughout free climbing
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- advanced techniques used for exploration in vertical caves
- hazards, obstacles and risks that may be experienced while free climbing on a vertical caving pitch
- climbing aids and equipment used for spotting and belaying a free climber on a vertical caving pitch and methods of protecting a free climber to enable safe conduct of activities
- communication systems used between free climbers and spotters or belayers
- use, care and maintenance of equipment to ensure prolonged life span and safety requirements
- basic weather information to ascertain possible conditions and their affect on the activity
- safety and emergency procedures relevant to the location and activity to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • applies relevant process to plan equipment

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competency in this unit	requirements appropriate for the conditions and duration of the caving activity and arranges suitable communication systems with spotters or belayers • negotiates obstacles and hazards while free climbing a vertical caving pitch, and adapts to problems or issues that may arise • applies advanced techniques used for exploration in vertical caving, including the use of climbing aids to assist climb • evaluates and reflects on own performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in vertical caving activities in caving environments that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable natural cave site for the conduct of vertical caving • vertical caving, safety and rescue and communication equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all vertical caving activities • observation of safe participation and demonstration of free climbing skills • observation of dealing with vertical caving hazards and obstacles • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Contextual issues may include:

- abilities
- group size
- other users
- pitch height
- environmental impact
- soundness of surface
- access and egress
- weather conditions

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- use, maintenance and storage of equipment
- risk management
- communication protocols
- minimal impact environmental and caving codes
- Australian Speleological Federation Codes and Guidelines
- code of ethics.

Relevant sources may include:

- bureau of meteorology
- media
- national parks and wildlife centres
- police.

Weather information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- rainfall and flooding
- weather warnings.

Equipment may include:

- vertical caving equipment
- safety, first aid and rescue equipment
- communication equipment.

Hazards may include:

- rock fall
- flowing water
- abrasion points
- tangled rope
- loose clothing and hair

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	• jewellery • strong cave breezes.
Safety may include:	• personal safety checks • spotting by other party members • top rope belay for longer and exposed pitches.
Techniques may include:	• climbing cracks • chimneying • bridging • the use of layback moves • mantle shelving.
Climbing aids may include:	• handlines or etriers • traverse lines • short lengths of caving ladder.
Advanced techniques may include:	• lead climbing • aid climbing • scaling poles • rope traverses.
Relevant aspects may include:	• hazard and risk identification • free climbing skills and advanced techniques • use of climbing aids.

Unit Sector(s)

Outdoor Recreation

Competency Field

Caving

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SISOCVE412A Rig multi pitches in complex vertical cave systems

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to independently rig multi pitches in complex vertical systems using caving specific techniques. These are applicable to multi pitch caves with long or difficult to traverse pitches.

Application of the Unit

This unit applies to those working as caving adventure guides, instructors or program managers required to rig multi pitches in complex vertical caving systems with long or difficult to traverse pitches, with objective dangers such as regular flooding, very loose pitches or complex systems requiring careful navigation.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCVE410A Rig a complex pitch using caving specific techniques

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Choose anchor or anchors.	1.1. Assess ***condition*** of ***anchors***, including performance under ***likely load***, and the ***stability of surroundings***. 1.2. Identify and select solid and secure anchors according to ***organisational policies and procedures*** and ***contextual issues***. 1.3. Select anchors and ***equipment*** that minimise ***environmental impact*** according to ***participant's*** characteristics and abilities, location of the anchors, and requirements of the activity. 1.4. Select anchors according to the ***belay system***, re-belays, re-directions and back-ups being used. 1.5. Place artificial protection to create an anchor.
2. Rig rope pitches.	2.1. Identify safe access to and egress from the ***cave site*** according to ***relevant legislation*** and organisational policies and procedures. 2.2. Determine ascent or descent route according to contextual issues and organisational policies and procedures. 2.3. Tie ***knots*** suitable for the type of system established and for potential retrieval or rescue situations. 2.4. Set up anchors and ropes to facilitate potential rescue.
3. Rig a complex pitch.	3.1. Rig re-belays and re-directions to minimise ***difficult rigging situations***. 3.2. Identify places where ***complex rigging*** may be required. 3.3. Rig for complex non routine situations and solve non-routine rigging problems to enable safe ascents and descents.

Required Skills and Knowledge

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

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Required skills

- problem-solving skills to:
  - select anchors for the context and conditions at the site
  - assess condition of anchors, equipment and pitch prior to use
  - solve non-routine multi pitch rigging problems
  - rig re-belays, re-directions, ropes and anchors safely
  - identify and eliminate pitch hazards to enable safe ascent and descent
- self management skills to take responsibility for rigging a complex multi pitch within the context of a cave
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable the safe conduct of all activities
- natural, fixed and artificial anchors and equipment types, characteristics and technology used in complex, multi pitch situations
- care and maintenance of equipment to ensure prolonged life span and safety requirements, as advised by the manufacturer's specifications for equipment use
- difficult rigging situations and non-routine rigging problems that may require re-belays and re-directions
- knots used in caving when rigging complex, multi pitches
- characteristics of the cave location to enable safe access to and egress from the site
- rescue and emergency procedures relevant to the location and complex situation to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • independently selects natural, fixed and or artificial anchors and other relevant caving and safety equipment according to contextual issues • identifies and negotiates pitch hazards, difficult rigging conditions and complex non-routine situations to rig multi pitches that enable safe ascent and descent.

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Context of and specific resources for assessment	Assessment must ensure participation in rigging multi pitches in complex vertical cave systems that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • natural multi pitch cave sites suitable for the rigging of complex vertical systems • natural, fixed and artificial anchors to rig a complex pitch • caving and safety equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of selecting suitable anchors for the rigging of a complex multi pitch vertical cave system • oral or written questioning to assess knowledge of organisational policies and procedures and relevant legislation to enable safe conduct of all rigging activities • observation of rigging a complex multi pitch cave system, including re-belays and re-directions • observation of identifying and dealing with non-routine rigging problems, pitch hazards and difficult rigging conditions • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOCVE411A Apply vertical caving skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Condition may include:

- age
- location
- wear
- decay
- corrosion
- environmental stress
- insect damage.

Anchors may include:

- natural
- fixed
- artificial.

Likely load may include:

- group size
- set up
- type of techniques used
- caver's ability
- efficiency of technique.

Stability of surroundings may include:

- location
- cracks
- deformities
- fissures
- underlying structural features of natural anchors.

Organisational policies and procedures may include:

- occupational health and safety
- use, maintenance and storage of equipment
- risk management
- communication protocols
- minimal impact environmental and caving codes
- Australian Speleological Federation Codes and Guidelines
- code of ethics.

Contextual issues may include:

- caver's abilities
- weight variance in differing participants
- group size
- other users of the same cave system
- pitch height and difficulty
- environmental impact
- soundness of rock
- access and egress
- climatic conditions, at the surface and underground

Equipment may include:

- belay devices
- ropes

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	• caving ladders • rope protectors • harnesses • helmets • karabiners • first aid kit • rescue equipment • communication devices.
Environmental impact may include:	• rock dislodgement • damage to speleothems • compacting of soil • damage to flora and fauna.
Participant may include:	• experienced • inexperienced • adults • children.
Belay system may include:	• top of a pitch • bottom of the pitch • self belaying.
Cave site may include:	• multi pitches • complex vertical caving systems • long or difficult to traverse pitches.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Knots may include:	• end-of-rope knots • mid-rope knots • rope-joining knots • friction knots • tape knot.
Difficult rigging situations may include:	• knots in the rope • awkward traverses • poorly placed rope protectors or pads • short re-belay loops • weight of rope on the pitch • confined or awkward spaces at belay or rig site • problems caused by variance in party members' body mass • poorly placed re-belays or redirections.
Complex rigging may include:	• pendulum swings • rigging to prevent drowning in a waterfall or

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potential waterfall
- traverses across a pitch to a side passage lead
- awkward squeezes on a pitch
- placement of bolts or other artificial aids to allow further exploration of the cave
- tie-backs to previous pitches in multi pitch caves that lack solid anchors at pitch heads.

Unit Sector(s)

Outdoor Recreation

Competency Field

Caving

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SISOCVE413A Navigate in untrogged caves

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to navigate in complex caves, caves with infrequently travelled routes, and or unmapped routes.

Application of the Unit

This unit applies to those working as caving adventure guides, instructors or program managers. This may include those required to navigate in untrogged and complex caves, with infrequently travelled and or unmapped routes.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a route in an untrogged cave.	1.1. Obtain information to assist in the preparation of a ***navigation data sheet*** from any available map or cave plan and from other ***suitable sources of information***
	1.2. Apply ***information and symbols*** contained on the map to plan an efficient route according to navigation and caving-specific abilities.
	1.3. Prepare a navigation data sheet according to ***organisational policies and procedures***, ***relevant legislation*** and ***contextual issues***.
	1.4. Identify emergency or contingency escape routes according to organisational policies and procedures.
	1.5. Select routes that minimise ***environmental impact***.
2. Navigate in an untrogged cave.	2.1. Maintain orientation of self to ***surroundings***.
	2.2. Use a map, where available and compass to follow a route in an untrogged cave.
	2.3. Apply ***navigation techniques*** for ***estimating the distance travelled***.
	2.4. Maintain the designated route while bypassing ***obstacles***.
	2.5. Interpret features implied on the map and select an efficient route according to the surroundings and conditions.
	2.6. Apply techniques to fix position and identify unknown features when lost.
3. Complete post activity tasks.	3.1. Produce a cave sketch map that can be used by others for navigation purposes.
	3.2. Evaluate ***relevant aspects*** of the navigation activity.
	3.3. Identify improvements for future navigation experiences in an untrogged cave.

Required Skills and Knowledge

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

Required skills

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- problem-solving skills to:
  - orientate any available cave plan and navigate around cave obstacles
  - determine the most suitable route
- planning and organising skills to plan a suitable route that avoids sensitive areas and minimises damage to the environment
- literacy and numeracy skills to:
  - read and interpret maps
  - locate position on map
  - estimate distance
  - calculate grid and magnetic bearings
  - complete route plans
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of navigation activities conducted in untrogged caves
- advantages and disadvantages of different map types and sources of error and interpretation of map symbols and features to enable accurate navigation and route planning
- compass use and factors that affect their accuracy to enable accurate navigation
- route planning and issues that should be considered when preparing a navigation data sheet
- map and compass orientation to navigate in untrogged caves
- techniques for estimating distance travelled in different cave conditions
- different types of caves and techniques to navigate around obstacles
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • selects appropriate map, where available and uses it to plan a route with minimal impact on the environment • applies information from additional sources and map

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to prepare a navigation data sheet that includes details required for navigation
- applies navigation techniques for estimating distance travelled and maintains route while bypassing various obstacles and cave features
- produces a cave sketch map that can be used by others for navigation.
- evaluates and reflects on own navigation performance within an untrogged cave to identify strengths, weaknesses and improvements.

Context of and specific resources for assessment

Assessment must ensure navigation in untrogged caves and are of sufficient breadth and duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- untrogged caves with infrequently travelled routes, and or unmapped routes suitable for navigation
- navigation, caving and safety equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of applying information from map to plan safe route with minimal environmental impact
- oral or written questioning to assess knowledge of organisational policies and procedures and relevant legislation to enable safe conduct of all navigation activities
- observation of following a route using a map, compass and navigation data sheet in untrogged caves
- observation of identifying emergency or contingency escape routes and bypassing obstacles
- copy of sketch map produced for others for navigation in untrogged cave.
- third-party reports from a supervisor detailing performance.

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

- SISOCVE414A Guide vertical multi pitch caving trips.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Map may include:	• detailed cave maps • cave plans with only wall details and labels.
Information and symbols may include:	• grid lines and numbers • magnetic variation • scale • map legend • topographic features • speleothems • survey markers • water depth.
Navigation data sheet may include:	• grid and magnetic bearings • distances • estimated travelling times • pitch details and rigging • identifiable cave features • escape routes.
Suitable sources of information may include:	• charts • local cavers • peers.
Organisational policies and procedures may include:	• occupational health and safety • use, maintenance and storage of equipment • risk management • communication protocols • minimal impact environmental and caving codes • Australian Speleological Federation Codes and Guidelines • code of ethics.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Contextual issues may include:	• fitness levels • time of year • availability of resources, such as rest stops,

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	areas not subject to flooding • type of features of the location • access and escape routes • group size • land management and legislative requirements.
Environmental impact may include:	• damaging sensitive areas by trampling, touching or breakage • leaving behind foreign and human waste material • disturbing cave biota, stream sediments, palaeokarst, drip holes, soil cones and crusts, bone material, fossils and tree roots.
Surroundings may include:	• bodies of water and or water courses • survey or track markers • natural formations • man-made features.
Navigation techniques may include:	• orientating map using a compass • collecting features • searching for cave features • locating cave breezes into or out of cave.
Estimating the distance travelled may include:	• pacing • time • relation to features.
Obstacles may include:	• shafts • fissures • rock piles • traverses • tight squeezes • water hazards.
Relevant aspects may include:	• planning processes • selecting routes with minimal environmental impact • using map and compass to follow routes • estimating distance travelled • producing sketch maps for others to use.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Caving

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SISOCVE414A Guide vertical multi pitch caving trips

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on vertical multi pitch caving trips. This unit focuses on the application of planning skills to make suitable arrangements to safely guide groups on caving trips in caves with multi pitch vertical sections.

Application of the Unit

This unit applies to caving adventure guides who are responsible for planning, implementing and evaluating vertical multi pitch caving trips for groups of participants.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCVE409A Rig ladders in complex situations

SISOCVE410A Rig a complex pitch using caving specific techniques

SISOCVE411A Apply vertical caving skills

SISOCVE412A Rig multi pitches in complex vertical cave systems

SISOCVE413A Navigate in untrogged caves

SISOVTR402A Perform complex vertical rescues

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide
1. Plan vertical multi pitch caving trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a trip ***plan*** according to participant's needs, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select an appropriate cave for the trip according to participant's abilities, ***trip objectives***, relevant legislation and organisational policies and procedures. 1.4. Determine most appropriate ***belay system*** according to participant's abilities and conditions at the site. 1.5. Identify ***hazards*** associated with vertical caving and minimise ***risks*** to ensure personal safety of participants. 1.6. Access ***relevant sources*** to interpret detailed ***weather information*** to determine trip plan. 1.7. Determine ***food and water requirements*** and ***contextual issues*** of the trip. 1.8. Obtain permits or permission for access where required, and inform appropriate authorities before commencing the caving trip.
2. Select equipment for the group.	2.1. Select caving ***equipment*** according to contextual issues and organisational policies and procedures, and check serviceability. 2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort. 2.3. Check safety and rescue equipment to ensure suitability to the group and the cave.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the vertical caving trip in a manner suitable to the participants. 3.2. Outline logistical details, minimal impact and ***safety***

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ELEMENT	PERFORMANCE CRITERIA
	procedures for the trip.
	3.3. Establish a suitable communication system for participants to use throughout caving trip.
	3.4. Demonstrate abseiling and or laddering and belaying techniques.
	3.5. Outline procedures for inversion and entrapment.
	3.6. Check and confirm participants are properly equipped for the trip.
4. Lead vertical multi pitch caving trip.	4.1. Evaluate caving conditions and provide direction and advice to group during the trip.
	4.2. Establish safe areas and safety lines where necessary.
	4.3. Establish anchors, abseiling ropes or caving ladders and belay ropes, if applicable, ensuring ropes or ladders are positioned correctly for the proposed descent or ascent.
	4.4. Demonstrate vertical multi pitch caving techniques, where required, to negotiate features of cave.
	4.5. Monitor individual and group progress, including abseiling or laddering and belaying techniques, and provide appropriate feedback throughout.
	4.6. Identify potential hazards and determine how they can be overcome or avoided.
	4.7. Implement appropriate modifications to trip in regard to all ***variable factors*** that are monitored.
5. Complete post-trip responsibilities.	5.1. Notify relevant authorities of trip completion.
	5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.
	5.3. Evaluate ***relevant aspects*** of caving trip.
	5.4. Identify potential areas of improvement for future vertical caving trips.
	5.5. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

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- communication skills to:
  - consult with participants to plan a vertical multi pitch caving trip that meets their needs
  - convey information about the safety and logistical aspects of the trip
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan a suitable vertical caving trip according to participant's needs and abilities
  - determine most appropriate belay system for the situation
  - make decisions about potential hazards that may affect trip
  - modify aspects of trip according to all variable factors and non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate equipment and a suitable cave site
  - organise participants into manageable groups for vertical multi pitch caving
- language and literacy skills to:
  - produce a plan for the caving trip
  - complete post-trip participant and self evaluations
- first aid, rescue and emergency response skills appropriate to the cave to enable initial response and or rescue in emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- site specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the cave
- equipment, clothing and footwear types, characteristics and technology used for vertical multi pitch caving, and factors affecting appropriate selection, use, care and maintenance to enable safe conduct of all activities
- hazards and risks that may be experienced in vertical multi pitch caves and how to negotiate these
- vertical caving techniques and common communication systems used when caving, to reduce risk
- vertical multi pitch caving environments, including features, hazards, risks and possible conditions to adequately prepare group
- principles of anchor systems, including equally shared load, single component failure and effect, redundancy, and angle of separation
- principles and types of belay systems and devices, including top and bottom belays, and self and instructor or other participant belays
- advantages and disadvantages of various knots in a variety of situations
- weather information to ascertain possible conditions and their effect on the trip
- first aid, emergency and rescue procedures relevant to the cave to ensure safety of self and others.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors group in a safe and professional manner • applies contingency management techniques to deal with a range of problems or variable factors that may arise during vertical multi pitch caving trips • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the safe guiding of groups on vertical multi pitch caving trips in locations that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • suitable vertical multi pitch caving sites to guide participants • participants to take part in caving trips • caving, abseiling, belaying, safety, first aid, rescue, navigation and communication equipment • resources and information regarding participants and cave site to plan, guide and document caving trips for a variety of participants.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning and guiding processes and interacting with participants, including conveying information for safe participation • oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all caving activities throughout trip • observation of dealing with contingencies such as

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changing weather conditions and equipment failure
- review of caving trip plans
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:
- previous experience
- physical capabilities
- age
- injuries and illnesses.

Plan may include:
- aims and objectives
- date, time and duration
- location, equipment and resources
- guide and participant ratios
- safety, minimal impact and emergency requirements.

Relevant legislation may include:
- occupational health and safety
- cave access and permit requirements
- working with children
- equal opportunity
- privacy
- environmental regulations.

Organisational policies and procedures may include:
- occupational health and safety
- use and maintenance of equipment
- communication protocols
- assessment procedures
- time and budget constraints
- confidentiality of participant information
- code of ethics
- Australian Speleological Federation Codes and Guidelines:

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- Cave Safety Guidelines
- Code of Ethics and Conservation
- Minimal Impact Caving Code
- Cave Diving Code of Practice.

Trip objectives may include:

- exploration
- meeting people
- surveying
- interpretation
- team building
- fitness targets
- adventure and recreation.

Belay systems may include:

- top belay
- bottom belay
- bottom brake
- self belay.

Hazards may include:

- environmental hazards
- set-up hazards
- group management hazards
- caver hazards
- dangerous fauna and flora.

Risks may include:

- hypothermia
- injuries and illnesses
- exhaustion
- dehydration
- phobias
- stings or bites
- equipment failure.

Relevant sources may include:

- bureau of meteorology
- media
- national parks and wildlife centres
- police
- internet.

Weather information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings.

Food and water requirements may include:

- menu planning and preparation
- range of foods.

Contextual issues may include:

- season and weather
- cave features

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	• participant characteristics • number of staff • length, depth and complexity of cave • safety requirements.
Equipment may include:	• caving equipment • safety equipment • rescue equipment • artificial protection - if applicable • navigation equipment • communication equipment.
Relevant information may include:	• safety and minimal impact procedures • logistical details • risk and hazard prevention and management • caving techniques • abseiling and belaying techniques • responsible and safe behaviour.
Safety procedures may include:	• symptoms, treatment and prevention of common caving incidents or risks • safe areas and or boundaries • contingency and risk management plan.
Variable factors may include:	• change of weather • equipment failure • cave conditions.
Relevant aspects may include:	• use of equipment • caving, abseiling and belaying skills • activity organisation and conduct • communication and feedback • demonstration of caving, abseiling and belaying techniques • safety practices.

Unit Sector(s)

Outdoor Recreation

Competency Field

Caving

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SISOCVE415A Perform cave rescues

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake rescues in caves and pits, as an individual or as part of a multi-disciplinary team.

Application of the Unit

This unit applies to those working as caving adventure guides, instructors or program managers. This may include those required to perform cave rescues individually or as part of a team.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOVTR402A Perform complex vertical rescues

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Prepare for cave rescue operation.	1.1. Obtain and analyse operation and task information. 1.2. Select ***rescue equipment*** based on incident information and check to ensure it is ready for use. 1.3. Select and fit ***personal protective equipment*** according to the nature of the cave rescue operation and ***organisational policies and procedures***.
2. Assess and manage cave rescue.	2.1. Assess physical features of cave rescue scene before deploying rescue resources according to ***relevant legislation*** and organisational policies and procedures. 2.2. Assess, minimise and control immediate ***hazards*** and ***risks*** to self and others. 2.3. Manage rescue to control access and maintain a safe and effective operational environment according to relevant legislation and organisational policies and procedures. 2.4. Establish and maintain communication with other ***personnel*** on site. 2.5. Select and co-ordinate a rescue method suitable to the situation.
3. Determine location and condition of casualties.	3.1. Assess incident scene and use appropriate equipment to determine possible location of casualties. 3.2. Collect and report ***evidence*** of location within cave. 3.3. Ascertain the condition of casualties and or nature of entrapment, where possible.
4. Undertake cave rescue.	4.1. Obtain entry permission and obtain additional relevant information before entering cave according to relevant legislation and organisational policies and procedures. 4.2. Monitor atmosphere according to relevant organisational policies and procedures. 4.3. Implement appropriate ventilation procedures and use respiratory protection in irrespirable atmospheres, where required according to organisational policies and procedures. 4.4. Employ appropriate techniques and equipment to access the casualty. 4.5. Negotiate obstacles and hazards and maintain

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ELEMENT	PERFORMANCE CRITERIA
	communication with other personnel and casualty throughout the rescue process.
	4.6. Treat located casualties in consultation with medical personnel, according to organisational policies and procedures.
	4.7. ***Remove casualties*** safely according to organisational policies and procedures.
	4.8. Take appropriate actions to ***preserve the incident scene***, where possible.
5. Conclude rescue operations.	5.1. Recover, clean and service equipment according to organisational policies and procedures and manufacturer's guidelines.
	5.2. Report signs and symptoms of operational stress, where required.
	5.3. Evaluate rescue activity and identify improvements for future rescue experiences in a cave.
	5.4. Complete ***operational documentation*** according to organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - determine the most appropriate rescue method to use according to the incident scene
  - anticipate and mitigate hazards and risks
  - determine location and condition of casualty inside cave
- communication skills to inform progress and interact with other personnel and casualty throughout the rescue process
- teamwork skills to support other personnel in the rescue operation, including removing casualties from a cave using lifting, lowering and or hauling systems
- planning and organising skills to:
  - select relevant equipment
  - asses the rescue scene before deploying resources
  - conduct atmospheric monitoring procedures
  - apply ventilation procedures and respiratory protection in irrespirable atmospheres

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- self management skills to recognise and report signs of operational stress
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and treatment of casualties in consultation with medical personnel.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all processes conducted during cave rescues
- cave navigation and search techniques to promptly locate the casualty
- hazards and risks associated with particular cave rescues to minimise risk to those involved
- technical ascending and descending ability to ensure safe and efficient rescue
- personal protective and rescue equipment types, characteristics and technology to enable appropriate selection and use of equipment
- principles and techniques for using and selecting belay systems and devices, anchors, knots and ropes
- methods of removing casualties from caves, including lifting, lowering, hauling and principles of mechanical advantage
- ventilation procedures and respiratory protection in irrespirable atmospheres to ensure sufficient oxygen to breathe
- rescue and emergency procedures relevant to the location and situation to ensure safety of self and other personnel.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- analyses operation and task information and selects rescue and personal safety equipment according to the requirements of the cave rescue operation
- assesses the incident scene to determine potential hazards and risks, and the condition and location of the casualty, to determine the most effective and efficient rescue method for the situation
- monitors atmosphere quality in the cave and implements appropriate ventilation procedures and respiratory protection where required
- communicates with other personnel and casualty throughout the rescue process and treats and removes

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	casualties, according to level of responsibility • reflects on and evaluates rescue performance and completes operational documentation.
Context of and specific resources for assessment	Assessment must ensure conduct of rescues in caves that are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • caves with a variety of rescue scenarios, potential hazards and risks, and a casualty to be rescued • personnel for team based rescues • caving, safety and rescue equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of assessing incident site for hazards and risks prior to performing rescue • oral or written questioning to assess knowledge of equipment types and characteristics and organisational policies and procedures and relevant legislation to enable safe conduct of rescue activities • observation of identifying and assessing the location and condition of casualty prior to rescue • observation of performing safe and efficient rescue, including the treatment and removal of casualties according to situation and in consultation with other personnel • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOCVE409A Rig ladders in complex situations

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Rescue equipment may include:	• ropes and tapes • tripods and edge management • harnesses • litters and stretchers • drag mats • hauling systems • communication systems • atmospheric monitoring equipment • compass, cave maps and surveys.
Personal protective equipment may include:	• gloves • helmets • safety glasses • atmospheric monitoring equipment • self-contained breathing apparatus • air supply lines.
Organisational policies and procedures may include:	• occupational health and safety • use, maintenance and storage of equipment • risk management • communication protocols • removal of casualties • ventilation procedures • minimal impact environmental and caving codes • Australian Speleological Federation Codes and Guidelines • code of ethics.
Relevant legislation may include:	• occupational health and safety • Australian Standards for safe working in a confined space • permits or permission for access • environmental regulations.
Hazards may include:	• oxygen enrichment • oxygen deficiency • atmospheric contaminants • swift water • unstable surfaces • falls from heights or into depths.
Risks may include:	• heat exhaustion or hypothermia • oxygen deficiency • injuries and illnesses.
Personnel may include:	• agency support

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	• on-site staff • emergency services workers • government authorities.
Evidence may include:	• entry permit • permit to work • information received from bystanders • witnesses and emergency services personnel.
Remove casualties may include:	• lifting • lowering • hauling • mechanical advantage systems.
Preserve the incident scene may include:	• preservation of evidence and related legal requirements. • Documentation, including photographs, of the scene
Operational documentation may include:	• entry permits • tally boards • entry control procedures • air monitoring procedures • equipment and rope logs • exposure records.

Unit Sector(s)

Outdoor Recreation

Competency Field

Caving

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SISOCVE416A Apply cavern diving skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to dive in caverns to a maximum depth of 20 metres. Other competencies, such as demonstrating caving skills, are defined in other units.

Application of the Unit

This unit applies to those working as specialist cavern divers, cavern diving adventure guides, instructors or program managers who are required to dive in caverns to a depth of 20 metres.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a cavern dive.	1.1. Access information on the site and formulate a ***dive plan*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Identify and plan for potential ***hazards*** and ***risks*** associated with the cavern dive. 1.3. Identify possible ***sources of stress*** associated with cavern diving. 1.4. Convey the dive plan to the rest of the dive team. 1.5. Establish a ***communication system*** to use with buddy and other participants while cavern diving.
2. Select, fit and use cavern diving equipment.	2.1. Select and fit ***personal equipment*** to avoid snagging points. 2.2. Check personal equipment for safety and serviceability according to organisational policies and procedures and manufacturer's specifications. 2.3. Identify and fit ***group equipment*** according to manufacturer's specifications.
3. Perform cavern dives.	3.1. Apply ***cavern diving techniques***, demonstrating correct posture. 3.2. Demonstrate ***buoyancy control*** and ***anti-silting techniques***. 3.3. Apply ***minimal impact techniques*** to minimise damage to the environment while cavern diving. 3.4. Use a range of cavern diving techniques to negotiate ***features*** of a water-filled cavern. 3.5. Negotiate hazards and apply ***strategies to reduce risk*** while cavern diving. 3.6. Apply ***buddy diving procedures*** and communication techniques throughout cavern dive. 3.7. Apply ***techniques to deal with stress*** where required.
4. Use cavern diving specific navigation skills.	4.1. Apply cavern diving ***navigation aids*** to navigate through the cavern. 4.2. Demonstrate line placement and ***use of a cave reel***.
5. Evaluate cavern diving activity.	5.1. Evaluate ***relevant aspects*** of the cavern diving activity. 5.2. Identify improvements for future cavern diving experiences.

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Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - check equipment serviceability prior to use
  - identify and negotiate potential hazards, risks and stressful situations
  - apply cavern diving specific navigation and anti-silting techniques
  - maintain buoyancy control
- planning and organising skills to:
  - access information on cavern diving site
  - prepare a dive plan
  - select and fit equipment
  - apply minimal impact techniques
- communication skills to:
  - convey information regarding dive to other participants
  - inform progress and interact with buddy through established communication systems
- teamwork skills to safely monitor and assist buddy throughout cavern dive
- SCUBA diving and swimming skills to cavern dive safely and efficiently
- first aid and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- types and characteristics of equipment to enable selection, use and maintenance
- features of a water-filled caverns and safe negotiation methods
- factors affecting buoyancy to control sinking and floating
- hazards, risks and sources of stress commonly associated with cavern diving to a depth of 20 metres
- communication systems and buddy diving procedures suitable for cavern diving
- cavern diving specific navigation techniques, including line placement and use of a cave reel, to avoid getting lost under water
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies processes to devise a suitable dive plan and select, maintain and fit dive equipment for the specific cavern dive • negotiates hazards, risks and features of a water-filled cavern, to a maximum depth of 20 metres, using various techniques, causing minimal environmental impact • applies navigation techniques to move through a water-filled cavern efficiently, and communicates with and monitors buddy's progress • evaluates and reflects on own cavern diving performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in cavern diving activities in caverns that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • information on the cavern dive site to plan a cavern dive and select equipment • suitable locations for the conduct of cavern diving activities • a suitable buddy to participate in dive process • diving, safety and rescue, communication and navigation equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the planning and review process • oral or written questioning to assess knowledge of cavern diving techniques, hazards and risks, and techniques to minimise environmental impact • observation of safe participation and communication with buddy throughout diving process • copy of dive plans

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- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Dive plan may include:

- objectives
- maximum time and depth
- gas consumption and rules
- planned turn around
- roles and sequence of divers within the group
- communication signals
- decompression requirements
- contingency management.

Relevant legislation may include:

- occupational health and safety
- cavern access and permit requirements
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety:
  - medically fit to dive to a maximum of 20 metres
- risk management and emergency procedures
- communication protocols
- manufacturer's design specifications and recommendations for equipment use
- Australian Speleological Federation Codes and Guidelines:
  - Cave Safety Guidelines
  - Code of Ethics and Conservation
  - Minimal Impact Caving Code
  - Cave Diving Code of Practice.

Hazards may include:

- rock piles
- fauna and flora
- unstable roof

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- changed surface weather conditions
- phobias
- darkness
- water depth
- decompression
- entanglement
- current.

Risks may include:

- near drowning
- hypothermia
- separation from group or buddy
- injury
- cramps
- exhaustion
- Decompression Illness (DCI).

Sources of stress may include:

- light failure
- lost buddy
- out of air situation
- silt out
- lost line
- cold water
- narcosis
- dislodged mask.

Communication system may include:

- hand
- light
- line
- torch
- written notes.

Personal equipment may include:

- diving equipment
- safety and rescue equipment
- communication equipment
- navigation equipment.

Group equipment may include:

- shot-lines
- decompression or safety tanks
- emergency first aid equipment.

Cavern diving techniques may include:

- anti-silting
- propulsion
- buoyancy control
- navigation.

Buoyancy control may include:

- correct weighting
- hovering
- controlled descent and ascent

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	• level swimming.
Anti-silting techniques may include:	• buoyancy control • propulsion techniques • gear management • body trim.
Minimal impact techniques may include:	• avoiding sensitive areas • keeping to marked routes.
Features may include:	• rock-piles • thermoclines • haloclines • flora and fauna • silty floors • loose roofs • speleothems • bones • fossils • fixed lines • survey stations • current.
Strategies to reduce risk may include:	• pre-dive checks • low silting propulsion • continuous guidelines to the surface • redundant breathing gas and irregular supplies.
Buddy diving procedures may include:	• monitoring buddy • providing emergency gas to buddy where required.
Techniques to deal with stress may include:	• use of backup light or breathing supply • buddy or octopus breathing with buddy • controlled exit from the dive • emergency ascent • relaxation or breathing techniques.
Navigation aids may include:	• cavern map • survey markers • compass • water flow • trogged paths • fixed guidelines and markers.
Use of a cave reel may include:	• deploying and retrieving the line • maintaining tension • locking or unlocking the reel.

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Relevant aspects may include:

- planning processes
- communication systems
- cavern diving skills and minimal impact techniques
- buoyancy control and anti-silting techniques.

Unit Sector(s)

Outdoor Recreation

Competency Field

Caving

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SISOCVE417A Instruct vertical single pitch caving skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct vertical single pitch caving activities. This unit focuses on planning, instructing and evaluating an instructional caving session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in a caving activity in a cave with single pitch sections.

Application of the Unit

This unit applies to caving instructors who are responsible for planning, implementing and evaluating vertical single pitch instructional sessions for groups of participants.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCVE302A Apply single pitch abseiling skills in caves

SISOCVE303A Rig a ladder pitch

SISOCVE304A Apply laddering skills

SISOCVE305A Apply caving specific single rope techniques

SISOCVE306A Rig ropes and establish belays in caves

SISOVTR301A Perform vertical rescues

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a caving session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current caving knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***caving plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Select a suitable cave site for the session according to participant's needs, session's aims, relevant legislation and organisational policies and procedures. 1.6. Identify potential ***hazards*** associated with vertical single pitch caving and minimise ***risks*** according to organisational policies and procedures. 1.7. Access ***relevant sources*** to interpret detailed ***weather information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check serviceability. 2.2. Check equipment for safety and suitability according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity. 2.4. Arrange, where required, protective and or safety clothing for each participant.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the caving session in a manner appropriate to the participants.

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Encourage participants to seek clarification, information and feedback as required during the session.
	3.3. Establish a suitable communication system for participants to use while participating in caving activities.
	3.4. Inform participants of known and anticipated hazards, ***safety and rescue procedures*** and appropriate behaviour.
	3.5. Check and confirm that all participant equipment is fitted and adjusted and clothing and footwear is suitable.
4. Instruct a caving session.	4.1. Conduct introductory activities for participants to reduce the risk of injury.
	4.2. Apply ***instructional techniques*** to impart ***required caving knowledge***, caving skills, and safety and rescue procedures.
	4.3. Monitor individual participant's performance during caving session and adjust or refine individual and or group technique as required.
	4.4. Monitor and assess instructional activities and associated risks, and modify where required according to organisational policies and procedures.
	4.5. Demonstrate procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.
	4.6. Inform participants of opportunities to further develop their caving skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.
	5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required.
	5.3. Apply feedback from Assessor or assessment to evaluate ***relevant aspects*** of the caving session and determine the level of learning achieved.
	5.4. Identify potential areas of improvement for future caving instructional sessions.

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan appropriate caving session
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan caving session according to participant's needs and characteristics
  - address participant difficulties in developing techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable caving site
  - monitor and evaluate progress
  - organise participants into manageable groups for caving
- language and literacy skills to:
  - produce caving and instructional plans for the session
  - complete post session participant and self evaluations
- emergency response skills appropriate to the cave to enable initial response and or rescue in emergencies while instructing caving.

Required knowledge

- legislation and organisational policies and procedures to enable safe and non-discriminatory conduct of caving session
- information about local cave site to assist in the planning process and enable management of potential caving hazards, and any special restrictions applying to the cave
- equipment types, characteristics and technology used for caving, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection
- instruction techniques and theories applicable to a range of ages and learning abilities
- caving techniques and common communication methods used between participants to reduce risk during activities
- weather information to ascertain possible conditions and their affect on the session
- hazards that may be experienced in a vertical single pitch caving environment
- emergency procedures, potential hazards and obstacles relevant to the cave site to ensure safety of self and others.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

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

Context of and specific resources for assessment

Assessment must ensure instruction of caving activities that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- suitable vertical single pitch caving sites for the conduct of instructional sessions
- a group of participants to take part in caving sessions
- caving, abseiling, belaying, navigation, communication, safety, first aid and teaching equipment
- resources and information regarding participants and location to plan, instruct and document caving sessions for a variety of participants.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are oral or written questioning to assess application of relevant legislation and organisational policies and procedures to enable safe conduct of all caving activities

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

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performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:

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

Session's aims and objectives may include:

- enhancing caving skills
- self improvement
- adventure and recreation.

Instructional plan may include:

- caving activities
- teaching methods
- duration of activities.

Caving plan may include:

- aims and objectives
- date, time and duration
- cave site, equipment and resources
- safety and minimal impact requirements
- location and route maps.

Relevant legislation may include:

- occupational health and safety
- cave access and permit requirements
- working with children
- equal opportunity
- privacy
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment
- assessment procedures
- time and budget constraints
- communication protocols
- confidentiality of participant information
- working with children

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	• code of ethics
	• Australian Speleological Federation Codes and Guidelines:
	  • Cave Safety Guidelines
	  • Code of Ethics and Conservation
	  • Minimal Impact Caving Code
	  • Cave Diving Code of Practice.

Hazards may include:	• Environmental hazards; including rock piles, streams, pools and sumps, false floors, sticky or slippery mud, cave fauna, traverses, pitches, foul air • group management issues • misuse of equipment
Risks may include:	• hypothermia • injuries and illnesses • flooding • exhaustion • dehydration • phobias • stings or bites • equipment failure.
Relevant sources may include:	• bureau of meteorology • media • national parks and wildlife centres • police.
Weather information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings.
Contingency plans may include:	• change in weather and or conditions • equipment failure.
Equipment may include:	• caving equipment • safety and rescue equipment • navigation equipment • communication equipment.
Resources may include:	• clothing and footwear • food and water • teaching aids.
Contextual issues may include:	• time of day • season and weather • cave features

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- participant characteristics
- number of staff
- length, depth and complexity of cave
- safety requirements.

Relevant information may include:

- risk and hazard prevention and management
- caving, abseiling and belaying techniques
- safety and minimal impact procedures
- responsible and safe behaviour.

Safety and rescue procedures may include:

- assessing and outlining symptoms, treatment and prevention of common caving risks
- determining safe areas and boundaries
- managing group in emergency situations.

Instructional techniques may include:

- simple to complex
- part to whole
- chronological
- known to unknown
- D.E.D.I.C.T:
  - demonstrate
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- E.D.I.C.T:
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- I.D.E.A:
  - introduce
  - demonstrate
  - explain
  - apply
- orientate, enhance, synthesise

Required caving knowledge may include:

- caving techniques, including squeezing, traversing, free climbing, cave navigation, abseiling and belaying
- cave features, environments and conditions
- minimal impact practices
- risk and hazard management

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Relevant aspects may include:

- communication systems used in caving.
- the effectiveness of the instructional session
- feedback
- validity and reliability of assessment and evaluation tools.

Unit Sector(s)

Outdoor Recreation

Competency Field

Caving

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SISOCVE518A Apply cave diving skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to dive within enclosed, flooded, cave systems. Other competencies, such as demonstrating caving skills, are defined in other units.

Application of the Unit

This unit applies to those working as specialist cave divers, cave diving adventure guides, instructors or program managers who are required to dive in caves with complex and non-routine systems.

This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCVE416A Apply cavern diving skills

SISOSCB302A Complete night dives

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a cave dive.	1.1. Access information on the site and formulate a ***dive plan*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Identify and plan for potential ***hazards*** and ***risks*** associated with the cave dive. 1.3. Identify possible ***sources of stress*** associated with cave diving. 1.4. Convey the dive plan to the rest of the dive team. 1.5. Establish a ***communication system*** to use with buddy and other participants while cave diving.
2. Select, fit and use cave diving equipment.	2.1. Select and fit ***personal equipment*** to avoid snagging points. 2.2. Check personal equipment for safety and serviceability according to organisational policies and procedures and manufacturer's specifications. 2.3. Identify, fit and use ***group equipment*** according to manufacturer's specifications. 2.4. Use ***underwater breathing systems*** appropriately.
3. Perform cave dives.	3.1. Apply ***cave diving techniques***, demonstrating correct posture. 3.2. Demonstrate ***buoyancy control*** and ***anti-silting techniques***. 3.3. Apply ***minimal impact techniques*** to minimise damage to the environment while cave diving. 3.4. Use a range of cave diving techniques to negotiate ***features*** of a water-filled cave. 3.5. Negotiate hazards and apply ***strategies to reduce risk*** while cave diving. 3.6. Apply ***buddy diving procedures*** and communication techniques throughout cave dive. 3.7. Apply ***techniques to deal with stress*** where required.
4. Use cave diving specific navigation skills.	4.1. Apply cave diving ***navigation aids*** to navigate through the cave. 4.2. Demonstrate line placement and ***use of a cave reel***.

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ELEMENT	PERFORMANCE CRITERIA
5. Evaluate cave diving activity.	5.1. Evaluate ***relevant aspects*** of the cave diving activity. 5.2. Identify improvements for future cave diving experiences.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - check equipment serviceability prior to use
  - identify and negotiate potential hazards, risks and stressful situations
  - apply cave diving navigation and anti-silting techniques
  - maintain buoyancy control
- planning and organising skills to:
  - access information on cave diving site
  - prepare a dive plan
  - select and fit equipment
  - apply minimal impact techniques
- communication skills to:
  - convey information regarding dive to other participants
  - inform progress and interact with buddy through established communication systems
- teamwork skills to safely monitor and assist buddy throughout cave dive
- first aid and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all cave diving activities
- types and characteristics of equipment to enable selection, use and maintenance
- features of a water-filled cave and how to safely negotiate these
- factors affecting buoyancy to control sinking and floating
- hazards, risks and sources of stress commonly associated with cave diving
- communication systems and buddy diving procedures suitable for cave diving
- cave diving specific navigation techniques, including line placement and use of a cave reel, to avoid getting lost under water
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies processes to devise a suitable dive plan and select, maintain and fit dive equipment for the specific cave dive • negotiates hazards, risks and features of a water-filled cave using various techniques, causing minimal environmental impact • applies navigation techniques to move through the water-filled cave efficiently, and communicates with and monitors buddy's progress • evaluates and reflects on own cave diving performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in cave diving activities in caves that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • information on the cave dive site to plan a cave dive and select equipment • suitable locations, including fresh water, for the conduct of cave diving activities • a suitable buddy to participate in dive process • diving, safety and rescue, communication and navigation equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of cave diving techniques, hazards and risks, and techniques to minimise environmental impact • observation of safe participation and communication with buddy throughout diving process

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- copy of dive plans
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Dive plan may include:

- objectives
- maximum time and depth
- gas consumption and rules
- planned turn around
- roles and sequence of divers within the group
- communication signals
- decompression requirements
- staging cylinders
- contingency management.

Relevant legislation may include:

- occupational health and safety
- cave access and permit requirements
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- risk management and emergency procedures
- communication protocols
- manufacturer's design specifications and recommendations for equipment use
- Australian Speleological Federation Codes and Guidelines:
  - Cave Safety Guidelines
  - Code of Ethics and Conservation
  - Minimal Impact Caving Code
  - Cave Diving Code of Practice.

Hazards may include:

- rock piles
- unstable roof
- changed surface weather conditions

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	• phobias • darkness • water depth • decompression • entanglement • current • line traps.
Risks may include:	• near drowning • hypothermia • injury • separation from group or buddy • cramps • exhaustion • Decompression Illness (DCI).
Sources of stress may include:	• light failure • lost buddy • out of air situation • silt out • lost line • cold water • narcosis • dislodged mask.
Communication system may include:	• hand • light • line • torch • written notes.
Personal equipment may include:	• diving equipment • safety and rescue equipment • communication equipment • navigation equipment.
Group equipment may include:	• shot-lines • decompression or safety tanks • emergency first aid equipment.
Underwater breathing system may include:	• redundant side mounted SCUBA • redundant back mounted SCUBA • manifold SCUBA systems.
Cave diving techniques may include:	• anti-silting • buoyancy control • propulsion • navigation.

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Buoyancy control may include:	• correct weighting • hovering • controlled descent and ascent • level swimming.
Anti-silting techniques may include:	• buoyancy control • propulsion techniques • gear management • body trim.
Minimal impact techniques may include:	• avoiding sensitive areas • keeping to marked routes.
Features may include:	• squeezes • rock-piles • sumps • streams • water pools • thermoclines • haloclines • silty floors • loose roofs • speleothems • bones • fossils • fixed lines • survey stations • current.
Strategies to reduce risk may include:	• pre-dive checks • low silting propulsion • continuous guidelines to the surface • redundant breathing gas and regulator supplies.
Buddy diving procedures may include:	• monitoring buddy • providing emergency gas to buddy where required.
Techniques to deal with stress may include:	• use of backup light or breathing supply • buddy or octopus breathing with buddy • line search • controlled exit from the dive • relaxation or breathing techniques.
Navigation aids may include:	• cave map • survey markers • compass

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- water flow
- trogged paths
- fixed guidelines and markers.

Use of a cave reel may include:

- deploying and retrieving the line
- maintaining tension
- locking or unlocking the reel.

Relevant aspects may include:

- planning processes
- communication systems
- cave diving skills and minimal impact techniques
- buoyancy control and anti-silting techniques.

Unit Sector(s)

Outdoor Recreation

Competency Field

Caving

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SISOCVE519A Apply sinkhole diving skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to sinkhole dive in flooded caverns to a depth of 20-40 metres. This unit is conducted at safe partial pressures of the individual gases within the breathing gas mixture consumed.

Application of the Unit

This unit applies to those working as specialist sinkhole divers, sinkhole diving adventure guides, instructors or program managers who are required to sinkhole dive to a depth of 20-40 metres.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement

Pre-Requisites

SISOCVE518A Apply cave diving skills

SISOCVE416A Apply cavern diving skills

SISOSCB302A Complete night dives

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a deep sinkhole dive.	1.1. Access information on the site and formulate a ***dive plan*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Identify and plan for potential ***hazards*** and ***risks*** associated with the sinkhole dive. 1.3. Identify possible ***sources of stress*** associated with sinkhole diving. 1.4. Convey the dive plan to the rest of the dive team. 1.5. Establish a ***communication system*** to use with buddy and other participants while diving.
2. Select, fit and use sinkhole diving equipment.	2.1. Select and fit ***personal equipment***, so that it is streamlined to avoid snagging points. 2.2. Check personal equipment for safety and serviceability prior to the dive according to organisational policies and procedures and manufacturer's specifications. 2.3. Identify, fit and use ***group equipment*** according to manufacturer's specifications. 2.4. Use ***underwater breathing systems*** appropriately.
3. Perform sinkhole dives.	3.1. Apply ***sinkhole diving techniques***, demonstrating correct posture. 3.2. Demonstrate effective ***buoyancy control*** and ***anti-silting techniques***. 3.3. Apply ***minimal impact techniques*** to minimise damage to the environment while sinkhole diving. 3.4. Use a range of sinkhole diving techniques to negotiate ***features*** of a water-filled sinkhole. 3.5. Negotiate hazards and apply ***strategies to reduce risk*** while sinkhole diving. 3.6. Apply ***buddy diving procedures*** and communication techniques throughout sinkhole dive.

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ELEMENT	PERFORMANCE CRITERIA
	3.7. Apply ***techniques to deal with stress*** where required.
4. Use sinkhole diving specific navigation skills.	4.1. Apply sinkhole diving ***navigation aids*** to navigate through the sinkhole. 4.2. Demonstrate line placement and ***use of a cave reel***.
5. Evaluate sinkhole diving activity.	5.1. Evaluate ***relevant aspects*** of the sinkhole diving activity. 5.2. Identify improvements for future sinkhole diving experiences.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - check equipment serviceability prior to use
  - identify and negotiate potential hazards, risks and stressful situations
  - apply sinkhole diving specific navigation and anti-silting techniques
  - maintain buoyancy control
- planning and organising skills to:
  - access information on sinkhole diving site
  - prepare a dive plan
  - select and fit equipment
  - apply minimal impact techniques
- communication skills to:
  - convey information regarding dive to other participants
  - inform progress and interact with buddy through established communication systems
- teamwork skills to safely monitor and assist buddy throughout sinkhole dive
- first aid and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all sinkhole diving activities
- types and characteristics of equipment to enable its safe and efficient selection, use and maintenance
- features of a water-filled sinkhole and safe negotiation methods

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- factors affecting buoyancy to control sinking and floating
- hazards, risks and sources of stress commonly associated with sinkhole diving
- communication systems and buddy diving procedures suitable for sinkhole diving
- sinkhole diving specific navigation techniques, including line placement and use of a cave reel, to avoid getting lost under water
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies processes to devise a suitable dive plan and select, maintain and fit dive equipment for the specific sinkhole dive • negotiates hazards, risks and features of a water-filled sinkhole, at depths of 20-40 metres, using various techniques, causing minimal environmental impact • applies sinkhole diving navigation techniques to move through the water-filled sinkhole efficiently, and communicates with and monitors buddy's progress • evaluates and reflects on own sinkhole diving performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in sinkhole diving activities in sinkholes that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • information on the sinkhole dive site to plan a sinkhole dive and select appropriate equipment • suitable locations, including fresh water, for the conduct of sinkhole diving activities • a suitable buddy to participate in dive process • diving, safety and rescue, communication and navigation equipment.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of sinkhole diving techniques, hazards and risks, and techniques to minimise environmental impact
- observation of safe participation and communication with buddy throughout diving process
- copy of dive plans
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Dive plan may include:

- objectives
- maximum time and depth
- gas consumption and rules
- planned turn around
- roles and sequence of divers within the group
- communication signals
- decompression requirements
- contingency management.

Relevant legislation may include:

- occupational health and safety
- sinkhole access and permit requirements
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety:
  - medically fit to dive in sinkholes
- risk management and emergency procedures
- communication protocols
- manufacturer's design specifications and recommendations for equipment use
- Australian Speleological Federation Codes

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	and Guidelines: • Cave Safety Guidelines • Code of Ethics and Conservation • Minimal Impact Caving Code • Cave Diving Code of Practice.
Hazards may include:	• rock piles • fauna and flora • unstable roof • changed surface weather conditions • phobias • water depth • decompression • entanglement • current.
Risks may include:	• near drowning • hypothermia • injury • separation from group or buddy • cramps • exhaustion • Decompression Illness (DCI).
Sources of stress may include:	• light failure • lost buddy • out of air situation • silt out • lost line • cold water • narcosis • dislodged mask.
Communication techniques may include:	• hand signals • light signals • line signals • torch signals • written notes.
Personal equipment may include:	• diving equipment • safety and rescue equipment • communication equipment • navigation equipment.
Group equipment may include, but not be limited to:	• shot-lines • decompression or safety tanks • emergency first aid equipment.

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Underwater breathing systems may include:	• redundant side mounted SCUBA • redundant back mounted SCUBA • manifolded SCUBA systems.
Sinkhole diving skills may include:	• anti-silting • buoyancy control • propulsion • navigation.
Buoyancy control may include:	• correct weighting • hovering • controlled descent and ascent • level swimming.
Anti-silting techniques may include:	• buoyancy control • propulsion techniques • gear management • body trim.
Minimal impact techniques may include:	• avoiding sensitive areas • keeping to marked routes.
Features may include:	• rock-piles • thermoclines • haloclines • flora and fauna in the sinkhole • silty floors • loose roofs • speleothems • bones • fossils • fixed lines • survey stations • current.
Strategies to reduce risk may include:	• pre-dive checks • low silting propulsion • continuous guidelines to the surface • redundant breathing gas and regulator supplies • backup lights • shot lines.
Buddy diving procedures may include:	• monitoring buddy • providing emergency gas to buddy where required.
Techniques to deal with stress may include:	• use of backup light or breathing supply • buddy or octopus breathing with buddy • controlled exit from the dive

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	• emergency ascent • relaxation or breathing techniques.
Navigation aids may include:	• sinkhole map • survey markers • compass • water flow • trogged paths • fixed guidelines and markers.
Use of cave reel may include:	• deploying and retrieving the line • maintaining tension • locking or unlocking the reel.
Relevant aspects may include:	• planning processes • communication systems • sinkhole diving skills and minimal impact techniques • buoyancy control and anti-silting techniques.

Unit Sector(s)

Outdoor Recreation

Competency Field

Caving

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SISOCVE520A Apply sump diving skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply specific sump diving skills used in flooded cave systems where independent negotiation of underwater restrictions is required.

Application of the Unit

This unit applies to those working as specialist sump divers, sump diving adventure guides, instructors or program managers who are required to sump dive independently, in situations where there is no access to a buddy due to cave features, visibility or communication difficulties.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCVE518A Apply cave diving skills

SISOCVE416A Apply cavern diving skills

SISOSCB302A Complete night dives

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a sump dive.	1.1. Access information on the site and formulate a ***dive plan*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Identify and plan for potential ***hazards*** and ***risks*** associated with the sump dive. 1.3. Identify possible ***sources of stress*** associated with sump diving. 1.4. Convey the dive plan to the rest of the ***dive team***.
2. Select, fit and use sump diving equipment.	2.1. Select and fit ***personal equipment*** according to ***contextual issues***. 2.2. Check personal equipment for safety and serviceability prior to the dive according to organisational policies and procedures and manufacturer's specifications. 2.3. Identify, fit and use ***group equipment*** according to manufacturer's specifications. 2.4. Use ***underwater breathing systems*** appropriately. 2.5. Demonstrate appropriate techniques to transport equipment through the dry cave with minimal impact.
3. Perform sump dives.	3.1. Apply ***sump diving techniques***, demonstrating correct posture. 3.2. Demonstrate ***buoyancy control*** and ***anti-silting techniques***. 3.3. Apply ***minimal impact techniques*** to minimise damage to the environment while sump diving. 3.4. Use a range of sump diving techniques to negotiate ***features*** of a water-filled sump within a cave. 3.5. Negotiate hazards and apply communication techniques and ***strategies to reduce risk*** while sump diving.

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ELEMENT	PERFORMANCE CRITERIA
	3.6. Apply ***techniques to deal with stress*** where required. 3.7. Demonstrate gas consumption according to gas rules and organisational policies and procedures. 3.8. Apply techniques to manage a casualty of a sump diving or caving accident.
4. Use sump diving specific navigation skills	4.1. Apply sump diving ***navigation aids*** to navigate through the sump. 4.2. Demonstrate line placement and ***use of a cave reel***.
5. Apply independent or solo diving procedures.	5.1. Monitor personal equipment, including access to emergency gas. 5.2. Apply techniques to negotiate and escape from restrictions.
6. Evaluate sump diving activity.	6.1. Evaluate ***relevant aspects*** of the sump diving activity. 6.2. Identify improvements for future sump diving experiences.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - check equipment serviceability prior to use
  - identify and negotiate potential hazards, risks, restrictions and stressful situations
  - apply sump diving specific navigation and anti-silting techniques
  - maintain buoyancy control
- planning and organising skills to:
  - access information on sump diving site
  - prepare a dive plan
  - select and fit equipment
  - apply minimal impact techniques
  - apply independent or solo diving procedures
- communication skills to convey information regarding dive to other participants and to implement safety systems
- first aid and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

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Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all sump diving activities
- types and characteristics of equipment to enable its safe and efficient selection, use and maintenance
- features of a water-filled sump and safe negotiation methods
- factors affecting buoyancy to control sinking and floating
- hazards, risks, restrictions and sources of stress commonly associated with sump diving
- communication systems commonly used in a sump diving environment
- sump diving specific navigation techniques, including line placement and use of a cave reel, to avoid getting lost under water
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies processes to devise a suitable dive plan and select, maintain and fit equipment for the specific sump dive • negotiates hazards, risks, restrictions and features using various techniques, causing minimal environmental impact • applies sump diving specific navigation techniques to move through the water-filled sump efficiently • evaluates and reflects on own sump diving performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in sump diving activities in sumps that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • information on the sump dive site to plan a sump dive and select appropriate equipment

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- suitable locations, including fresh water, for the conduct of sump diving activities
- diving, safety and rescue, communication and navigation equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the planning and review process
- oral or written questioning to assess knowledge of sump diving techniques, and techniques to minimise environmental impact
- observation of safe participation and negotiation of sump restrictions, hazards and risks
- copy of dive plans
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Dive plan may include:

- objectives
- maximum time and depth
- gas consumption and rules
- planned turn around
- roles and sequence of divers within the group
- communication signals
- decompression requirements.

Relevant legislation may include:

- occupational health and safety
- sump access and permit requirements
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- risk management and emergency procedures
- communication protocols

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- manufacturer's design specifications and recommendations for equipment use
- Australian Speleological Federation Codes and Guidelines:
  - Cave Safety Guidelines
  - Code of Ethics and Conservation
  - Minimal Impact Caving Code
  - Cave Diving Code of Practice.

Hazards may include:

- rock piles
- unstable roof
- low visibility water
- changed surface weather conditions
- phobias
- restrictions
- darkness
- water depth
- decompression
- entanglement
- current.

Risks may include:

- near drowning
- hypothermia
- injury
- separation from group
- cramps
- exhaustion
- Decompression Illness (DCI).

Sources of stress may include:

- light failure
- out of air situation
- silt out
- lost line
- cold water
- narcosis
- dislodged mask.

Dive team may include:

- other sump divers
- cavers in support roles to the sump exploration
- other surface based personnel.

Personal equipment may include:

- diving equipment
- safety and rescue equipment
- communication equipment
- navigation equipment.

Contextual issues may include:

- cylinder weight

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- isolation of the sump
- size and shape of the passage
- water and air temperature
- length of dive
- jaggedness of the cave walls
- visibility
- activity to be conducted on other side of sump
- non-diving support team members to carry heavy equipment
- elevated carbon dioxide (foul air)
- conditions and restrictions
- time of day.

Group equipment may include:

- shot-lines
- decompression or safety tanks
- emergency first aid equipment.

Underwater breathing systems may include:

- redundant side mounted SCUBA
- redundant back mounted SCUBA
- manifolded SCUBA systems
- re-breather systems.

Sump diving skills may include:

- anti-silting
- buoyancy control
- propulsion
- digging
- navigation
- walking or crawling on the floor of a flooded passage.

Buoyancy control may include:

- correct weighting
- hovering
- controlled descent and ascent
- level swimming
- positive or negative buoyancy for specific circumstances.

Anti-silting techniques may include:

- buoyancy control
- propulsion techniques
- gear management
- body trim.

Minimal impact techniques may include:

- avoiding sensitive areas
- keeping to marked routes.

Features may include:

- squeezes
- rock-piles
- sumps

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	• streams • water pools • thermoclines • haloclines • silty floors • loose roofs • speleothems • bones • fossils • fixed lines • survey stations • dumped rubbish in the cave • current.
Strategies to reduce risk may include:	• pre-dive checks • low silting propulsion • continuous guidelines to the surface • redundant breathing gas and regulator supplies.
Techniques to deal with stress may include:	• use of backup light or breathing supply • line search • controlled exit from the dive • relaxation or breathing techniques.
Navigation aids may include:	• sump and cave map • survey markers • compass • water flow • trogged paths • fixed guidelines and markers.
Use of a cave reel may include:	• deploying and retrieving the line • maintaining tension • locking or unlocking the reel.
Relevant aspects may include:	• planning processes • sump diving skills and minimal impact techniques • buoyancy control and anti-silting techniques.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Caving

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SISOCVE521A Apply advanced cave diving skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply advanced cave diving skills, including diving in extended cave systems, or exploring new sections of cave.

Application of the Unit

This unit applies to those working as specialist advanced cave divers, advanced cave diving adventure guides, instructors or program managers who are required to dive in extended cave systems and or explore new sections of a cave.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCVE518A Apply cave diving skills

SISOCVE416A Apply cavern diving skills

SISOSCB302A Complete night dives

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a cave dive.	1.1. Access information on the site and formulate a ***dive plan*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Identify and plan for potential ***hazards*** and ***risks*** associated with diving in extended cave systems, or exploring new sections of a cave. 1.3. Identify possible ***sources of stress*** associated with cave diving. 1.4. Convey the dive plan to the rest of the dive team. 1.5. Establish a ***communication system*** to use with buddy and other participants while cave diving.
2. Select, fit and use cave diving equipment.	2.1. Select and fit ***personal equipment*** avoid snagging points. 2.2. Check personal equipment for safety and serviceability according to organisational policies and procedures and manufacturer's specifications. 2.3. Identify, fit and use ***group equipment*** according to manufacturer's specifications. 2.4. Use ***underwater breathing systems*** for extended exploration of cave systems.
3. Perform cave dives.	3.1. Apply ***cave diving techniques***, demonstrating correct posture. 3.2. Demonstrate ***buoyancy control*** and ***anti-silting techniques***. 3.3. Apply appropriate ***minimal impact techniques*** to minimise damage to the environment while cave diving. 3.4. Use a range of cave diving techniques to negotiate ***features*** of a water-filled extended cave system. 3.5. Negotiate hazards and apply ***strategies to reduce risk*** while cave diving. 3.6. Apply ***buddy diving procedures*** and communication

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ELEMENT	PERFORMANCE CRITERIA
	techniques throughout cave dive. 3.7. Apply ***techniques to deal with stress*** where required.
4. Use cave diving specific navigation skills.	4.1. Apply cave diving ***navigation aids*** to navigate through the cave. 4.2. Demonstrate line placement and ***use of a cave reel*** and jump reel. 4.3. Undertake navigation in a cave system with numerous lines.
5. Apply cave diving skills for extended cave systems or exploration.	5.1. Determine under water cave ***exploration techniques*** to be used according to cave system. 5.2. Perform under water cave exploration techniques according to relevant legislation and organisational policies and procedures.
6. Evaluate cave diving activity.	6.1. Evaluate ***relevant aspects*** of the cave diving activity. 6.2. Identify improvements for future cave diving experiences for extended cave systems or exploration.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - check equipment serviceability prior to use
  - identify and negotiate potential hazards, risks and stressful situations
  - apply cave diving navigation and anti-silting techniques
  - maintain buoyancy control in extended cave systems
- planning and organising skills to:
  - access information on cave diving site
  - prepare a dive plan
  - select and fit equipment
  - apply minimal impact and underwater cave exploration techniques
- communication skills to:
  - convey information regarding dive to other participants
  - inform progress and interact with buddy through established communication systems
- teamwork skills to safely monitor and assist buddy throughout cave dive

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- first aid and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all advanced cave diving activities
- types and characteristics of equipment to enable selection, use and maintenance
- features of a water-filled extended cave system and how to safely negotiate and explore these
- factors affecting buoyancy to control sinking and floating
- hazards, risks and sources of stress commonly associated with cave diving and exploring new sections of a cave
- exploration techniques used for diving in extended cave systems or exploring new sections of a cave
- communication systems and buddy diving procedures suitable for cave diving
- cave diving specific navigation techniques, including line placement and use of a cave reel, to avoid getting lost under water
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies processes to devise a suitable dive plan and select, maintain and fit dive equipment for the specific cave dive • negotiates hazards, risks and features of a water-filled extended cave system using various techniques, causing minimal environmental impact • applies navigation techniques to move through the water-filled cave efficiently, and communicates with and monitors buddy's progress • evaluates and reflects on own cave diving performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in advanced cave diving activities in extended cave systems that reflect

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local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- information on the cave dive site to plan a cave dive and select equipment
- suitable locations, including at least one fresh water, for the conduct of advanced or extended cave diving activities
- a suitable buddy to participate in dive process
- diving, safety and rescue, communication and navigation equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of cave diving techniques, hazards and risks, and techniques to minimise environmental impact
- observation of safe participation and communication with buddy throughout diving process
- copy of dive plans
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Dive plan may include:

- objectives
- maximum time and depth
- gas consumption and rules
- planned turn around
- roles and sequence of divers within the group
- communication signals
- decompression requirements

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- staging cylinders.

Relevant legislation may include:

- occupational health and safety
- cave access and permit requirements
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- risk management and emergency procedures
- communication protocols
- manufacturer's design specifications and recommendations for equipment use
- Australian Speleological Federation Codes and Guidelines:
  - Cave Safety Guidelines
  - Code of Ethics and Conservation
  - Minimal Impact Caving Code
  - Cave Diving Code of Practice.

Hazards may include:

- rock piles
- unstable roof
- changing surface weather conditions
- phobias
- darkness
- water depth
- decompression
- entanglement
- current.

Risks may include:

- near drowning
- hypothermia
- injury
- separation from group or buddy
- cramps
- exhaustion
- Decompression Illness (DCI).

Sources of stress may include:

- light failure
- lost buddy
- out of air situation
- silt out
- lost line
- cold water
- narcosis
- dislodged mask.

Communication system may include:

- hand signals
- light signals

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	• line signals • torch signals • written notes.
Personal equipment may include:	• diving equipment • safety and rescue equipment • communication equipment • navigation equipment.
Group equipment may include, but not be limited to:	• shot-lines • decompression or safety tanks • emergency first aid equipment.
Underwater breathing systems may include:	• multiple redundant SCUBA • staged SCUBA cylinders rigged and placed within the cave • re-breather systems • mixed gas SCUBA.
Cave diving skills may include:	• anti-silting • buoyancy control • propulsion • navigation.
Buoyancy control may include:	• correct weighting • hovering • controlled descent and ascent • level swimming • positive or negative buoyancy for specific circumstances.
Anti-silting techniques may include:	• buoyancy control • propulsion techniques • gear management • body trim.
Minimal impact techniques may include:	• avoiding sensitive areas • keeping to marked routes.
Features may include:	• squeezes • rock-piles • sumps • streams • water pools • thermoclines • haloclines • silty floors • loose roofs • speleothems

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	• bones • fossils • fixed lines • survey stations • current.
Strategies to reduce risk may include:	• pre-dive checks • low silting propulsion • continuous guidelines to the surface • redundant breathing gas and regulator supplies • use of backup lights.
Buddy diving procedures may include:	• monitoring buddy • providing emergency gas to buddy where required.
Techniques to deal with stress may include:	• use of backup light or breathing supply • buddy or octopus breathing with buddy • line search • controlled exit from the dive • relaxation or breathing techniques.
Navigation aids may include:	• cave map • survey markers • compass • water flow • trogged paths • fixed guidelines and markers.
Use of a cave reel may include:	• deploying and retrieving the line • maintaining tension • locking or unlocking the reel.
Exploration techniques may include:	• mapping the cave • pushing leads, at the extent of the known cave • use of a Diver Propulsion Vehicle (DPV) in a cave.
Relevant aspects may include:	• planning processes • communication systems • cave diving skills and minimal impact techniques • buoyancy control, anti-silting and exploration techniques.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Caving

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SISOCVE522A Instruct vertical multi pitch caving skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct vertical multi pitch caving activities. This unit focuses on planning, instructing and evaluating an instructional caving session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in a caving activity in a cave with multi pitch sections.

Application of the Unit

This unit applies to caving instructors or program managers who are responsible for planning, implementing and evaluating vertical multi pitch instructional sessions for groups of participants.

This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCVE409A Rig ladders in complex situations

SISOCVE410A Rig a complex pitch using caving specific techniques

SISOCVE411A Apply vertical caving skills

SISOCVE412A Rig multi pitches in complex vertical cave systems

SISOCVE413A Navigate in untrogged caves

SISOVTR402A Perform complex vertical rescues

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a caving session.	1.1. Establish participant's needs and ***characteristics*** to determine the ***session's aims and objectives***. 1.2. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.3. Develop a ***caving plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Select a suitable cave site for the session according to participant's needs, session's aims, relevant legislation and organisational policies and procedures. 1.5. Identify potential ***hazards*** associated with vertical multi pitch caving and minimise ***risks*** according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check serviceability. 2.2. Check equipment for safety and suitability according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity. 2.4. Arrange, where required, protective and safety clothing for each participant.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the caving session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification,

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ELEMENT	PERFORMANCE CRITERIA
	information and feedback as required during the session.
	3.3. Establish a suitable communication system for participants to use while participating in caving activities.
	3.4. Inform participants of known and anticipated hazards, ***safety and rescue procedures*** and appropriate behaviour.
	3.5. Check and confirm that all participant equipment is fitted and adjusted and clothing and footwear are suitable.
4. Instruct a caving session.	4.1. Conduct introductory activities for participants to reduce the risk of injury.
	4.2. Apply ***instructional techniques*** to impart ***required caving knowledge***, caving skills, and safety and rescue procedures.
	4.3. Monitor and assess instructional activities and associated risks, and modify where required according to organisational policies and procedures.
	4.4. Demonstrate procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.
	4.5. Inform participants of opportunities to further develop their caving skills and knowledge.
5. Complete post-session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.
	5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required.
	5.3. Apply feedback from assessment to evaluate ***relevant aspects*** of the caving session and determine the level of learning achieved.
	5.4. Identify potential areas of improvement for future multi pitch caving instructional sessions.

Required Skills and Knowledge

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

Required skills

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- communication skills to:
  - consult with participants to plan an appropriate caving session
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan multi pitch caving session according to participant's needs and characteristics
  - address participant difficulties in developing techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable caving site
  - monitor and evaluate progress
  - organise participants into manageable groups for caving
- language and literacy skills to:
  - produce caving and instructional plans for the session
  - complete post-session participant and self evaluations
- emergency response skills appropriate to the cave to enable initial response and or rescue in emergencies while instructing caving.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of caving session
- information about local cave site to assist in the planning process and enable management of potential caving hazards, and any special restrictions applying to the cave
- equipment types, characteristics and technology used for caving, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection
- clothing and footwear requirements for caving activities to ensure comfort and safety
- instruction techniques and theories applicable to a range of ages and learning abilities
- caving techniques and common communication methods used between participants to reduce risk during activities
- weather information to ascertain possible conditions and their affect on the session
- hazards that may be experienced in a vertical multi pitch caving environment
- emergency procedures, potential hazards and obstacles relevant to the cave site to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers information, explanations and demonstrations for multi pitch caving sessions to ensure activities are conducted safely according to participant's needs and characteristics
- uses and modifies instructional techniques and or activities to observe and monitor the progress of participants and provides constructive feedback and intervention to improve caving performance
- evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure instruction of multi pitch caving activities that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- suitable vertical multi pitch caving sites for the conduct of instructional sessions
- indoor locations and or artificial structures for teaching techniques
- a group of participants to take part in caving sessions
- caving, abseiling, belaying, navigation, communication, safety, first aid and teaching equipment
- resources and information regarding participants and location to plan, instruct and document caving sessions for a variety of participants.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess application of relevant legislation and organisational policies and procedures to enable safe conduct of all caving activities
- observation of safe caving instruction, monitoring and adjustment according to participant's needs and characteristics

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- portfolio of caving session plans
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:

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

Session's aims and objectives may include:

- enhancing caving skills
- self improvement
- adventure and recreation.

Instructional plan may include:

- caving activities
- duration of activities
- teaching methods.

Caving plan may include:

- aims and objectives
- date, time and duration
- cave site, equipment and resources
- safety requirements.

Relevant legislation may include:

- occupational health and safety
- cave access and permit requirements
- working with children
- equal opportunity
- privacy
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment
- time and budget constraints
- communication protocols
- confidentiality of participant information
- working with children

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- code of ethics
- Australian Speleological Federation Codes and Guidelines:
  - Cave Safety Guidelines
  - Code of Ethics and Conservation
  - Minimal Impact Caving Code
  - Cave Diving Code of Practice.

Hazards may include:

- environmental
- group management
- misuse of equipment.

Risks may include:

- hypothermia
- injuries and illnesses
- flooding
- exhaustion
- dehydration
- phobias
- stings or bites
- equipment failure.

Relevant sources may include:

- bureau of meteorology
- media
- national parks and wildlife centres
- police.

Weather information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings.

Contingency plans may include:

- change in weather and or conditions
- equipment failure.

Equipment may include:

- caving equipment
- safety and rescue equipment
- navigation equipment
- communication equipment.

Resources may include:

- clothing and footwear
- food and water
- teaching aids.

Contextual issues may include:

- time of day
- season and weather
- cave features
- participant characteristics
- number of staff
- length, depth and complexity of cave

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	• safety requirements.
Relevant information may include:	• risk and hazard prevention and management • caving, abseiling and belaying techniques • safety and minimal impact procedures • responsible and safe behaviour.
Safety and rescue procedures may include:	• assessing and outlining symptoms, treatment and prevention of common multi pitch caving risks • determining safe areas and boundaries • managing group in emergency situations.

Instructional techniques may include:	• simple to complex
	• part to whole
	• chronological
	• known to unknown
	• D.E.D.I.C.T:
	  • demonstrate
	  • explain
	  • demonstrate
	  • instruct
	  • critique
	  • test
	• E.D.I.C.T:
	  • explain
	  • demonstrate
	  • instruct
	  • critique
	  • test
	• I.D.E.A:
	  • introduce
	  • demonstrate
	  • explain
	  • apply.
	• orientate, enhance, synthesise

Required caving knowledge may include:	• caving techniques, including abseiling and belaying • multi pitch cave features, environments and conditions • minimal impact practices appropriate to caving • risk and hazard management • communication systems used in caving.

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Relevant aspects may include:

- the effectiveness of the instructional session
- feedback
- validity and reliability of assessment and evaluation tools.

Unit Sector(s)

Outdoor Recreation

Competency Field

Caving

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SISOCYT201A Select, set up and maintain a bike

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to select, set up and maintain a bike under supervision, for cycle touring. Other related competencies such as navigation and trip planning are defined elsewhere.

Application of the Unit

This unit applies to those working as assistant cycling tour guides or support staff under supervision. This may include those working for private cycling clubs and those carrying out bike safe courses and educational activities for school children.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Select a bike for cycle touring.	1.1. Identify ***sources*** of information about bike selection can be gained. 1.2. Identify ***bike options*** and justify ***reasons for selecting*** one bike over another. 1.3. Select a bike, ensuring that it meets the ***needs***, ***size and proportions*** of the rider.
2. Set up and maintain a bike for cycle touring.	2.1. Clean bike to prevent damage. 2.2. Identify cycling ***tools and spare parts***. 2.3. Check and adjust bike parts to ensure functioning and safety according to manufacturer's recommendations and ***organisational policies and procedures***. 2.4. Identify ***bike parts*** requiring lubrication, and apply lubrication where required. 2.5. Fix a broken chain according to manufacturers recommendations and organisational policies and procedures. 2.6. Replace a cable according to manufacturer's recommendations and organisational policies and procedures. 2.7. Repair a puncture according to manufacturer's recommendations and organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

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

Required knowledge

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

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • refers to sources on bike selection to selects a bicycle for personal use that meets the needs, size and proportions of the rider • identifies bicycle features, parts and tools and conducts routine checks and repairs on a bicycle to ensure it is suitably proportioned and in good working order • applies knowledge of bicycle functioning and safety to select and use tools to repair common bicycle deficiencies, such as a broken chain and punctured tyres.
Context of and specific resources for assessment	Assessment must ensure application of routine maintenance checks and repairs on bicycles to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information on bicycle selection • a bicycle • bicycle repair and maintenance products and equipment.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of selecting bicycles, with evidence of reference to resources
- oral and or written questioning to assess knowledge of bicycle parts and their function
- observation of conducting pre-cycling routine maintenance checks and repairs on bicycle parts
- third-party reports from a supervisor detailing performance.

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

- SISOCYT202A Demonstrate basic cycling skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources may include:

- internet
- shops
- manufacturers
- clubs.

Bike options may include:

- mountain bike
- road bike
- hybrid bike
- fixed gear.

Reasons for selecting may include:

- dominant use
- cost
- maintenance.

Needs, ***size and proportions*** may include:

- frame size
- seat height and position
- handlebar height
- distance from the seat to handlebars.

Tools and spare parts may

- allen keys

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include:

- spare tube, tyres and tyre levers
- puncture repair kit
- spanner set and or shifter
- lubricant and degreaser
- pump.

Bike parts may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Cycling Tours

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SISOCYT202A Demonstrate basic cycling skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in on and off-road cycling activities under supervision. This unit focuses on the demonstration of basic cycling skills over gentle to moderate terrain with some hazards.

Application of the Unit

This unit applies to those working as assistant cycling tour guides or support staff under supervision. This may include those working for private cycling clubs and or those carrying out bike safe courses and educational activities for school children.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Conduct pre activity checks.	1.1. Perform routine pre start checks on chain, brakes, gears, wheels, bearings, tyres and accessories of a suitable ***bicycle***. 1.2. Correct any deficiency and adjust the bicycle so that it is ***correctly proportioned*** and safe for personal use. 1.3. Identify ***items to improve comfort***. 1.4. Ensure sufficient fluids are available for the duration of the activity. 1.5. Identify possible ***hazards*** associated with cycling and procedures to minimise ***risks***.
2. Select equipment.	2.1. Select clothing for the activity ensuring it is adequate for all expected weather conditions. 2.2. Select ***safety equipment*** according to ***relevant legislation*** and ***organisational policies and procedures***. 2.3. Assemble and carry an in-field repair kit for the activity location. 2.4. Prepare equipment, where required, for safe transportation to activity location.
3. Apply cycling skills.	3.1. Adopt appropriate posture and balance when riding to achieve efficiency and comfort. 3.2. Modify ***technique*** to account for changes in ***terrain*** and apply recommended weight transfer techniques during cornering. 3.3. Apply smooth and timely gear changes across different terrain features. 3.4. Demonstrate recommended braking techniques for sealed surfaces and off road conditions. 3.5. Identify and negotiate ***obstacles***. 3.6. Apply group or bunch riding techniques and take ***measures*** to guard personal and ***group safety*** 3.7. Demonstrate ***methods*** to communicate with motorists and other cyclists.
4. Evaluate the cycling activity.	4.1. Evaluate ***relevant aspects*** of the cycling activity. 4.2. Identify improvements for future rides.

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Required Skills and Knowledge

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

Required skills

- communication skills to interact with other cyclists and motorists to make intentions clear
- problem-solving skills to:
  - decide on cycling technique and gear to use according to changes in terrain
  - navigate a chosen route
- planning and organising skills to select equipment
- conduct pre-start checks on equipment
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all cycling activities
- minimal impact cycling codes to enable protection of the environment
- road rules and cycling codes to understand cyclists rights and responsibilities on the road, and maintain safety of other cyclists and motorists
- equipment types, characteristics and technology used for on and off road cycling, the advantages and disadvantages of the range of equipment, and factors affecting selection of equipment
- care and maintenance of cycling equipment to ensure prolonged life span and safety requirements
- cycling equipment and bicycle features that provide comfort
- cycling techniques used to negotiate to different terrain
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts routine checks on the bicycle to ensure it is suitably proportioned and in good working order • demonstrates cycling techniques, such as gear and

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pace change in on and off road conditions
- takes measures to guard personal and group safety by identifying and negotiating obstacles and hazards, and using communication during the cycling activity
- evaluates and reflects on own cycling performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in multiple basic cycling activities on gentle to moderate terrain types to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information, such as relevant legislation concerning bicycle safety and road usage
- a suitable outdoor environment with gentle to moderate terrain and some hazards that allow the cyclist to demonstrate a variety of techniques
- a qualified leader or supervisor
- bicycle, tools and spare parts and safety equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of pre- cycling routine checks on bicycle parts, such as the chain and brakes, and appropriate repairs made to any deficiency
- oral and or written questioning to assess knowledge of cycling techniques, such as when to change gears and how to brake in different terrains
- observation of safe participation and demonstration of cycling skills, such as smooth and timely gear changes across different terrains
- observation of dealing with contingencies, such as equipment failure or change in conditions
- third-party reports from a supervisor detailing performance.

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

- SISOCYT201A Select, set up and maintain a bike

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Bicycle may include:	• road bikes • mountain bikes • BMX • Hybrid or multipurpose bikes.
Correctly proportioned may include:	• frame size • handlebar height • saddle position and height • distance from saddle to handlebars.
Items to improve comfort may include:	• gloves • padded shorts • glasses or goggles.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Safety equipment may include:	• helmet • lights • reflectors • bright and protective clothing • gloves • protective eyewear • bell.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and	• occupational health and safety

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procedures may include:	• use and maintenance of equipment • communication protocols • emergency procedures • code of ethics.
Technique may include:	• change in posture • change in position on bicycle or in saddle • weight transfer • use of gears • pedalling technique.
Terrain may include:	• sealed and unsealed roads • unsealed off road tracks.
Obstacles may include:	• creeks • tree branches • logs • bumps • depressions • pot holes.
Measures may include:	• observing traffic and other cyclists • safe falling and arrest • travelling at an appropriate speed • observing changing weather conditions and terrain.
Group safety may include:	• speed • distance from other cyclists • communication • appropriate group riding techniques.
Methods may include:	• hand signals • eye contact • communication calls.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques

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- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Cycling Tours

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SISOCYT303A Apply on-road cycling skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate independently in on-road cycling activities of up to one day duration over moderate to steep terrain in a range of weather, terrain and traffic conditions. Other related competencies such as navigation are defined elsewhere.

Application of the Unit

This unit applies to those working as on-road cycling tour guides under supervision in controlled conditions, including moderate to steep terrain. This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCYT201A Select, set up and maintain a bike

SISOCYT202A Demonstrate basic cycling skills

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for a cycle tour.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the duration of the tour. 1.2. Select a route according to route requirements, ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine tour plans. 1.4. Identify potential ***hazards*** and ***obstacles*** associated with on-road cycling and procedures to minimise ***risks***. 1.5. Establish a suitable communication system to use when riding in a group.
2. Select equipment and conduct pre tour checks.	2.1. Select personal and protective clothing and identify design and or construction features that make it appropriate, according to contextual issues. 2.2. Select ***touring bicycle*** and ***equipment*** according to relevant legislation, organisational policies and procedures and expected cycling conditions. 2.3. Perform routine pre-departure ***checks*** on touring bicycle and all equipment. 2.4. Correct any deficiency and check that the touring bicycle is ***correctly proportioned*** for personal use. 2.5. Identify and apply ***comfort items*** to improve ride. 2.6. ***Load*** touring bicycle correctly on to vehicle, where required. 2.7. Ensure the proposed route is realistic in terms of ***personal requirements***.
3. Negotiate a road cycle route.	3.1. Adopt appropriate posture and maintain control and balance at all times when riding over different terrain types and gradients. 3.2. Maintain tyre pressure at recommended minimum pressure for conditions and load. 3.3. Maintain position on the ***road*** to avoid collisions with vehicles. 3.4. Communicate with cyclists, motorists and other users, and apply ***rider etiquette***.

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ELEMENT	PERFORMANCE CRITERIA
	3.5. Negotiate hazards and obstacles in a safe manner and take measures to guard personal and group safety. 3.6. Modify technique to account for changes in terrain and gradient, demonstrating ***high level riding skills***. 3.7. Pace cycling and adopt safe group or bunch riding techniques to maintain group cohesion. 3.8. Use lead and or tail vehicles, where appropriate.
4. Conduct touring maintenance and repairs in the field.	4.1. Identify and use cycling ***tools and spare parts*** according to manufacturer's specifications and organisational policies and procedures. 4.2. Assemble and carry an in-field repair kit according to type of bicycle and activity requirements. 4.3. Conduct routine and non-routine touring bicycle ***maintenance*** checks and repairs.
5. Evaluate the cycling activity.	5.1. Evaluate ***relevant aspects*** of the on-road cycling activity. 5.2. Identify improvements for future on-road cycling activities.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - negotiate hazards and obstacles while cycling
  - modify cycling technique to account for changes in terrain and gradient
  - conduct pre and post tour checks and maintenance on touring bicycle
- planning and organising skills to source and allocate necessary touring bicycle and equipment to enable safe cycle touring
- communication skills to interact with other cyclists and motorists
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all on-road cycling activities
- road rules, cycling codes and rider etiquette to understand cyclist's rights and responsibilities on the road, and maintain safety of other cyclists and motorists

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- equipment and bicycle types, construction features, characteristics and technology used for on-road cycling and the advantages and disadvantages of the range of equipment to enable appropriate selection use and maintenance of equipment
- personal and protective cycling gear and the design and or construction features that make it appropriate for on-road cycling activities
- maintenance tools and spare parts to enable routine and non-routine maintenance checks and repairs to be conducted
- communication methods used between cyclists and motorists
- cycling techniques used according to different terrain and gradient
- hazards, obstacles and risks associated with cycle touring and how to negotiate these
- basic weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency and first aid procedures relevant to the location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant processes to plan equipment and supply requirements according to the conditions • applies rider etiquette to safely negotiate route and identify and negotiate hazards, obstacles and risks • uses tools and spare parts to perform routine and non-routine checks, maintenance and repairs on the touring bicycle to ensure it is correctly proportioned and in safe working order • evaluates and reflects on own on-road cycling performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in on-road cycling activities on moderate to steep terrain types that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, such as meteorological

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data, to plan for the activity
- a location with suitable roads and moderate to steep terrain
- on-road cycling and navigation equipment, tools and spare parts and safety equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of potential hazards, obstacles and risks associated with on-road cycling
- observation of safe participation and demonstration of on-road cycling techniques over various terrain and gradients
- observation of dealing with hazards, obstacles and contingencies, such as bicycle or equipment failure and change in conditions
- observation of conducting routine and non-routine touring bicycle maintenance checks and repairs
- third-party reports from a supervisor detailing performance.

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

- TLIH107D Interpret road maps and navigate pre-determined routes.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:

- menu planning and preparation
- range of foods.

Principles of nutrition may include:

- food groups
- dietary guidelines
- individual food requirements and allergies.

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Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use, maintenance and storage of bicycles and equipment • emergency procedures • communication protocols • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river level • synoptic charts • high and low tide predictions
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards
Obstacles may include:	• bridges • water on road • tree branches • bumps • depressions and pot holes • drainage grates.
Risks may include:	• hypothermia

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- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Touring bicycle may include:

- road bicycle
- hybrid bicycle, may include tri and quad bikes
- mountain bikes.

Equipment may include:

- on-road cycling equipment
- safety equipment
- navigation equipment
- first aid equipment
- spare parts and tools.

Checks may include:

- chains
- brakes
- gears
- wheels
- bearing
- frame
- tyres
- accessories
- noise.

Correctly proportioned may include:

- frame size
- handlebar height
- saddle position and height
- distance from saddle to handlebars.

Comfort items may include:

- gloves
- padded shorts
- glasses or goggles
- hydration system.

Load may include:

- trailer
- roof rack
- bike rack.

Personal requirements may include:

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

Road may include:

- moderate to steep gradients
- heavy traffic, built up areas and open roads
- weather affected roads

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- narrow and major roads
- sealed and unsealed surfaces.

Rider etiquette may include:

- other riders
- other road users.

High level riding skills may include:

- using gears to maintain a cadence of 70 - 90 pedal revolutions per minute
- applying weight transfer to steer the bike
- ascending steep hills at a steady pace
- braking and pedalling techniques
- maintaining a 1-2m clearance from the left side of the road on steep windy descents
- riding over bumps and potholes.

Tools and spare parts may include:

- allen keys
- spare tube, tyres and tyre lever
- puncture repair kit
- spanner set and or shifter
- pliers
- lubricant
- pump
- spare bolts, cables, chain, links and spokes
- chain whip
- chainbreaker
- cassette remover
- crank puller and crank wrench
- cone spanners
- degreaser or cleaner
- accessories.

Maintenance may include:

- checks
- adjustments
- alignments
- lubrication
- replacement
- repairs.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique

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- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Cycling Tours

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SISOCYT304A Guide on-road cycle tours

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on on-road day cycling tours. This unit focuses on the application of planning skills to make suitable arrangements to safely guide groups on on-road cycling tours.

Application of the Unit

This unit applies to on-road cycling guides who are responsible for planning, implementing and evaluating on-road day cycling tours in controlled environments for groups of participants. This unit also applies to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCYT201A Select, set up and maintain a bike

SISOCYT202A Demonstrate basic cycling skills

SISOCYT303A Apply on-road cycling skills

TLIH207D Plan and navigate routes

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a cycle tour.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a tour ***plan*** according to participant's needs, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select a cycling route to suit abilities and ***group objectives*** according to relevant legislation and organisational policies and procedures. 1.4. Identify potential ***hazards*** and ***obstacles*** associated with on-road cycling and procedures to minimise ***risks***. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine tour plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the tour. 1.7. Select ***touring bicycles*** and ***equipment*** according to contextual issues, organisational policies and procedures, and proposed cycling conditions. 1.8. Perform routine ***pre-departure checks*** on touring bicycles and equipment and correct any deficiencies.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the cycle tour in a manner suitable to the participants. 2.2. Outline logistical details and ***safety procedures*** for the tour. 2.3. Establish a suitable communication system for participants to use during cycle tour. 2.4. Demonstrate cycling posture and techniques. 2.5. Outline procedures for separation from group according to organisational policies and procedures. 2.6. Check and confirm participants are properly equipped for the cycle.
3. Lead on-road cycle tour.	3.1. Evaluate cycling conditions and provide direction and advice to group during the tour.

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Monitor individual and group progress, including cycling posture, technique and rate of travel appropriate to conditions, and provide feedback throughout. 3.3. Identify potential hazards and decide how they can be overcome or avoided. 3.4. Implement appropriate modifications to tour in regard to all ***variable factors*** that are monitored. 3.5. Conduct routine and non-routine touring bicycle ***maintenance*** checks and repairs in the field.
4. Complete post tour responsibilities.	4.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 4.2. Evaluate ***relevant aspects*** of cycle tour.. 4.3. Identify potential areas of improvement for future cycle tours. 4.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan on-road cycling tours that meet their needs
  - convey information about the safety and logistical aspects of the tour
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - make decisions about potential hazards, obstacles and risks
  - conduct pre and post tour checks and maintenance on touring bicycles
  - modify aspects of tours according to all variable factors and non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate touring bicycles, equipment and location
  - organise participants into manageable groups for on-road cycling
- language and literacy skills to:
  - produce cycling tour plans
  - complete post tour participant and self evaluations
- first aid, maintenance and emergency response skills appropriate to on-road cycling

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to enable initial response in emergencies.

Required knowledge

- legislation and organisational policies and procedures to ensure safe conduct of all activities
- minimal impact cycling codes to enable protection of the environment
- road rules, cycling codes and rider etiquette to understand cyclist's rights and responsibilities on the road, and maintain safety of other cyclists and motorists
- location specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the area
- equipment and bicycle types, construction features, characteristics and technology used for on-road cycling, the advantages and disadvantages of the range of equipment to enable appropriate selection, use and maintenance
- personal and protective cycling gear and the design and or construction features that make it appropriate for on-road cycling activities
- maintenance tools and spare parts to conduct routine and non-routine maintenance checks and repairs
- communication methods used between cyclists and motorists
- cycling techniques used according to different terrain and gradient
- hazards, obstacles and risks associated with cycle touring and how to negotiate these
- weather and environmental information to ascertain possible conditions and their affect on the activity
- principles of nutrition to maintain health and energy during the cycle tour
- emergency and first aid procedures relevant to the location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within tour constraints and guides and monitors group in a safe and professional manner • applies contingency management techniques to deal with a range of problems or variable factors that may arise during on-road cycling tours • encourages and responds to group feedback and evaluates and reflects on own guiding performance to

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	identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the safe guiding of cycling tours on roads that are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to plan, guide and document tours • a cycling location with suitable roads • participants to take part in cycle tour • on -road cycling and navigation equipment, tools and spare parts and safety equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning and guiding processes and interacting with participants, including conveying information for safe participation • oral or written questioning to assess knowledge and the application of relevant legislation and organisational policies and procedures to enable safe conduct of all on-road cycling activities throughout tour • observation of dealing with contingencies such as changing weather conditions and equipment failure • review of cycling tour plans • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may	• previous experience

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include:
- physical development
- age
- injuries and illnesses.

Plan may include:
- aims and objectives
- date, time and duration
- location, equipment and resources
- guide and participant ratios
- safety and emergency requirements
- risk and contingency management plan.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:
- occupational health and safety
- use and maintenance of bicycles and equipment
- communication protocols
- risk management procedures
- time and budget constraints
- confidentiality of participant information
- code of ethics.

Group objectives may include:
- self improvement
- meeting people
- fitness targets
- skill acquisition.

Hazards may include:
- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards

Obstacles may include:
- bridges
- water on road
- bumps
- depressions and pot holes
- drainage grates.

Risks may include:
- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

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Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river level • synoptic charts • high and low tide predictions
Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size
Touring bicycle may include:	• road bicycle • hybrid bicycle • mountain bike.
Equipment may include:	• cycling equipment • repair equipment • spare parts and tools • navigation equipment • safety, first aid and rescue equipment • communication equipment.
Pre-departure checks may include:	• adjusting bicycles for each participant • working order of bicycles and safety and repair equipment.
Relevant information may include:	• safety procedures • risk and hazard prevention and management • on-road cycling techniques • logistical details • responsible and safe behaviour.

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Safety procedures may include:	• use of first aid, safety and repair equipment • symptoms, treatment and prevention of common cycling incidents or risks • safe areas and or boundaries • contingency and risk management plans.
Variable factors may include:	• change of weather and conditions • equipment failure • participant's needs.
Maintenance may include:	• checks • adjustments • alignments • lubrication • replacement • repairs.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Cycling Tours

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SISOCYT405A Apply overnight cycle touring skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate independently in on and or off-road overnight cycle touring activities. Other related competencies such as navigation and camp craft are defined elsewhere.

Application of the Unit

This unit applies to those working as on and or off road cycling tour guides who are responsible for planning overnight and extended cycle tours which may include complex and non-routine situations. This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCYT201A Select, set up and maintain a bike

SISOCYT202A Demonstrate basic cycling skills

SISOCYT303A Apply on-road cycling skills

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for an overnight cycle tour.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the duration of the tour. 1.2. Select a route according to route requirements, ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine tour and contingency plans. 1.4. Identify potential ***hazards*** and ***obstacles*** associated with on-road cycling and procedures to minimise ***risks***. 1.5. Establish a suitable communication system to use when riding in a group.
2. Select and check equipment.	2.1. Select personal and protective clothing according to contextual issues. 2.2. Select ***touring bicycle*** and ***equipment*** according to relevant legislation, organisational policies and procedures and proposed cycling conditions. 2.3. Perform routine pre-departure ***checks*** on touring bicycle and all equipment. 2.4. Correct any deficiency and demonstrate that the touring bicycle is ***correctly proportioned*** for personal use. 2.5. Attach gear to bicycle and apply ***comfort items*** to improve ride. 2.6. ***Load*** touring bicycle on to vehicle, where required. 2.7. Ensure the proposed route is realistic in terms of ***personal requirements***.
3. Negotiate a cycle route.	3.1. Load touring bicycle to ensure a low centre of gravity. 3.2. Secure panniers and other attachments so that they do not fall off or become loose. 3.3. Adopt appropriate posture and maintain control and balance at all times when riding over different terrain types and gradients. 3.4. Maintain tyre pressure at recommended minimum pressure for conditions and load.

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ELEMENT	PERFORMANCE CRITERIA
	3.5. Maintain position on the ***road*** to avoid collisions with vehicles and apply rider etiquette. 3.6. Negotiate hazards and obstacles in a safe manner and take measures to guard personal and group safety. 3.7. Modify technique to account for changes in terrain and gradient, demonstrating ***high level riding skills***. 3.8. Pace cycling and adopt safe group or bunch riding techniques to maintain group cohesion.
4. Conduct touring maintenance and repairs in the field.	4.1. Identify and use cycling ***tools and spare parts*** according to manufacturer's specifications and organisational policies and procedures. 4.2. Assemble and carry an extensive in-field repair kit according to type of bicycle and activity requirements. 4.3. Conduct routine and non-routine touring bicycle ***maintenance*** checks and repairs.
5. Evaluate cycle tour.	5.1. Evaluate ***relevant aspects*** of the overnight cycle tour. 5.2. Identify improvements for future overnight cycling tours.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - negotiate hazards and obstacles while cycling
  - modify cycling technique to account for changes in terrain and gradient
  - conduct pre and post tour checks and maintenance on touring bicycle
- planning and organising skills to source and allocate necessary touring bicycle and equipment to enable safe overnight cycle touring
- communication skills to interact with other cyclists and motorists
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct all overnight cycling activities

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- minimal impact cycling codes to ensure protection of the environment
- road rules, cycling codes and rider etiquette to understand cyclist's rights and responsibilities on and off the road, and to maintain safety of other cyclists and motorists
- equipment and bicycle types, construction features, characteristics and technology used for on and off-road cycling and the advantages and disadvantages of the range of equipment to enable appropriate selection use and maintenance
- personal and protective cycling gear and the design and or construction features that make it appropriate for on and off-road cycling activities
- maintenance tools and spare parts to enable routine and non-routine maintenance checks and repairs to be conducted in the field
- communication methods used between cyclists and motorists
- cycling techniques appropriate to different terrain and gradient
- hazards, obstacles and risks associated with overnight cycle touring and how to negotiate these
- weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency and first aid procedures relevant to the location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant processes to plan equipment and supply requirements according to the conditions • applies riding skills to safely negotiate route and identify and negotiate hazards, obstacles and risks while maintaining personal and group safety • uses tools and spare parts to perform routine and non-routine checks, maintenance and repairs on the touring bicycle to ensure it is correctly proportioned and in safe working order • evaluates and reflects on own cycling performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in on and off-road overnight cycling activities that to demonstrate

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competency and consistency of performance.

Assessment must also ensure access to:

- resources and information, such as meteorological data, to plan for the activity
- a suitable outdoor location to allow cyclist to demonstrate on and off-road cycling techniques
- on and off-road cycling, navigation and overnight equipment, tools and spare parts and safety equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of potential hazards, obstacles and risks associated with on and off-road overnight cycle touring
- observation of safe participation and demonstration of on and off-road cycling techniques over various terrain and gradients
- observation of dealing with hazards, obstacles and contingencies, such as bicycle or equipment failure and change in conditions
- observation of conducting routine and non-routine touring bicycle maintenance checks and repairs
- third-party reports from a supervisor detailing performance.

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

- SISOOPS202A Use and maintain a temporary or overnight site.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:

- menu planning and preparation
- range of foods.

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Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use, maintenance and storage of bicycle and equipment • emergency procedures • communication protocols • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Obstacles may include:	• bridges • water on road • tree branches • bumps

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	• depressions and pot holes • drainage grates.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Touring bicycle may include:	• road bicycle • hybrid bicycle, may include tri and quad bikes • mountain bikes.
Equipment may include:	• cycle touring equipment • safety equipment • navigation equipment • overnight equipment • first aid equipment • spare parts and tools.
Checks may include:	• chains • brakes • gears • wheels • bearing • frame • tyres • accessories • noise.
Correctly proportioned may include:	• frame size • handlebar height • saddle position and height • distance from saddle to handlebars.
Comfort items may include:	• gloves • padded shorts • glasses or goggles • hydration system, such as bottle, bladder.
Load may include:	• trailer • roof rack • bike rack.
Personal requirements may include:	• age • cultural and situational factors • previous experience • physical development.

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Road may include:

- moderate to steep gradients
- heavy traffic, built up areas and open roads
- weather affected roads
- narrow and major roads
- sealed and unsealed surfaces.

High level riding skills may include:

- using gears to maintain a cadence of 70 - 90 pedal revolutions per minute
- applying weight transfer to steer the bike
- ascending steep hills at a steady pace
- braking and pedalling techniques
- maintaining a 1-2m clearance from the left side of the road on steep windy descents
- riding over bumps and potholes.

Tools and spare parts may include:

- allen keys
- spare tube, tyres and tyre lever
- puncture repair kit
- patch kit
- light machine oil
- spanner set and or shifter
- pliers
- lubricant
- pump
- spare nuts, bolts, cables, chain, links and spokes
- chainbreaker
- cassette remover
- crank puller and crank wrench
- cone spanners
- degreaser or cleaner
- accessories.

Maintenance may include:

- checks
- adjustments
- alignments
- lubrication
- replacement
- repairs.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection

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- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Cycling Tours

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SISOCYT406A Guide overnight and extended cycle tours

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on overnight and extended cycle tours. This unit focuses on the application of planning skills to make suitable arrangements to safely guide groups on overnight and extended cycling tours. Other related competencies such as camp craft are defined elsewhere.

Application of the Unit

This unit applies to cycling guides who are responsible for planning, implementing and evaluating overnight and extended cycling tours for groups of participants.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCYT201A Select, set up and maintain a bike

SISOCYT202A Demonstrate basic cycling skills

SISOCYT303A Apply on-road cycling skills

SISOCYT405A Apply overnight cycle touring skills

SISOCYT304A Guide on-road cycle tours

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan an overnight cycle tour.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a tour ***plan*** according to participant's needs, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select a cycling route to suit abilities and ***group objectives*** according to relevant legislation and organisational policies and procedures. 1.4. Identify potential ***hazards*** and ***obstacles*** associated with overnight cycle tours and procedures to minimise ***risks***. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine tour plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the overnight tour. 1.7. Obtain permits or permission for access where required, before commencing the cycling tour. 1.8. Select ***touring bicycles*** and ***equipment*** according to contextual issues, organisational policies and procedures, and proposed cycling conditions. 1.9. Perform routine ***pre-departure checks*** on touring bicycles and equipment, and correct any deficiencies.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the overnight cycle tour in a manner suitable to the participants. 2.2. Outline logistical details and ***safety procedures*** for the tour. 2.3. Establish a suitable communication system for participants to use during cycle tour.

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Demonstrate cycling posture and techniques. 2.5. Outline procedures for separation from group according to organisational policies and procedures. 2.6. Check and confirm participants are properly equipped for the cycle.
3. Lead an overnight cycle tour.	3.1. Evaluate cycling conditions and provide direction and advice to group during the overnight tour. 3.2. Monitor individual and group progress, including cycling posture, technique and rate of travel appropriate to conditions, and provide feedback throughout. 3.3. Identify potential hazards and decide how they can be overcome or avoided. 3.4. Implement appropriate modifications to overnight tour in regard to all ***variable factors*** that are monitored. 3.5. Conduct routine and non-routine touring bicycle ***maintenance*** checks and repairs in the field.
4. Complete post tour responsibilities.	4.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 4.2. Evaluate ***relevant aspects*** of overnight cycle tour. 4.3. Identify potential areas of improvement for future overnight cycle tours. 4.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan overnight cycling tours that meet their needs
  - convey information about the safety and logistical aspects of tours
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - make decisions about potential hazards, obstacles and risks that may affect tours
  - conduct pre and post tour touring bicycle checks and maintenance

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    - modify aspects of tours according to all variable factors and non-routine situations
- planning and organising skills to:
    - source, allocate and coordinate touring bicycles, equipment and location with suitable roads and provision for overnight stay
    - organise participants into manageable groups for cycling
- language and literacy skills to:
    - produce overnight cycling touring plans
    - complete post tour participant and self evaluations
- first aid, maintenance and emergency response skills appropriate to the overnight cycling tour to enable initial response in emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- minimal impact cycling codes to ensure protection of the environment
- road rules, cycling codes and rider etiquette to understand cyclist's rights and responsibilities on the road, and maintain safety of other cyclists and motorists
- location specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the area
- equipment and bicycle types, construction features, characteristics and technology used for on-road cycling and the advantages and disadvantages of the range of equipment to enable appropriate selection, use and maintenance
- personal and protective cycling gear and the design and or construction features that make it appropriate for on-road cycling activities
- maintenance tools and spare parts to conduct routine and non-routine maintenance checks and repairs
- communication methods used between cyclists and motorists
- cycling techniques used according to different terrain and gradient
- hazards, obstacles and risks associated with overnight cycle touring and how to negotiate these
- weather and environmental information to ascertain possible conditions and their affect on the activity
- principles of nutrition to maintain health and energy during the overnight cycle tour
- emergency and first aid procedures relevant to the location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans within overnight tour constraints and guides and monitors group to maintain safety and group cohesion
- applies contingency management techniques to deal with a range of problems or variable factors that may arise during overnight cycling tours
- encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure the safe guiding of groups on overnight and extended cycling tours on roads that are of sufficient breadth and duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding participants and location to plan, guide and document overnight tours
- a location suitable to guide overnight and extended cycling tours
- participants to take part in overnight cycle touring
- cycling, overnight, navigation and safety equipment, and tools and spare parts.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning and guiding processes and interacting with participants, including conveying information for safe participation
- oral or written questioning to assess knowledge of the application of relevant legislation and organisational policies and procedures to enable safe conduct of all overnight cycling activities throughout tour
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- review of overnight cycling tour plans
- third-party reports from a supervisor detailing performance.

Industry has determined that this unit must be assessed with the following unit or units:

- SISOOPS202A Use and maintain a temporary or

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	overnight site
	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:	• previous experience • physical development • age • injuries and illnesses.
Plan may include:	• aims and objectives • dates, times and duration • location, equipment and resources • guide and participant ratios • safety and emergency requirements • risk and contingency management plan.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • working with children • environmental regulations
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of bicycles and equipment • communication protocols • risk management procedures • assessment procedures • time and budget constraints • confidentiality of participant information • code of ethics.
Group objectives may include:	• self improvement • meeting people • fitness targets • skill acquisition • adventure and recreation.

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Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Obstacles may include:	• bridges • water on road • bumps • depressions and pot holes • drainage grates.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions
Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.

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Touring bicycle may include:	• road bicycle • hybrid bicycle • mountain bike.
Equipment may include:	• cycling equipment • repair equipment • spare parts and tools • navigation equipment • safety and first aid equipment • communication equipment • overnight touring equipment.
Pre-departure checks may include:	• adjusting bicycles for each participant • working order of bicycles and safety and repair equipment.
Relevant information may include:	• risk and hazard prevention and management • on-road and overnight cycling techniques • logistical details • responsible and safe behaviour.
Safety procedures may include:	• use of first aid, safety and repair equipment • symptoms, treatment and prevention of common cycling incidents or risks, safe areas and or boundaries • contingency and risk management plans.
Variable factors may include:	• change of weather and conditions • equipment failure • participant's needs.
Maintenance may include:	• checks • adjustments • alignments • lubrication • replacement • repairs
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique

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- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Cycling Tours

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SISOCYT407A Instruct cycle touring skills

Modification History

Not Applicable

Unit Descriptor

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

Application of the Unit

This unit applies to cycle touring instructors who are responsible for planning, implementing and evaluating cycle touring instructional sessions for groups of participants.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCYT201A Select, set up and maintain a bike

SISOCYT202A Demonstrate basic cycling skills

SISOCYT303A Apply on-road cycling skills

SISOCYT405A Apply overnight cycle touring skills

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a cycle touring session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current cycle touring knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***cycle touring plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Select a suitable site and route for the session according to participant's needs, session's aims, relevant legislation and organisational policies and procedures. 1.6. Identify potential ***hazards*** and ***obstacles*** associated with cycle touring and minimise ***risks*** according to organisational policies and procedures. 1.7. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***touring bicycles***, ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures. 2.2. Check bicycles and equipment for safety and suitability according to relevant legislation and manufacturer's recommendations. 2.3. Correct any bicycle and equipment deficiencies and adjust to ensure personal comfort. 2.4. Check contents of first aid and repair kits to ensure their suitability to the location and activity. 2.5. Arrange, where required, protective and or safety clothing for each participant.

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ELEMENT	PERFORMANCE CRITERIA
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the cycle touring session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable communication system for participants to use while participating in cycle touring activities. 3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour. 3.5. Check and confirm that all participants' bicycles and equipment are fitted and adjusted.
4. Instruct a cycle touring session	4.1. Conduct introductory activities for participants to reduce the risk of injury. 4.2. Apply ***instructional techniques*** to impart ***required cycle touring knowledge***, ***cycle touring skills***, and safety procedures. 4.3. Monitor individual participant's performance during cycle touring session. 4.4. Monitor and assess instructional activities and associated risks, and modify where required according to organisational policies and procedures. 4.5. Demonstrate procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 4.6. Inform participants of opportunities to further develop their cycle touring skills and knowledge.
5. Complete post session responsibilities	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Apply feedback and assessment to evaluate ***relevant aspects*** of the cycle touring session and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future cycle touring instructional sessions.

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan cycle touring sessions
  - convey information about safety aspects
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan cycle touring sessions according to participant's needs and characteristics
  - address participant difficulties in developing techniques
  - anticipate and respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate touring bicycles, resources, equipment and a site
  - monitor and evaluate progress
  - organise participants into manageable groups for cycle touring
- language and literacy skills to:
  - produce cycle touring and instructional plans for the session
  - complete post session participant and self evaluations
- emergency response skills appropriate to the site to enable initial response to emergencies while instructing cycle touring activities.

Required knowledge

- legislation and organisational policies and procedures to enable safe and non-discriminatory conduct of cycle touring session
- minimal impact cycling codes to enable protection of the environment
- road rules, cycling codes and rider etiquette to understand cyclist's rights and responsibilities on the road, and maintain safety of other cyclists and motorists
- site specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the area
- equipment and bicycle types, construction features, characteristics and technology used for on-road cycling and the advantages and disadvantages of the range of equipment to enable appropriate selection, use and maintenance
- personal and protective cycling gear and the design and or construction features that make it appropriate for on-road cycling activities
- instruction techniques and theories applicable to a range of ages and learning abilities
- cycle touring techniques and common communication methods used between participants to reduce risk during activities
- maintenance tools and spare parts to conduct bicycle checks and repairs
- weather and environmental information to ascertain possible conditions and their affect on the session

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- hazards, obstacles and risks associated with cycle touring and methods of safe negotiation or avoidance
- safety, emergency and first aid procedures relevant to the site to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for cycle touring sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve cycle touring performance • applies and modifies instructional techniques and or activities to cater for a range of individual learning styles • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of cycle touring activities that are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to plan, instruct and document cycle touring sessions • a cycling location with suitable roads for the conduct of cycle touring instructional sessions • participants to take part in cycle touring sessions • cycle touring, navigation, communication, safety, first aid and teaching equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess application of relevant legislation and organisational policies and procedures to enable safe conduct of all cycle touring activities
- observation of safe cycle touring instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of cycle touring session plans
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:

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

Session's aims and objectives may include:

- developing cycle touring skills
- education
- therapy
- fitness targets
- recreation.

Instructional plan may include:

- cycle touring activities
- duration of activities.

Cycle touring plan may include:

- aims and objectives
- date, time and duration
- cycle touring site, equipment and resources
- instructor and participant ratios
- safety requirements

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- risk and contingency management plan.

Relevant legislation may include:

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

Organisational policies and procedures may include:

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

Hazards may include:

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

Obstacles may include:

- bridges
- water on road
- bumps
- depressions and pot holes
- drainage grates.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts

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	• high and low tide predictions
Contingency plans may include:	• change in weather and or conditions • equipment failure.
Touring bicycle may include:	• road bicycle • hybrid bicycle • mountain bikes.
Equipment may include:	• cycling equipment • safety equipment • repair equipment • navigation equipment • communication equipment.
Resources may include:	• clothing and footwear • food and water • teaching aids.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• risk and hazard prevention and management • cycle touring techniques • safety procedures • responsible and safe behaviour.
Safety procedures may include:	• symptoms, treatment and prevention of common cycle touring incidents or risks • group management in emergency situations • communication systems.

Instructional techniques may include:	• simple to complex
	• part to whole
	• chronological
	• known to unknown
	• D.E.D.I.C.T:
	  • demonstrate
	  • explain
	  • demonstrate
	  • instruct
	  • critique
	  • test
	• E.D.I.C.T:

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	• explain • demonstrate • instruct • critique • test • I.D.E.A: • introduce • demonstrate • explain • apply • orientate, enhance, synthesise.
Required cycle touring knowledge may include:	• cycle touring skills and techniques • on-road features, hazards and obstacles • minimal impact practices • communication systems used in cycle touring.
Cycle touring skills may include:	• key points of technique or skill • sequence or combination of skill to achieve effective or efficient results • different applications of skill or technique, and where it is applicable or not applicable.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Cycling Tours

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SISODRV201A Drive AWD/4WD vehicles on unsealed roads

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use appropriate range, gear and techniques to drive a four wheel drive or all wheel drive on unsealed roads to deliver personnel or equipment to activity sites. It covers driving on graded formed dirt roads with slight to moderate inclines and small forded water crossings.

Application of the Unit

This unit applies to those required to delivering personnel or equipment to activity sites and those undertaking inspections along a route.

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

Licensing/Regulatory Information

Driving must be carried out according to the licensing, certification requirements of the relevant State or Territory authority.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide
1. Determine vehicle characteristics.	1.1. Determine the structural, handling and operational ***features and characteristics*** of the ***vehicle***. 1.2. Determine the purpose and use of front wheel hubs. 1.3. Identify factors affecting tyre size, fitment, rating, and pressure. 1.4. Identify recovery points, tie down points and mounting features of the vehicle. 1.5. Identify hazards associated with incorrect use of vehicle features or equipment.
2. Perform pre operational checks.	2.1. Perform ***pre start checks*** according to ***organisational policies and procedures***, ***relevant legislation*** and ***manufacturer's specifications***. 2.2. Check and adjust tyre pressure according to expected ***terrain*** and manufacturer's recommendations. 2.3. Make ***required adjustments*** to establish appropriate driving position. 2.4. Secure loads as required according to organisational policies and procedures relevant legislation.
3. Operate vehicle.	3.1. Select and engage gear and devices appropriate to the terrain and any identified ***hazards***. 3.2. Maintain traction according to the features of the vehicle and requirements of the terrain. 3.3. Apply appropriate braking techniques to maintain traction according to the features of the vehicle and requirements of the terrain. 3.4. Inspect water crossings for depth, flow rate and solidity of base prior to making crossings. 3.5. Negotiate water crossings using appropriate speed, gear selection and device engagement while maintaining safety of vehicle, personnel and environment.
4. Change wheels.	4.1. Locate jack and position according to manufacturer's specifications, organisational policies and procedures and relevant legislation. 4.2. Remove and replace wheel according to manufacturer's specifications, organisational policies and procedures and relevant legislation

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Report or repair flat tyre according to manufacturer's specifications, organisational policies and procedures and relevant legislation
5. Complete operations.	5.1. Park and shut down vehicle according to manufacturer's specifications, organisational policies and procedures and relevant legislation
	5.2. Report faults and malfunctions according to organisational policies and procedures.
	5.3. Clean and store vehicle and equipment according to organisational policies and procedures.
	5.4. Complete and submit ***documentation*** according to organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to select and apply appropriate speeds, gears and braking techniques to maintain safe vehicle operation
- planning and organising skills to:
  - conduct thorough pre-start and shut down procedures
  - perform safe wheel changing
- literacy skills to complete all required documentation
- numeracy skills to:
  - monitor vehicle instruments
  - identify speed restrictions and advisory signage.

Required knowledge

- legislation and organisational policies and procedures to enable safe operation of vehicle and equipment
- features and characteristics of four wheel drive and all wheel drive vehicles and equipment to enable safe vehicle operations
- vehicle handling procedures and techniques for a limited range of conditions including formed dirt roads, small to medium inclines of 15 degrees and small water crossings to lower hubs depth only to enable safe vehicle operations
- the effect of centre of gravity, changing fluid movements in vehicles and hard surface driving to enable safe and efficient vehicle operation
- appropriate use of gears and gear ranges and traction devices to enable safe and efficient vehicle operation

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- commonly encountered hazards on unsealed roads and methods of avoiding or mitigating danger
- minimal impact techniques to ensure protection of the environment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • safe and efficient AWD or 4WD vehicle operation over formed roads • determines the different characteristics and features of a range of AWD and 4WD vehicles and performs pre start checks • changes wheels, performs shut down procedures and completes all required documentation including reporting faults and any required maintenance.
Context of and specific resources for assessment	Assessment must ensure application of driving techniques to negotiate formed dirt roads and small inclines to 15 degrees on sufficient occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable environment with formed dirt roads and inclines • a suitable AWD or 4WD vehicle • legislation and organisational policies and procedures that impact on the conduct of driving activities.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of safe and efficient AWD or 4WD vehicle operation over formed dirt roads • oral or written questioning to assess knowledge of vehicle operating systems and associated risks and procedures for reporting maintenance requirements • third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Features and characteristics may include:	• controls • indicators • instruments • traction devices.
Vehicle may include:	• AWD or 4WD • 4WD • light AWD or 4WD trucks.
Pre-start checks may include:	• fluid levels • battery condition • hydraulic lines and connections • brakes and drive lines • air conditioning • fuel • body damage • accessories.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • land management and minimal impact codes • vehicle reporting and notification procedures • procedures for travelling in convoy with other vehicles • code of ethics.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Manufacturer's specifications may include:	• engine characteristics • systems arning function • vehicle operation

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	• radius of turning circle • safety procedures.
Terrain may include:	• bitumen • formed dirt roads • small water crossings • small inclines to 15 degrees.
Required adjustments may include:	• seats • mirrors • seatbelts • steering wheel.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Documentation may include:	• faults • maintenance requirements • fuel usage • odometer readings.

Unit Sector(s)

Outdoor Recreation

Competency Field

Driving

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SISODRV302A Drive and recover a 4WD vehicle

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use appropriate range, gear and techniques to drive a four wheel drive vehicle through and over a variety of terrain types. This includes the application of basic vehicle recovery techniques and maintenance.

Application of the Unit

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

Licensing/Regulatory Information

Driving must be carried out according to the licensing, certification requirements of the relevant State or Territory authority.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan for four wheel driving.	1.1. Determine structural and handling differences between a conventional two wheel drive and a ***four wheel drive vehicle***.
	1.2. Identify the purpose and use of front wheel hubs where appropriate, recovery points and mounting features.
	1.3. Identify factors affecting tyre size, fitment, rating, and pressure.
	1.4. Identify hazards associated with incorrect use of vehicle features or equipment.
	1.5. Select ***equipment*** and check working condition according to manufacturer's recommendations and ***organisational policies and procedures***.
	1.6. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plan.
	1.7. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues***.
2. Perform pre-departure checks.	2.1. Perform ***routine pre-departure checks*** and take action to correct any deficiency.
	2.2. Apply safe vehicle loading practices and secure personal items according to organisational policies and procedures.
	2.3. Advise passengers of safety precautions to be taken when traversing rough terrain according to ***relevant legislation*** and organisational policies and procedures.
3. Drive in a variety of terrain types.	3.1. Survey track to identify hazards, asses risk and select routes that minimise damage to the environment.
	3.2. Apply smooth accelerator control strategies over a ***range of terrain types***.
	3.3. Apply recommended braking techniques for hard top surfaces and off road conditions.
	3.4. Identify situations where the engagement of four wheel drive is required.
	3.5. Engage 4W drive and front hubs or centre differential lock where required.
	3.6. Use appropriate range, gear, speed, driving and braking technique to negotiate a range of terrain types while maintaining control of vehicle at all

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ELEMENT	PERFORMANCE CRITERIA
	times. 3.7. Perform a stop and reverse on a moderate incline.
4. Recover a vehicle.	4.1. Identify risks associated with vehicle recovery and develop and implement strategies to minimise risks according to relevant legislation and organisational policies and procedures. 4.2. Identify recovery points and prepare vehicles for recovery. 4.3. Apply recommended mounting strategy on the four wheel drive vehicle and use of rated recovery equipment. 4.4. Apply techniques for joining recovery or snatch strap. 4.5. Coordinate safe recovery of a four wheel drive vehicle using a single snatch strap. 4.6. Perform post recovery checks and repairs. 4.7. Apply techniques for arresting the snatch strap in case of breakage during recovery
5. Perform maintenance and minor repairs.	5.1. Access maintenance equipment and conduct ***routine maintenance*** and ***repair tasks***. 5.2. Check, where necessary, brakes and undercarriage after negotiating varying terrain. 5.3. Demonstrate safe use of a jack to support a four wheel drive vehicle on uneven ground, according to organisational policies and procedure and manufacturer's specifications. 5.4. Complete vehicle performance reports and notify designated personnel.
6. Evaluate four wheel driving activity.	6.1. Evaluate ***relevant aspects*** of the activity. 6.2. Identify improvements for future four wheel driving activities.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - respond appropriately to changing terrain and weather conditions

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  - anticipate and mitigate potential hazards and risks
  - conduct basic checks and maintenance of vehicle
  - perform safe vehicle recoveries
- planning and organising skills to:
  - perform thorough pre-departure checks
  - select relevant equipment, spare parts, and tracks that minimises environmental impact
- communication and literacy skills to:
  - record all maintenance and repairs conducted on the four wheel drive vehicle
  - report maintenance activities to relevant personnel
- self management skills to:
  - review and reflect on own performance
  - identify improvements.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation during four wheel driving
- features and characteristics of four wheel drive vehicles and equipment to enable safe conduct of driving and recovery activities
- four wheel driving techniques used across different terrain
- terrain and weather features and how these might impact on four wheel driving including terrain specific safety requirements to minimise risk to self and others
- recovery and maintenance procedures to ensure risk minimisation to self and group
- reflection and review principles to enable effective self evaluation for future improvement
- minimal impact techniques to ensure protection of the environment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • safe 4WD driving technique over a variety of terrains • plans equipment and supply requirements according to the conditions and duration of the activity and conducts routine pre-departure checks of vehicles and takes action to correct deficiencies • applies appropriate technique to recover a four wheel

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	drive vehicle using a single recovery or snatch strap • performs maintenance and minor repairs on four wheel drive vehicle, and reports details on vehicle performance and action taken to appropriate personnel • reviews four wheel driving performance to identify strengths and areas requiring improvement.
Context of and specific resources for assessment	Assessment must ensure application of driving techniques to negotiate a range of terrain types that reflect local conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable outdoor environment for four wheel driving • a suitable low range four wheel drive vehicle • recovery, maintenance and repair equipment • resources and information to plan and select equipment for the activity • legislation and organisational policies and procedures that impact on the conduct of four wheel driving.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of safe four wheel driving technique over a variety of terrain • oral or written questioning to assess knowledge of terrain types and associated risks and procedures for maintenance and repairs • observation of safe recovery of four wheel drive using a single recovery or snatch strap • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Four wheel drive vehicle may include:	• manual • automatic • part time • constant
Equipment may include:	• navigation equipment • recovery equipment • maintenance equipment • personal equipment or resources.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • land management and minimal impact codes • vehicle reporting and notification procedures • travelling in convoy with other vehicles • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Food and water requirements may include:	• menu planning and preparation • range of foods and drinks • perishability • storage • energy content.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location

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- trip distance and duration
- group objectives
- group size.

Routine pre-departure checks may include:

- engine
- body
- mirrors
- tyres
- accessories.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- area restrictions
- national and state or territory track classification guides
- environmental regulations.

Range of terrain types may include:

- moderate inclines or declines
- sloping terrain
- very soft ground
- rocky areas
- sand
- axle deep water crossings
- mud or black soil
- snow or ice.

Routine maintenance and repair tasks may include:

- changing wheels in uneven terrain
- fluid top up.

Relevant aspects may include:

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

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Unit Sector(s)

Outdoor Recreation

Competency Field

Driving

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SISODRV303A Guide 4WD tours

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on four wheel drive tours. This unit focuses on the application of planning skills to make suitable arrangements to lead a group on four wheel drive trips.

Application of the Unit

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

Licensing/Regulatory Information

Driving must be carried out according to the licensing, certification requirements of the relevant State or Territory authority.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Plan a four wheel drive trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a ***trip plan*** according to participant's needs, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select a location according to participant's abilities, ***trip objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with four wheel driving and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the trip. 1.7. Obtain permits or permission for access where necessary, and inform ***appropriate authorities*** before commencing the trip.
2. Select equipment for the group.	2.1. Select vehicle and ***equipment*** according to contextual issues and organisational policies and procedures and check serviceability. 2.2. Conduct pre-departure checks of vehicles and equipment to ensure safety and suitability to the activity. 2.3. Apply safe vehicle loading practices to pack equipment that is not required on hand.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the four wheel drive trip in a manner suitable to the participants. 3.2. Outline ***safety procedures*** and boundaries for the trip. 3.3. Demonstrate packing of vehicle to participants. 3.4. Establish a suitable communication system for participants to use while four wheel driving. 3.5. Explain symptoms, treatment and prevention of fatigue and dehydration to trip planning in terms of food, clothing, driving times and distances. 3.6. Ensure all participants and vehicles are properly equipped for the trip and conditions.
4. Lead a group of four	4.1. Monitor appropriate spacing between vehicles and

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ELEMENT	PERFORMANCE CRITERIA
wheel drive vehicles.	driving pace according to conditions throughout trip. 4.2. Monitor participant's performance and provide appropriate feedback and encouragement. 4.3. Implement modifications to trip in regard to all ***variable factors*** that are monitored. 4.4. Recognise situations where a hazard needs to be scouted. 4.5. Identify the best lines through hazards taking into consideration the ability of the group and safety issues. 4.6. Manage the movement of the group to maintain the safest situation when negotiating the hazard.
5. Complete post trip responsibilities.	5.1. Notify relevant authorities of trip completion. 5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.3. Complete vehicle performance reports and notify designated personnel where required. 5.4. Evaluate ***relevant aspects*** of trip organisation and conduct. 5.5. Identify potential areas of improvement for future four wheel drive trips.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan four wheel drive trips that meet their needs
  - convey information about the safety aspects of the trip
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan a suitable trip according to participant's needs and abilities
  - make decisions about potential hazards that may affect trip
  - respond to non-routine situations and change in conditions
- planning and organising skills to:
  - source, allocate and coordinate vehicles, equipment and a suitable location
  - organise participants into manageable groups for four wheel driving

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- language and literacy skills to:
  - produce a plan for the trip
  - complete post activity participant and self evaluations
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of four wheel drive touring activities
- location specific information to assist in the planning process and enable management of potential hazards, risks and any special restrictions applying to the area
- vehicle and equipment types, characteristics and technology used for four wheel driving, the advantages and disadvantages, and factors affecting selection of equipment
- use, care and maintenance and repair of vehicle and equipment to ensure prolonged life span and safety requirements
- safe vehicle loading practices to enable clear and accurate demonstration to participants
- principles of nutrition to maintain health and energy during the trip
- four wheel driving techniques and common communication methods used between drivers to reduce risk
- weather and environmental information to ascertain possible conditions and their affect on the trip
- communication systems used in four wheel driving to maintain safety
- first aid, emergency and rescue procedures relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors groups in a safe and professional manner during a four wheel drive tour • applies contingency management techniques to deal with a range of problems and issues that may arise during four wheel drive trips • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need

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improvement.

Context of and specific resources for assessment	Assessment must ensure the safe guiding of groups in four wheel drive activities that are appropriate to the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable outdoor environment to guide groups on four wheel drive tours • participants to take part in the four wheel drive trip • four wheel drive vehicles • recovery, maintenance and repair, navigation and communication equipment • resources and information regarding participants and location to plan, guide and document four wheel driving activities for a variety of participants.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interacting with a group of participants on multiple occasions, including conveying information for safe participation • oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of trip • observation of dealing with contingencies, on multiple occasions, such as changing weather conditions and equipment failure • review of four wheel drive trip plans • third-party reports from a four wheel drive leader detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISODRV302A Drive and recover a 4WD vehicle

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:	• previous experience • age • injuries and illnesses.
Trip plan may include:	• aims and objectives • date, time and duration • location, vehicles and equipment • safety and emergency requirements.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • Adventure Activity Guidelines • land management and minimal impact policies • confidentiality of participant information • time and budget constraints • use and maintenance of equipment • communication protocols • vehicle reporting and notification procedures • travelling in convoy with other vehicles • code of ethics.
Trip objectives may include:	• self improvement • meeting people • adventure and recreation.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies

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	• local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Food and water requirements may include:	• menu planning and preparation • perishability • packaging • storage.
Principles of nutrition may include:	• food groups • dietary guidelines • essential nutrients • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Appropriate authorities may include:	• authorities • supervisors.
Equipment may include:	• vehicles • spare parts • fuel • recovery equipment • navigation equipment • communication equipment • safety and rescue equipment.
Relevant information may include:	• safety procedures • risk and hazard prevention and management • environmental impact minimisation • driving, maintenance and recovery techniques • navigation • responsible and safe behaviour.
Safety procedures may include:	• appropriate spacing between vehicles • use of maintenance and recovery equipment.

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Variable factors may include:

- change of weather
- vehicle and equipment failure
- terrain conditions.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Driving

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SISODRV404A Drive a 4WD vehicle in difficult terrain

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to select and use appropriate range, gear and techniques to drive a four wheel drive vehicle through and over difficult terrain. This includes the performance of maintenance and minor repairs on four wheel drive vehicles.

Application of the Unit

This unit applies to those who drive 4WD vehicles in difficult terrain for work or recreational purposes.

It applies to those working autonomously as four wheel drive adventure guides or program managers and may include those working for private four wheel drive schools or clubs who are responsible for planning, organising and implementing four wheel drive programs in difficult terrain.

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

Licensing/Regulatory Information

Driving must be carried out according to the licensing, certification requirements of the relevant State or Territory authority.

Pre-Requisites

SISODRV302A Drive and recover a 4WD vehicle

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan the four wheel driving activity.	1.1. Determine ***contextual issues*** impacting on the activity according to ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Access ***relevant sources*** to identify and interpret ***weather and environmental information***. 1.3. Determine ***food and water requirements*** according to ***principles of nutrition*** and contextual issues. 1.4. Access required ***equipment*** and check serviceability according to relevant legislation and organisational policies and procedures.
2. Drive a four wheel drive vehicle in difficult terrain.	2.1. Perform ***routine pre-departure checks*** and take action to correct any deficiency. 2.2. Apply safe vehicle loading practices and secure personal items according to organisational policies and procedures 2.3. Engage front free wheel hubs where appropriate. 2.4. Survey track to identify hazards and risks, and select the best route to minimise damage to the environment. 2.5. Advise passengers of any special safety precautions to be taken when traversing ***difficult terrain***. 2.6. Use appropriate range, gear, speed, driving and braking technique to negotiate a range of difficult terrain types while maintaining control of vehicle at all times. 2.7. Perform a safe stop and forward or reverse start on a steep incline where required. 2.8. Demonstrate appropriate use of handbrake. 2.9. Apply risk management procedures relating to blind corners and oncoming traffic according to organisational policies and procedures.
3. Perform maintenance	3.1. Access maintenance equipment and conduct ***routine***

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ELEMENT	PERFORMANCE CRITERIA
and minor repairs on four wheel drive vehicles.	***maintenance and repair tasks***. 3.2. Check, where necessary, brakes and undercarriage after negotiating difficult terrain. 3.3. Use a jack to support a four wheel drive vehicle on uneven ground, according to organisational policies and procedure and manufacturer's specifications. 3.4. Perform wheel removal and or replacement. 3.5. Complete vehicle performance reports and notify designated personnel.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - anticipate and mitigate potential hazards and risks in difficult terrain
  - reduce environmental impact
  - conduct pre-departure checks, basic maintenance and repairs of vehicle
- communication and literacy skills to:
  - record all maintenance and repairs conducted on the four wheel drive vehicle
  - report to relevant personnel
- planning and organising skills to access all required equipment appropriate to the area and terrain being accessed .

Required knowledge

- legislation and organisational policies and procedures to enable safe participation during four wheel driving
- features and characteristics of four wheel drive vehicles and equipment to enable their appropriate selection and safe use of vehicles and equipment
- four wheel driving techniques used in difficult terrain
- terrain and weather features and how these might impact on four wheel driving including terrain specific safety requirements to minimise risk to self, others and the environment
- maintenance and basic repair procedures to ensure risk minimisation to self and group
- minimal impact techniques to enable protection of the environment.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans equipment and supply requirements according to the conditions and duration of the activity and conducts routine pre-departure checks of vehicle or vehicles and takes action to correct deficiencies
- surveys track and assesses risk for both day and night driving, and selects route that reduces environmental impact and risk to self and others
- performs maintenance and minor repairs on four wheel drive vehicle, and reports details on vehicle performance and action taken to appropriate personnel.

Context of and specific resources for assessment

Assessment must ensure application of driving techniques to negotiate difficult terrain types that reflect local conditions and are of a sufficient duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a suitable outdoor environment with difficult terrain for four wheel driving
- a suitable four wheel drive vehicle with low range
- maintenance, navigation and repair equipment
- resources and information to plan and select equipment for the activity
- legislation and organisational policies and procedures that impact on the conduct of four wheel driving.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of safe four wheel driving technique on difficult terrain
- oral or written questioning to assess knowledge of difficult terrain features and risks
- observation of safe maintenance and repair performance
- third-party reports from supervisor detailing

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performance.

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

- SISODRV405A Coordinate recovery of 4WD vehicles

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- area restrictions
- national and state or territory track classification guides
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment
- communication protocols
- land management and minimal impact codes
- vehicle reporting and notification procedures
- travelling in convoy with other vehicles
- code of ethics.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental

- satellite images

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information may include:	• daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Food and water requirements may include:	• menu planning and preparation • range of foods and drinks • perishability • storage • energy content.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Equipment may include:	• navigation equipment • maintenance equipment • recovery equipment • chains.
Routine pre-departure checks may include:	• engine • body • mirrors • tyres • accessories.
Difficult terrain may include:	• long, steep inclines and declines • cross slope driving • deep water crossings • tracks with narrow, twisting, irregular terrain • irregular sandy and or muddy terrain • very rough rocky ground • snow and ice • slippery incline and declines.
Routine maintenance and repair tasks may include:	• change wheels in uneven terrain • puncture repairs • fluid top-up.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Driving

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SISODRV405A Coordinate recovery of 4WD vehicles

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate recovery of a four wheel drive vehicle using advanced techniques and equipment such as a recovery or snatch strap, winch and jack in difficult terrain conditions.

Application of the Unit

This unit applies to those who drive 4WD vehicles in difficult terrain for work or recreational purposes. It applies to those working autonomously as four wheel drive adventure guides or program managers and may include those working for private four wheel drive schools or clubs who are responsible for planning, organising and implementing four wheel drive programs in difficult terrain.

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

Licensing/Regulatory Information

Driving must be carried out according to the licensing, certification requirements of the relevant State or Territory authority.

Pre-Requisites

SISODRV302A Drive and recover a 4WD vehicle

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Assess situation.	1.1. Survey site and identify hazards, assess risk and define danger zones according to ***operating variables***. 1.2. Select a suitable recovery strategy and apply ***risk management strategies*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access rated ***recovery equipment*** suitable to selected recovery method and apply strategies to ensure safe use according to organisational policies and procedures and manufacturer's specifications. 1.4. Apply strategies to reduce environmental impact during recovery.
2. Use a recovery or snatch strap.	2.1. Determine specific hazards associated with use of recovery or snatch straps. 2.2. Identify recovery points and prepare vehicle for recovery. 2.3. Coordinate recovery of a vehicle on a steep incline using recovery or snatch straps. 2.4. Complete post-recovery vehicle and equipment checks.
3. Use a winch to recover a four wheel drive vehicle.	3.1. Identify specific hazards associated with winch recoveries. 3.2. Prepare vehicles for a winch recovery after identification of recovery points. 3.3. Establish safe ground anchor points in ***different terrain conditions***. 3.4. Use pulley blocks to give a mechanical advantage and change the direction of the winch. 3.5. Use a tree trunk protector when using a tree as an anchor point. 3.6. Operate winch to recover vehicle.
4. Use jacks to prepare vehicle for recovery.	4.1. Identify specific hazards associated with the use of ***jacks***. 4.2. Demonstrate safe positioning of jacks..

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Apply ***safe operating procedures*** when using a jack to lift a vehicle according to organisational policies and procedures and manufacturer's specifications.
5. Maintain vehicle recovery equipment.	5.1. Apply ***maintenance procedures*** for recovery equipment.
	5.2. Document equipment and vehicle maintenance according to organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - determine appropriate recovery method according to the situation
  - anticipate and mitigate potential hazards and risks
- planning and organising skills to:
  - assess the situation and identify appropriate recovery method
  - prepare recovery equipment for use
- self management skills to take responsibility for the recovery of a four wheel drive vehicle using appropriate methods.

Required knowledge

- legislation and organisational policies and procedures to enable safe recovery of four wheel drive vehicles in difficult terrain
- four wheel drive vehicle recovery techniques used in difficult terrain, including issues to consider when defining danger zones to enable safe conduct of all activities
- use of recovery or snatch straps, winches and jacks to enable safe selection and use of equipment
- hazards and risks associated with each recovery method and methods of mitigating these risks
- terrain and weather features and how these may impact on recovery
- maintenance procedures used for recovery equipment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- conducts assessment of recovery site and determines potential hazards, risks and environmental conditions that impact on the chosen recovery method
- selects and uses rated recovery equipment to enable recovery of four wheel drive vehicle, including a pulley or snatch block in difficult terrain utilising ground anchor points for both hard and soft ground
- applies regular maintenance of recovery equipment.

Context of and specific resources for assessment

Assessment must ensure coordination of vehicle recoveries using recovery or snatch straps, winches and jacks in difficult terrain types to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a four wheel drive vehicle with low range
- a suitable outdoor environment with difficult terrain
- maintenance, repair and recovery equipment
- legislation and organisational policies and procedures that impact on the conduct of four wheel drive recoveries.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of four wheel drive vehicle recovery in difficult terrain using recovery or snatch straps, winches and jacks
- oral or written questioning to assess knowledge of recovery methods used in difficult terrain
- third-party reports from a supervisor detailing performance.

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

- SISODRV404A Drive a 4WD vehicle in difficult terrain.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Operating variables may include:

- type of recovery equipment used
- possibility of cable or rope failure
- direction of recovery
- potential for vehicle roll or fall
- effect of suction on cable or winch capacity.

Risk management strategies may include:

- defining danger zone
- using equipment according to manufacturer's recommendations
- using rated equipment where practicable.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of recovery equipment
- communication protocols
- land management and minimal impact codes
- vehicle and equipment documentation
- code of ethics.

Recovery equipment may include:

- steel cables
- shovel
- ropes
- chains
- tree trunk protectors
- winch
- winch extension ropes and slings
- jacks
- shackles
- snatch straps.

Different terrain conditions may include:

- hard ground
- soft sand
- mud
- snow
- difficult terrain.

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Jacks may include:	• Bottle jack • Hi-lift jack • Bull bags.
Safe operating procedures may include:	• personal safety and vehicle stability • awareness of soft footing.
Maintenance procedures may include:	• cleaning • cable rolling • greasing and oiling.

Unit Sector(s)

Outdoor Recreation

Competency Field

Driving

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SISODRV506A Instruct four wheel driving skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct four wheel driving skills. This unit focuses on planning, instructing and evaluating instructional four wheel driving sessions to enable participants to achieve the skills and knowledge required to participate independently in four wheel driving activities.

Application of the Unit

This unit applies to leaders working autonomously as four wheel drive instructors or program managers. This may include those working for private four wheel drive schools or clubs and are responsible for planning, implementing and evaluating four wheel drive programs and activities in varied terrain. This may require contingency planning for complex and non-routine situations.

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

Licensing/Regulatory Information

Driving must be carried out according to the licensing, certification requirements of the relevant State or Territory authority.

Pre-Requisites

SISODRV404A Drive a 4WD vehicle in difficult terrain

SISODRV405A Coordinate recovery of 4WD vehicles

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan four wheel drive session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current four wheel driving knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***driving plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Select a location according to participant's needs, session's objectives, relevant legislation and organisational policies and procedures. 1.6. Identify potential ***hazards*** associated with four wheel driving on various terrain types, and minimise ***risks*** according to organisational policies and procedures. 1.7. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures. 2.2. Check equipment for safety, suitability and working condition according to relevant legislation, organisational policies and procedures and manufacturer's recommendations. 2.3. Check contents of first aid and repair kits to ensure their suitability to the location and activity. 2.4. Arrange, where required, protective clothing for each participant.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the four wheel drive session in a manner

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ELEMENT	PERFORMANCE CRITERIA
	appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable communication system to use while participating in four wheel driving. 3.4. Inform participants of known and anticipated hazards, safety procedures and appropriate behaviour. 3.5. Define activity boundaries and training area to participants. 3.6. Check and confirm that all participants and vehicles are properly equipped for the trip and conditions.
4. Instruct four wheel drive session.	4.1. Conduct relevant introductory activities and demonstrate procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 4.2. Apply ***instructional techniques*** to impart required knowledge, four wheel driving skills and ***safety and recovery procedures***. 4.3. Observe participants during session and adjust or modify individual and or group technique as required. 4.4. Respond to emergencies or non-routine situations according to relevant legislation and organisational policies and procedures. 4.5. Allow time for reflection at the end of the session, and inform participants of opportunities to further develop their four wheel driving skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session and give feedback as required. 5.3. Evaluate ***relevant aspects*** of the session and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future four wheel drive instructional sessions.

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Required Skills and Knowledge

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

Required skills

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

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of four wheel driving sessions
- instruction techniques and theories applicable to a range of ages and learning abilities
- location specific information to assist in the planning process and enable management of potential hazards, risks and any special restrictions applying to the area
- vehicle and equipment types, characteristics and technology used for four wheel driving, the advantages and disadvantages, and factors affecting selection use and maintenance
- principles of nutrition to maintain health and energy during the trip
- weather and environmental information to ascertain possible conditions and their affect on the trip
- hazards that may be experienced in various conditions on different terrain
- first aid, emergency and rescue procedures relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	*Evidence of the following is essential*: • plans and delivers information, explanations and demonstrations for four wheel drive sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback, intervention and modification of instructional techniques to improve participant performance and maintain safety • applies contingency management techniques to deal with a range of problems and issues that commonly arise during four wheel drive sessions • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of multiple four wheel driving activities that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable outdoor environment to instruct four wheel drive session • participants to take part in four wheel drive session • four wheel drive vehicles • recovery, maintenance, repair, navigation, communication and teaching equipment • resources and information regarding participants and location to plan, instruct and document four wheel driving sessions for a variety of participants.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning processes, such as consulting with participants to determine their needs and characteristics • oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of sessions

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- observation of four wheel drive instruction, monitoring and adjustment according to participant's needs and characteristics
- observation of dealing with contingencies, such as changing weather conditions and equipment failure
- review of portfolio of four wheel driving and instructional session plans
- third-party reports from a leader detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:

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

Session's aims and objectives may include:

- developing four wheel driving skills
- education
- development
- therapy
- fitness targets
- recreation.

Instructional plan may include:

- four wheel driving activities and drills
- type and duration of activities.

Driving plan may include:

- aims and objectives
- date, time and duration
- location, resources and equipment
- safety requirements.

Relevant legislation may include:

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

Organisational policies and

- occupational health and safety

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procedures may include:

- land management and minimal impact codes
- assessment procedures
- confidentiality of participant information
- use and maintenance of equipment
- communication protocols
- vehicle reporting and notification procedures
- travelling in convoy with other vehicles
- code of ethics.

Hazards may include:

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

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment and course failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Contingency plans may include:

- change in weather
- equipment or vehicle failure
- terrain conditions.

Equipment may include:

- vehicles
- spare parts
- recovery equipment
- safety and rescue equipment
- navigation equipment
- communication equipment.

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Resources may include:

- licenses
- food and water
- clothing
- fuel
- teaching aids.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant information may include:

- safety procedures
- risk and hazard prevention and management
- driving, maintenance and recovery techniques
- navigation
- responsible and safe behaviour.

Instructional techniques may include:

- simple to complex
- part to whole
- chronological
- known to unknown
- D.E.D.I.C.T:
  - demonstrate
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- E.D.I.C.T:
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- I.D.E.A:
  - introduce
  - demonstrate
  - explain
  - apply

Safety and recovery procedures

- emergency response procedures

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may include:	• group management in emergency situations • symptoms, treatment and prevention of common risks.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Driving

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SISOEQO201A Handle horses

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to handle horses safely. This unit focuses on the identification and safe catching, management and handling of horses for the purposes of transporting, training and racing or recreational use.

Application of the Unit

This unit applies to those working as stable hands, strappers and or horse trainers in environments such as stables, paddocks, yards, racecourses and public areas.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Identify and catch, control and lead a horse.	1.1. Use ***features*** to correctly identify horses within a ***working environment***. 1.2. Consider ***behaviour and level of training*** of horse prior to handling. 1.3. Identify and adjust to ***influencing factors*** which affect the senses, communication traits and behaviour patterns of horses. 1.4. Approach and catch selected horse using ***appropriate gear***, and handle, lead and control in a safe manner.
2. Assist with the transportation of horses.	2.1. Check towing vehicle and float for safety, suitability and compliance with road transport regulations. 2.2. Correctly position vehicle and float for loading and unloading. 2.3. Prepare horses for ***transport*** and apply protective equipment. 2.4. Load or unload horses in a calm and humane manner, in accordance with instructions. 2.5. Apply correct procedures, under supervision, for dealing with difficult situations in loading and unloading, including procedures for securing and restraining horses. 2.6. Correctly report incidents, equipment defects, procedural problems and animal behaviour during transportation.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - interact with and seek advice from supervisors, other participants and horses
  - relay information to supervisors
- listening skills to follow instructions and directions from the supervisor
- problem-solving skills to anticipate and mitigate an aggressive, misbehaved and or frightened horse
- horse handling and care skills to look after horses
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

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Required knowledge

- social behaviour, senses, psychology and vices of horses to recognise and treat individual temperaments and behaviours
- gear and equipment used to catch, transport, restrain and handle horses in a safe manner
- horse welfare and safe work practices to ensure safety for participant and horse
- road transport regulations and techniques to enable safe transportation of horses
- individual horse information to understand history, previous training, handling and behaviour
- horse handling techniques to catch, control and lead a horse
- emergency procedures appropriate to the level and location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to select and use appropriate gear to handle, lead and control horses in a safe manner • takes measures to identify different horses and develop trusting relationships with them through the use of horse psychology, consistent positive body language and verbal instructions • follows written and verbal instructions from the instructor to assist in catching, leading and transporting horses safely • modifies technique to deal with a range of reasonably tractable horse handling situations and correctly reports incidents, equipment defects, procedural problems and animal behaviour.
Context of and specific resources for assessment	Assessment must ensure conduct of multiple horse handling activities to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources, such as information on horse features and behaviours

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- a suitable location, such as stables
- a variety of quiet and reasonably tractable horses of different temperaments and behaviours, and at different stages of training
- equipment such as leg ropes, muzzles, leads, horse float and a suitable vehicle for towing
- a supervisor or manager.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of equipment selection and preparation to ensure proper fit and usage
- oral or written questioning to assess knowledge of individual horse information, previous training, handling and behaviour
- observation of safe participation and demonstration of correct horse handling techniques when identifying, catching, leading and transporting a horse
- third-party reports from a supervisor detailing work performance.

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

- RTE2121A Provide daily care for horses

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Features may include:

- colour
- markings
- brands
- sex
- size.

Working environment may include:

- wash bays
- day yards

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- paddocks
- round yards
- exercise areas
- stables
- crushes
- stripping stalls
- sand rolls
- restraining areas
- swimming pools
- beaches
- rivers and dams
- stalls
- race tracks
- training areas.

Behaviour and level of training may include:

- good behaviour traits and vices
- level of training required for safe handling and controlling
- assessment of appropriate behaviour for handling.

Influencing factors may include:

- wind and noise
- physical environment
- weather
- other animals
- vehicles
- fences
- equipment.

Appropriate gear may include:

- halters
- appropriate leads
- lunging whip
- floating boots
- bandages
- twitches
- anti rearing bits
- muzzles
- leg ropes
- hobbles.

Transport may include:

- floats
- trucks
- air transport.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Equestrian activities

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SISOEQO202A Demonstrate basic horse riding skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in horse riding activities. This unit focuses on the demonstration of basic horse riding skills through the participation in supervised horse riding activities in controlled conditions

Application of the Unit

This unit applies to those working as assistant horse riding leaders in a controlled environment, such as a riding school, arena or on a suitable trail. This unit may also apply to those working as yard staff in charge of horse care or those working for private companies who offer riding activities, tours and trail rides.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan a horse riding activity.	1.1. Identify possible ***hazards*** and ***risks*** associated with the horse riding activity. 1.2. Access ***relevant sources*** to interpret ***weather and environmental information*** and ascertain possible impact on the ride. 1.3. Select a suitable arena in ***controlled conditions*** that comply with ***relevant legislation*** and ***organisational policies and procedures***.
2. Select and prepare tack, horse and personal equipment.	2.1. Select ***tack*** and ***personal equipment*** after consideration of ***contextual issues***, and check that it is in good working condition. 2.2. Assess horse for safety and suitability for the activity 2.3. Catch and lead horse tether, and tack up in a safe and appropriate manner. 2.4. Demonstrate quick release knot. 2.5. Fit and correctly adjust tack and personal equipment, suitable for the rider and horse.
3. Mount, ride and dismount the horse.	3.1. Adjust tack and personal equipment as necessary to fit the rider comfortably. 3.2. ***Mount*** horse in a safe and balanced manner. 3.3. Ride horse through ***gaits*** in a balanced and calm manner. 3.4. Use recognised ***aids*** appropriate to the training of the horse. 3.5. Ride horse in a group and alone, through a variety of ***required movements*** in a confident fashion. 3.6. Control the horse at all times and approach hazards appropriately and creatively to reduce their impact. 3.7. Dismount and lead the horse safely.
4. Cool down and release horse.	4.1. Cool the horse down as necessary. 4.2. Remove equipment, check for wear or breakage, and store in an appropriate manner. 4.3. Release horse according to ***safety requirements***.
5. Evaluate ride.	5.1. Evaluate ***relevant aspects*** of the ride. 5.2. Identify improvements for future rides.

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Required Skills and Knowledge

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

Required skills

- communication skills to interact with supervisor, other riders and the horse, to maintain a positive and safe riding environment
- listening skills to follow instructions and directions from the supervisor
- horse handling and care skills to look after the horse
- horse riding techniques to control horse in a safe and effective manner under controlled conditions
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable the safe conduct of all activities
- selection, use and set up of horse riding tack and equipment, such as bridles and saddles, to enable safe riding
- social behaviour, psychology and vices of horses to recognise and treat individual temperaments and behaviours
- gaits of horses, such as walking, trotting and cantering in all directions
- horse handling techniques and movements for basic horse riding, such as turns and halts
- safe zones for riding in a group to enable safe participation in horse riding activity
- basic weather and environmental information to ascertain possible conditions and their affect on the ride
- emergency procedures appropriate to the level and location to ensure risk minimisation to self and group.
- safe ascent and descent and negotiation of obstacles on a trail or within a horse-riding activity

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	**Evidence of the following is essential**: • applies relevant process to select and fit appropriate tack and personal equipment so that it is safe and

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comfortable
- takes measures to develop control of the horse through the use of horse psychology, consistent positive body language and movement to communicate with the horse giving it appropriate instructions
- follows written and verbal instructions from the instructor to accurately apply knowledge and demonstrate required movements, techniques and control over the horse
- modifies technique according to group and individual riding, and applies safe horse handling techniques to avoid hazards where possible
- maintains safe zones in group riding
- evaluates and reflects on own riding to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in horse riding sessions that are of a sufficient duration to allow the participant to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources, such as information on horse riding equipment, possible horse behaviour and basic riding techniques
- a suitable location, such as a suitable track for a trail ride or a commercial riding school,
- quiet and reasonably tractable horses in a recreational or training program
- equipment such as halters, ropes, saddles, bridles, helmets, suitable clothing and boots
- a qualified instructor.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of equipment selection and preparation, to ensure proper fit and usage
- oral or written questioning to assess knowledge of safety aspects and horse handling techniques
- observation of safe participation and demonstration of correct technique while maintaining control of the horse at all times
- third-party reports from a supervisor detailing performance.

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

- RTE2130A Ride and care for horses and equipment.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Hazards may include:

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

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- local knowledge

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
  - river levels
  - synoptic charts
- high and low tide predictions.

Controlled conditions may include:

- under supervision
- minimal environmental hazards and obstacles
- good weather conditions
- quiet and reasonably tractable horses

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- reasonable level terrain.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment
- communication protocols
- emergency procedures
- code of ethics.

Tack may include:

- halters
- ropes
- towels
- brushes
- hoof picks
- saddles
- saddle cloths
- bridles
- stirrups
- martingales
- cruppers
- breastplates
- sponges
- paddock or other rugs

Personal equipment may include:

- clothing
- boots
- helmet.

Contextual issues may include:

- weather extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards

Mount may include:

- from the ground
- using a mounting block.

Gaits may include:

- walk
- trot
- canter.

Aids may include:

- legs
- weight
- hands
- voice.

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Required movements may include:	• turns • halts • circles • reverses • serpentines • figures of eight • riding towards and away from the group. • riding up and down hills • riding through creeks and rivers • negotiation of obstacles such as trees, rocks or cliffs
Safety requirements may include:	• catching • leading • saddling • bridling • tethering • mounting • keeping distance from other horses • dismounting • unsaddling • unbridling • cooling down horse • rugging • releasing horse to paddock or stall.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Equestrian activities

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SISOEQO303A Conduct horse riding sessions in an arena

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct a horse riding session on the flat in an arena. This unit focuses on safely conducting and monitoring horse riding sessions for participants with little or no experience in horse riding.

Application of the Unit

This unit applies to those working as horse riding leaders in a controlled environment, such as a riding arena. This unit may also apply to those working for organisations who offer riding activities or recreational horse riding programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan riding session or sessions	1.1. Establish ***participant's needs and characteristics*** and assist with participant's disclaimer where required. 1.2. Perform and document appropriate ***safety checks*** suitable for the ***session***, according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Identify possible ***hazards*** and ***risks*** associated with riding activities and determine ***safety procedures*** and contingency plans according to organisational policies and procedures. 1.4. Assess horses and match to participant characteristics. 1.5. Prepare horses safely and appropriately for the activities being performed.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the riding session in a manner appropriate to the participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated risks, safety procedures, appropriate behaviour and ***rules and regulations*** of riding. 2.4. Establish a suitable communication system to use while participating in activities.
3. Conduct riding session or sessions.	3.1. Provide clear and accurate instructions and demonstrations during the session. 3.2. Supervise participants and maintain effective communication during ***horse riding activities***. 3.3. Observe participants during riding activities and provide individual and or group correction as required according to ***rules and regulations*** and accepted ***best practice principles of horse riding activities***. 3.4. Facilitate group dynamics to maintain group and horse safety, control and engagement. 3.5. Bring participants to a halt safely, supervise dismount and client safe departure at the end of the session.
4. Complete post	4.1. Encourage participants to identify their satisfaction

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ELEMENT	PERFORMANCE CRITERIA
session responsibilities.	with the session, and give feedback as required. 4.2. Check and release horses and store tack and equipment according to organisational policies and procedures and rules and regulations of riding. 4.3. Identify potential areas of improvement for future riding sessions.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to identify their needs
  - convey information about the safety aspects of the session
  - convey skills to participants
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - conduct the session according to participant's needs and characteristics
  - anticipate and mitigate aggressive, misbehaved and or frightened horses
  - address participant difficulties during the session
  - anticipate and respond appropriately to routine situations
- planning and organising skills to:
  - source and access appropriate equipment, horses and a suitable arena
  - monitor participation
  - organise participants into manageable groups with suitable horses for activities
- language and literacy skills to:
  - complete post session participant and self evaluations
  - conduct and document safety checks
- numeracy skills to conduct activities within session timeframes
- personal horse riding and handling skills to a high level of technical correctness to enable the safe and effective conduct of horse riding sessions for participants.

Required knowledge

- legislation, organisational policies and procedures and rules and regulations of riding to ensure safe and non-discriminatory conduct of session or sessions
- features of the arena to enable identification and management of potential risks and hazards
- selection, use and set up of tack and equipment for a horse riding session

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- communication systems used between participants and horses during riding
- hazards and risks commonly associated with horse riding sessions and methods of mitigating these risks
- horse handling and riding techniques to facilitate safe participation in the session
- social behaviour, psychology and vices of horses to recognise and treat individual temperaments and behaviours throughout session
- emergency and safety procedures appropriate for horse riding, to ensure risk minimisation to participants and horses.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conveys information to participants for riding session or sessions to ensure activities are conducted safely, according to participant's needs, relevant legislation, organisational policies and procedures, rules and regulations and best practice codes • assesses participant's needs and applies relevant processes to safely prepare suitable horses for the session or sessions compatible with individual needs • monitors participants and provides constructive feedback and intervention and modifies riding activities to facilitate participation in the riding session • evaluates and reflects on own performance to identify areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure conduct of safe sessions that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also include access to: • suitable arenas with controlled conditions • suitable horses for the riding session or sessions • access to a group of participants for the riding session or sessions • access to tack and personal equipment such as halters, ropes, saddles, bridles, helmets, suitable

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attire.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, rules and regulations of riding and best practice principles to enable safe conduct of all riding activities during sessions
- observation of safe conduct of the session or sessions, and monitoring and adjusting of session or sessions according to participant's needs, characteristics and responses
- portfolio of self evaluations and safety checks for sessions
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:

- age
- previous experience
- fitness level and physical capabilities
- injuries and illnesses
- reasons for participating.

Safety checks may include:

- arena surface and fencing
- temperament of horses
- condition of tack
- personal equipment.

Relevant legislation may include:

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

Organisational policies and

- occupational health and safety

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procedures may include:	• conflict resolution • communication protocols • use, care and maintenance of horse, tack and personal equipment • maintenance of records • code of ethics.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries to horse and or participant • exhaustion • lost party or party member • equipment failure.
Safety procedures may include:	• horse management in hazardous situations • equipment checking and usage • appropriate dress • adequate warm up and cool down • saddling, bridling and tethering • mounting and dismounting • keeping distance from other horses • unsaddling and unbridling • riding at appropriate speed • the 'emergency stop'.
Relevant information may include:	• equipment, clothing and resource requirements • arena boundaries • safety procedures • emergency procedures • communication systems • rules and regulations of riding • responsible and safe behaviour.
Rules and regulations of riding may include:	• Equestrian Australia regulations and guidelines • State Equestrian Association and Local Equestrian Association Codes of Conduct • Australian Sports Commission's Harassment free Sport policy • Australian Horse Industry Council code of

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	practice.
Horse riding activities may include:	• mounting • start • stop • turning • riding different paces, patterns and movements

Unit Sector(s)

Outdoor Recreation

Competency Field

Equestrian activities

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SISOEQO304A Apply first aid for horses

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply first aid for horses in sport and recreational programs. It focuses on the management of health, fitness and well being of horses and the assessment and application of first aid where necessary prior to veterinary attention.

Application of the Unit

This unit applies to those working in a horse establishment. This may include those working for private horse riding companies or group leaders in school outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Assess health problems and injuries in horses.	1.1. Identify common ***health problems and injuries*** affecting horses. 1.2. Carry out appropriate ***pre and post activity assessment*** of injuries or health problems and determine the immediate and ongoing course of action according to ***organisational policies and procedures***. 1.3. Calm and restrain horses prior to first aid assessment according to ***relevant legislation*** and organisational policies and procedures. 1.4. Access and select ***first aid equipment*** according to required uses and organisational policies and procedures. 1.5. Apply ***first aid*** to horses according to relevant legislation and organisational policies and procedures 1.6. Refer ***treatment*** and emergency care of horses as appropriate according to organisational policies and procedures.
2. Assist veterinarian.	2.1. Use accepted safe practices for restraint and handling of the horse according to relevant legislation and organisational policies and procedures 2.2. Provide ***assistance*** to veterinarian during examination as directed and in a manner which avoids complications to existing injury, or injury to self or veterinarian 2.3. Carry out treatment and management practices as prescribed by the veterinarian following examination according to organisational policies and procedures 2.4. Monitor treatment and report problems to veterinarian as appropriate
3. Care for a convalescing horse.	3.1. Administer intramuscular injections according to instruction as part of the ongoing course of treatment according to relevant legislation and industry regulations 3.2. Remove and reapply bandages as instructed without causing discomfort to the horse 3.3. Carry out therapeutic exercise with horse if required according to organisational policies and procedures 3.4. Provide horse with feed which will aid health and

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ELEMENT	PERFORMANCE CRITERIA
	digestion in the process of recovery
	3.5. Document progress and problems according to organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - liaise with veterinarians and managers
  - follow instructions and directions to carry out treatment
- problem-solving skills to:
  - assess health problems and injuries
  - decide on the most appropriate course of action and monitor first aid outcomes
- planning and organisation skills to identify and access required first aid equipment
- literacy skills to monitor and document treatment progress and problems
- safe horse handling and restraint techniques to ensure treatment is carried out safely

Required knowledge

- relevant legislation and organisational policies and procedures to enable the safe and effective treatment of horses
- anatomy or physiology of horses to enable the identification of health issues and the safe and appropriate treatment of injuries and health problems
- first aid equipment and its correct use
- vital signs of injury or ill health to ensure problems are identified and treated promptly
- examination techniques to enable problems and injuries to be identified accurately
- appropriate first aid procedures and principles relating to accidents and injuries
- restraint and handling techniques to calm and reassure injured or sick horses.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- works within own area of responsibility to control and restrain horses to ensure the safety of self and others
- implements and monitors first aid practices and procedures to care for horses and refers to veterinarian as appropriate
- utilises knowledge of anatomy and physiology of horses to recognise vital signs of horse health or injury
- applies effective contingency management techniques to make adjustments in response to changing conditions, such as changing health conditions of the horse.

Context of and specific resources for assessment

Assessment must ensure application of first aid procedures for horses appropriate to injury assessment using required first aid equipment on multiple occasions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a private or commercial establishment and horses with injury or health problems
- horse first aid equipment and facilities
- organisational policies and procedures
- veterinarians.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of assessment and treatment of horses health problems or injuries including first aid equipment selection, preparation and use
- oral or written questioning to assess knowledge of anatomy and physiology of horses to recognise vital signs of horse health
- observation of safe handling and restraint techniques of horse during assessment and treatment
- third-party reports from a supervisor detailing performance.

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

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- RTE3402A Implement animal health control programs.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Health problems and injuries may include:

- cuts
- breaks
- colds
- punctures
- colic
- abrasions
- tying up
- bleeders
- acidosis
- distress
- hoof pricks
- stone bruises
- allergic reactions
- cast horses
- quarter cracks
- bowed tendons
- abnormal temperature
- insect bites
- animal bites
- diarrhoea
- dehydration
- founder
- oedema
- pneumonia
- skin infections.

Pre and post activity assessment may include:

- weight
- in season
- respiration rate
- temperature
- sweating

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- capillary refill
- lameness
- cramping
- heart or pulse rates.

Organisational policies and procedures may include:

- reporting illness or injury
- use and maintenance of first aid equipment
- communication protocols
- emergency procedures
- referral procedures
- restraint and handling of horses
- occupational health and safety.

Relevant legislation may include:

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

First aid equipment may include:

- bandages
- poultices
- scissors
- antiseptic creams or lotions or sprays
- twitch
- thermometer
- water and ice
- cotton wool
- anti inflammatory drugs
- painkillers
- syringes.

First aid may include:

- application of support and box bandages
- treatment of swelling and inflammation
- administration of intramuscular injection.

Treatment may include:

- cleansing
- isolation
- immobilisation
- administration of medication
- poultice
- support bandage
- hosing.

Assistance may include:

- restraint
- use of halter and rope,
- nose twitch.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Equestrian activities

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SISOEQO305A Ride horses in tracked areas

Modification History

Not Applicable

Unit Descriptor

This unit covers the knowledge and skill required to participate in horse riding activities of up to a day's duration in a controlled environment along tracked areas with reasonable level terrain with no steep ascents, descents or gullies and containing some predictable terrain hazards.

Application of the Unit

This unit applies to those working as assistant horse riding guides under supervision, in controlled tracked areas. This unit may also apply to those working as horse riding support staff for private outdoor adventure companies and or school based outdoor education programs, such as holiday programs and camps.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOEQO202A Demonstrate basic horseriding skills

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the riding activity.	1.1. Identify possible ***hazards*** and ***risks*** associated with the ride according to ***organisational policies and procedures***.
	1.2. Access and confirm intended route and become familiar with ***route environment*** for the intended ride according to organisational policies and procedures.
	1.3. Prepare and pack ***navigation equipment*** and other safety resources according to organisational policies and procedures.
	1.4. Access ***relevant sources*** to interpret ***weather and environmental information*** and ascertain possible impact on the ride.
2. Select and prepare horse and equipment.	2.1. Assess and select horse for safety and suitability for the ride according to organisational policies and procedures.
	2.2. Select suitable ***riding equipment*** after consideration of ***contextual issues***, and check that it is in good working condition according to organisational policies and procedures.
	2.3. Plan and pack ***personal equipment*** and food and water resources for the duration of the ride.
	2.4. Catch and lead horse tether, and tack up in a safe and appropriate manner.
	2.5. Fit and correctly adjust tack and personal equipment, suitable for the rider and horse.
3. Demonstrate horse riding skills in a trail ride situation.	3.1. Mount and dismount in a safe manner in an open trail ride environment without assistance according to organisational policies and procedures.
	3.2. Adopt appropriate posture for horse riding and handle the horse in a safe and effective manner.
	3.3. Establish and maintain an appropriate ***rhythm*** and pace.
	3.4. Negotiate ***obstacles*** safely according to organisational policies and procedures.
	3.5. Negotiate ascending and descending inclines safely.
	3.6. Demonstrate appropriate navigation skills to follow planned route.
	3.7. Apply minimum impact procedures according to ***relevant legislation*** and organisational policies and

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ELEMENT	PERFORMANCE CRITERIA
	procedures.
4. Evaluate the ride.	4.1. Evaluate ***relevant aspects*** of the ride. 4.2. Identify improvements for future rides. 4.3. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to interact with group leader and other participants to maintain a positive and safe environment while on the ride
- planning and organisation skills to plan relevant food, water, clothing and riding equipment for the ride
- literacy skills to read and interpret route maps and analyse weather and environmental information
- self-management skills to:
  - recognise and act within boundaries of role and responsibilities
  - review and evaluate the ride in relation to personal performance
- first aid and emergency response skills appropriate to the location or degree of remoteness of the track used for riding to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable the safe participation in riding activities
- selection, use and set up of horse riding tack and equipment, such as bridles and saddles, to enable safe riding
- social behaviour, psychology and vices of horses to recognise and treat individual temperaments and behaviours
- gaits of horses, such as walking, trotting and cantering in all directions
- horse handling techniques and movements for basic horse riding, such as turns, halts and reverses, mounting and dismounting and ascending and descending techniques
- weather and environmental information to ascertain possible conditions and their effect on the ride
- emergency and first aid procedures appropriate to the level and location to ensure risk minimisation to self and group.
- minimum impact code and minimal impact practices applicable to horse riding to

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ensure protection of the environment
- fluid and nutritional requirements for up to a day's duration to enable safe participation
- clothing requirements for day rides, such as wet weather gear to maintain warmth and sun protection to minimise sunburn and heat stroke
- basic horse first aid techniques to manage injuries sustained by horses during the ride

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans for the ride within own area of responsibility by accessing appropriate information impacting on the ride • identifies, accesses and uses appropriate equipment and resources for the ride within departure time frames • utilises knowledge of horse behaviour and horse riding and handling techniques to control and handle horses to ensure the safety of self and others and develops a trusting relationship with horses • applies effective contingency management techniques to make adjustments in response to changing conditions, such as negotiating hazards and changing weather conditions • evaluates and reflects on own riding to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in a horse riding activity that is up to a day's duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources, such as information on horse riding equipment, possible horse behaviour and riding techniques and weather and environmental information • a suitable location for the ride with controlled

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	conditions • suitable horses • equipment such as halters, ropes, saddles, bridles, helmets, suitable clothing and boots • organisational policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of equipment selection and preparation, to ensure proper fit and usage • oral or written questioning to assess knowledge of safety aspects and horse handling techniques • observation of safe participation and demonstration of correct technique while maintaining control of the horse at all times • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.

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Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • duty of care • code of ethics • industry standards for maximum workload for horses • codes of practice.
Route environment may include:	• bushland • arid areas • alpine areas • rainforest • beaches • tracks and roads.
Navigation equipment may include:	• compass • map.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Riding equipment may include:	• halters • ropes • towels • brushes • hoof picks • saddles • saddle cloths • bridles • stirrups • martingales • cruppers • breastplates

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- markers.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Personal equipment may include:

- clothing
- boots
- helmet.

Mount may include:

- from the ground
- using a mounting block.

Rhythm may include:

- few stops and starts
- changes of pace
- maintaining steady group pace.

Obstacles may include:

- rivers
- low boughs on trees
- logs
- rocks
- exposed areas.

Relevant legislation may include:

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

Relevant aspects may include:

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

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Unit Sector(s)

Outdoor Recreation

Competency Field

Equestrian activities

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SISOEQO306A Guide day horse trail rides in tracked areas

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide or lead clients on day rides in tracked or easy untracked areas. This unit focuses on the application of planning skills to make suitable arrangements to guide a group through a day riding activity.

Application of the Unit

This unit applies to those working as horse riding guides who guide day rides in a controlled environment. This may include those working for private horse riding companies or group leaders in school outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan a day ride.	1.1. Establish ***participant's needs and characteristics*** and assist with participant's disclaimer where required. 1.2. Develop an activity ***plan***, according to ***relevant legislation*** and ***organisational policies and procedures***, to meet participants' needs. 1.3. Select trail ride route suitable for participants and identify rest stops to minimise impact on the terrain and other trail users according to relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with the ride and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the activity. 1.7. Inform ***appropriate authorities*** of route and anticipated times before commencing the ride.
2. Select equipment for the ride.	2.1. Select horses of suitable size and temperament to suit individual rider's needs, abilities and attitude. 2.2. Select ***equipment*** according to contextual issues and organisational policies and procedures. 2.3. Perform and document appropriate safety checks suitable for the ***ride***, according to relevant legislation and organisational policies and procedures. 2.4. Adjust and fit equipment to ensure personal comfort. 2.5. Pack saddle bags to ensure they are balanced and comfortable for the horse.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the ride in a manner suitable to the participants. 3.2. Demonstrate correct horse handling and riding techniques. 3.3. Establish a suitable ***communication system*** for participants to use during the ride. 3.4. Outline ***safety procedures*** and safe areas and or boundaries for the activity.

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ELEMENT	PERFORMANCE CRITERIA
	3.5. Check and confirm participants are properly equipped for the ride.
	3.6. Check participants can apply simple aids to horses to control their direction and speed
	3.7. Check that the combinations of horses and riders are appropriate for the planned ride
4. Lead a day ride.	4.1. Provide clear and concise direction and advice to group during the ride.
	4.2. Monitor riding conditions and techniques to ensure a safe environment.
	4.3. Monitor individual ***participant's performance*** and provide appropriate feedback.
	4.4. Implement appropriate modifications to activity in regard to all ***variable factors*** that are monitored.
	4.5. Lead both mounted and unmounted horses from horseback.
	4.6. Respond appropriately to any emergency or situation.
5. Select a temporary site for short stops.	5.1. Assess and select ***suitable sites*** to minimise impact on the local environment.
	5.2. Explain relevant minimum impact practices to group and monitor their compliance.
	5.3. Return site to an equal or greater standard on departure.
6. Complete post trip responsibilities.	6.1. Notify relevant authority of trip completion.
	6.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.
	6.3. Check and deal with injuries or wear to horses according to organisational policies and procedures.
	6.4. Evaluate ***relevant aspects*** of riding activity.
	6.5. Identify potential areas of improvement for future trail horse riding activities
	6.6. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

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Required skills

- communication skills to:
  - consult with participants to plan day rides that meet their needs
  - liaise with relevant authorities regarding the route
  - convey information about the safety aspects of the ride
  - interact with participants to create a safe and positive riding environment
  - provide information on skills required to safely negotiate tracks and trails and to control the horses
  - provide information and skills to non riders
  - provide feedback to riders to assist them to improve their riding skills
- problem-solving skills to:
  - plan suitable riding activities according to participant's needs and abilities
  - assess different variables affecting the ride
  - respond appropriately to non-routine situations
  - manage the group effectively
  - assess suitability of horse to rider and the level of their abilities to travel different routes and paces
- planning and organisation skills to source, allocate and coordinate resources, equipment and a suitable trail ride route with easy access to a suitable site for short stops
- language and literacy skills to:
  - produce a plan for the riding activity
  - document safety checks,
- complete post activity participant and self evaluations
- personal horseriding skills to a high level of technical correctness to demonstrate and explain requirements to participants
- water hazard and river reading skills, such as direction and speed of flow, currents, eddies and other hydrological features that may impact on safety during the ride
- water hazards
- navigation skills to lead a group on a planned horse riding activity along a certain route and or to a chosen destination
- first aid and emergency response and rescue skills appropriate to the location to enable initial response to emergencies for both participants and horses
- ability to apply a risk management plan to enable the activity to be conducted safely.

Required knowledge

- relevant legislation and organisational policies and procedures to ensure safe conduct of riding activities
- minimal impact codes to enable protection of the environment
- horse handling techniques and behaviour patterns and characteristics of horses to ensure safety of participants and horses

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- symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to assist in planning riding times and distances and assist participants in self monitoring
- information about local area to assist in the planning process and enable management of potential hazards and any special restrictions applying to the area
- types and characteristics of equipment to enable its safe and efficient selection, use and maintenance
- clothing requirements for day rides, such as wet weather gear to maintain warmth and sun protection to minimise sunburn and heat stroke
- waterproofing and stowing techniques used to keep equipment, that is not required on hand, dry during ride
- communication systems and signals used to communicate during the ride
- principles of nutrition to maintain health during the activity
- weather and environmental information to identify forecast conditions and their effect on the riding activity
- emergency response and rescue procedures appropriate for horse riding, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies knowledge of horse riding and handling techniques to plan within activity constraints and applies effective group management techniques to guide and monitor participants according to relevant legislation and organisational policies and procedures • monitors the progress of the day ride and applies effective contingency management techniques to make adjustments in response to changing conditions, such as horse and rider problems, and negotiating hazards and changing weather conditions • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure planning and leading day rides that reflect the needs of a range of participants to demonstrate competency and consistency of

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performance.

Assessment must also ensure access to:

- resources and information regarding participants and location to accurately plan, guide and document a day ride for a variety of participants
- suitable horses
- a route or location suitable for the conduct of a horse trail ride
- a suitable temporary site, if required
- a group of participants to take part in the day ride
- horse riding equipment such as saddles, navigation equipment, appropriate clothing, food and water, communication devices; safety, and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning and guiding processes and interaction with a group of participants, including conveying information for safe participation and appropriate assessment of and assistance provided to participants
- oral and or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of day rides
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- portfolio of day riding plans
- third-party reports from a supervisor detailing performance.

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

- SISOEQO304A Apply first aid for horses.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Participant's needs and characteristics may include:	• skill level • previous experience • fitness level, emotional and physical capabilities • age • injuries and illnesses • condition on the day of the trip • size of the horse.
Plan may include:	• ride's aims and objectives • date, time and duration of ride • location, planned route and or destination • guide and participant ratios • resources • equipment • weather details • safety requirements • contingency plan.
Relevant legislation may include:	• occupational health and safety • permits from land management authorities • equal opportunity • privacy • working with children • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • Standard Operating Procedures for running a trail ride • risk management procedures • assessment procedures • time and budget constraints • use and maintenance of equipment • communication protocols • confidentiality of participant information • guide and participant ratios • emergency and safety procedures • code of ethics.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation

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	• group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Relevant sources may include:	• Bureau of Meteorology • Media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Food and water requirements may include:	• range of foods • perishability • energy content. • carrying capacity
Principles of nutrition may include:	• essential nutrients • individual food requirements and allergies • hydration.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size
Appropriate authorities may include:	• authorities • supervisors
Equipment may include:	• saddles and associated horse equipment • maps and compass • safety equipment • Emergency Position-Indicating Radio Beacons • ropes • knife

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- communication equipment.
- first aid equipment
- saddle bags

Relevant information may include:

- logistical details
- safety procedures
- prevention and treatment of illnesses
- behaviour patterns and characteristics of horses
- equipment requirements
- preventative measures for risks
- possible hazards
- horse handling and riding techniques
- objectives of day ride
- rules and codes
- responsible and safe behaviour.
- medical information, fitness and skills of the riders

Communication system may include:

- calls
- radio
- hand signals
- whistles.

Safety procedures may include:

- correct fitting equipment
- undamaged equipment
- communication systems
- use of safety and rescue equipment.
- procedures for managing the group
- assessing abilities of riders before departure
- teaching basic skills prior to departure
- ensuring appropriate horse and rider combination

Participant's performance may include:

- use of appropriate communication system
- riding technique
- riding pace and space
- attitude
- negotiation of hazards
- use of equipment
- suitability of horse or rider combination.

Variable factors may include:

- change of weather
- equipment failure
- participant's needs
- riding conditions.

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Suitable site may include:

- rest stops
- activity sites
- temporary shelter.

Unit Sector(s)

Outdoor Recreation

Competency Field

Equestrian activities

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SISOEQO407A Select horses for a program

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to select horses to suit the needs of riding programs. It focuses on testing, purchasing and re-testing horses to assess if they are suitable for riding programs.

Application of the Unit

This unit applies to those working as horse riding guides or instructors who are also responsible for organising horses for riding programs. This may include those working for private horse riding companies or group leaders in school outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Establish criteria for purchasing horses.	1.1. Identify and access available budget for purchasing horses according to ***organisational policies and procedures***. 1.2. Identify and assess program needs in consultation with ***appropriate personnel***. 1.3. Identify the ***characteristics and types of horses*** required according to ***program and operational needs***. 1.4. Identify and evaluate ***sources*** of horses according to organisational policies and procedures. 1.5. Confirm purchase timetable allows suitable time prior to operational use for training.
2. Select and buy horses.	2.1. Assess horses against identified program needs 2.2. Test horses extensively prior to acquisition according to organisational policies and procedures 2.3. Check behaviour patterns of horses to confirm compliance with accepted industry practice. 2.4. Check health of animals according to ***relevant legislation*** and organisational policies and procedures 2.5. Purchase horses and complete appropriate documentation according to organisational policies and procedures
3. Monitor horses progress.	3.1. Identify ***inappropriate behaviour patterns*** and habits and implement appropriate training program to ensure horse's suitability to the program and the safety of clients. 3.2. Implement ongoing monitoring and identify continuing problems and ***appropriate courses of action***. 3.3. Re-test horses to confirm they are suitable for the program. 3.4. Remove horses exhibiting inappropriate behaviours from the program if re-training is ineffective or impractical.

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Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - select appropriate horses to match organisational operational and program needs
  - determine appropriate courses of action regarding training progress and suitability
  - assess cost and benefits of re-training horses to ensure suitability
- planning and organising skills to source appropriate horses and acquire and test them within appropriate time frames
- communication skills to liaise with appropriate personnel to determine suitability of horses and appropriate courses of action regarding unsuitable horses
- literacy skills to complete appropriate documentation
- numeracy skills to work within budgetary constraints when purchasing horses
- horse handling and riding skills.

Required knowledge

- relevant legislation and organisational policies and procedures to enable the safe and effective testing, purchase and training of appropriate horses
- factors affecting general horse selection and purchase such as cost and benefit implications
- characteristics affecting choice of horses such as size, age, health, training and previous experience, tractability, vices, temperament
- usual behaviour, vices and undesirable traits of horses, and the identification of appropriate behaviour modification and corrective practices and procedures to enable effective and humane training of horses
- pre-purchase testing techniques to accurately assess potential suitability of horses.
- understanding and identification of indicators of conformation and health issues in horses and likely outcomes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • applies knowledge of horse handling and behaviour

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competency in this unit	to test horses before purchase • safely handles horses to assess their potential suitability to meet the needs of riding programs and clients and acquires them according to organisational policies and procedures • monitors the training progress of horses, decides on their suitability for riding programs and determines appropriate courses of action to deal with problem horses taking into consideration cost, benefit, safety and time issues • applies effective contingency management techniques to ensure horse's health and welfare at all times.
Context of and specific resources for assessment	Assessment must ensure the acquisition and monitoring of the progress of multiple horses to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a horse riding establishment • sources for the acquisition of horses • a real or simulated budget for purchasing horses • horses of varying physical conditions operating in a variety of roles and at various stages of training
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of assessment of horse's potential suitability for riding programs and application of testing techniques • oral or written questioning to assess knowledge of behaviour of horses and the effects of training and re-training • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOEQO409A Train and condition horses.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different

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work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisational policies and procedures may include:	• testing and training timeframes • selection of horses • testing pre-buying • documentation requirements • re-testing of horses after purchase • time and budget constraints • horse industry rules and regulations • code of ethics.
Appropriate personnel may include:	• employers • owners • supervisors • guides and instructors.
Characteristics and types of horses may include:	• sport and recreational • size • age • health • tractability • absence of vices • temperament • training • experience.
Program and operational needs may include:	• type of riding programs • riding experience, size and age of clients • length of sessions • activity locations • budget • group needs • number of supervisors • riding experience of supervisors.
Sources may include:	• breeding and training programs • personal contacts • newspaper advertisement • internet • horse dealers.
Relevant legislation may include:	• occupational health and safety • permits or permission for access

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	• environmental regulations.
Inappropriate behaviour patterns may include:	• bolting • biting • rearing • bucking • kicking • shying • over-sensitivity: • propensity to fighting.
Appropriate courses of action may include:	• persevering with the horse • removing the horse from the program • retraining the horse.

Unit Sector(s)

Outdoor Recreation

Competency Field

Equestrian activities

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SISOEQO408A Determine nutritional requirements for horses

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess the nutritional requirements of horses in sporting and recreational programs, formulate rations and monitor feeding regimes.

Application of the Unit

This unit applies to those working as horse riding guides or instructors. This may include those working for private horse riding companies or group leaders in school outdoor education programs. It may also apply to those with coaching responsibilities in equestrian dressage or jumping at a regional or State or Territory level.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Identify nutritional requirements of horses.	1.1. Identify and assess nutritional requirements for individual horses in consultation with ***appropriate personnel*** according to ***nutritional principles*** and ***individual horse's need***. 1.2. Select feed on the basis of quality, nutritional and economic value to meet the nutritional requirements of specific horses according to ***organisational policies and procedures***. 1.3. Prepare individual ***food rations*** for the range of horses in care according to nutritional principles and organisational policies and procedures. 1.4. Monitor food rations and confirm they are appropriate to horse's nutritional requirements. 1.5. Provide paddocked horses with standing and ***supplementary feed*** according to their needs and ***relevant legislation*** and organisational policies and procedures.
2. Assess food additives and supplements for horses.	2.1. Identify ***criteria*** for the selection of food additives and supplements according to relevant legislation and organisational policies and procedures. 2.2. Assess supplements and food additives according to criteria related to the needs of the horse and its workloads, relevant legislation and organisational policies and procedures.
3. Establish and monitor individual feeding regimes.	3.1. Identify ***individual feeding regimes*** according to horse's needs. 3.2. Feed horses at appropriate times and monitor individual feeding regimes. 3.3. Document individual horse's eating behaviour, food intake and work level according to organisational policies and procedures. 3.4. Adjust feeding regime as required.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:

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  - select and formulate rations to meet individual horse's nutritional requirements
  - assess the effects of additives and supplements on the performance of horses
  - adjust feeding regimes in response to changing horse behaviour and needs
- planning and organising skills to:
  - prepare individual rations based on nutritional requirements
  - feed horses within required time frames
  - monitor feeding regimes and make appropriate modifications
- communication skills to liaise with relevant personnel to determine nutritional requirements of horses and appropriate feed, additives and supplements.
- literacy skills to maintain and monitor feed records and follow instructions to prepare feed rations
- numeracy skills to identify and correctly prepare and weigh up feed components and supplements.

Required knowledge

- common horse behaviour, social traits and vices to enable feeding regimes to be implemented effectively
- signs of changes in horse eating behaviour to enable problems to be identified and addressed
- horse digestive system such as mouth and teeth, stomach, small and large intestines to enable identification and correction of feeding problems
- feed sources and the role of energy, protein, fibre, minerals and vitamins in food rations to enable feed to meet horse's nutritional requirements
- feed additives and supplements and their composition to enable potential effects to be monitored
- nutritional principles and requirements with respect to horse's age, needs while spelling, training and working to ensure appropriate composition of feed
- poisonous plants and their effects on grazing horses and the nutritional values of standing feed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies knowledge of factors affecting the nutritional requirements of different horses in the work environment, including the effects of additives and supplements, to prepare and provide balanced diets

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	and food for horses demonstrating an understanding of quality, type and value of feed and needs of individual horses • completes tasks within nominated time frames and applies safe work practices when determining nutritional requirements of horses • applies effective contingency management techniques to make adjustments to feeding regimes in response to changing conditions, such as signs of problem eating displayed by individual horses • documents and maintains feed records and adjusts in response to changing requirements.
Context of and specific resources for assessment	Assessment must ensure carrying out and monitoring feeding regimes individual horses on multiple occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a commercial or private horse riding establishment with a variety of horses in various stages of preparation including paddocked horses • information about the properties of additives and supplements • appropriate feed, additives and supplements and feeding equipment • organisational policies and procedures in relation to feeding horses • appropriate personnel.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interaction with horses during assessment of nutritional needs, and implementation and monitoring of feeding regime • oral and or written questioning to assess knowledge of factors affecting the nutritional requirements of a range of horses • portfolio of feeding records • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • RTE2121A Provide daily care for horses.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Appropriate personnel may include:	• employers • supervisors.

Nutritional principles may include:	• nutrients:
	  • protein
	  • fat
	  • trace elements
	  • fibre
	  • minerals
	• energy
	• grain and roughage balance.

Individual needs of horses may include:	• work requirements • individual taste • behaviour • condition • age • environment • workload • stage of training.
Food rations may include:	• local varieties or species of grass or pasture, hays and fodders • pre-packaged food or bulk base food.
Organisational policies and procedures may include:	• use of standing feed • horse welfare • selection of feed products • use of additives and supplements • documentation requirements.
Supplementary feed may include:	• vitamins • oils • calcium • electrolytes • potassium citrate

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	• iron • hoof hardener • molasses • mineral salt lick • herbal remedies.
Relevant legislation may include:	• occupational health and safety • permits and permission for access • environmental regulations.
Criteria may include:	• quality • nutritional value • economic value • active ingredients • price • nutritional needs for specific horses.
Individual feeding regimes may include:	• size • time and frequency • age effects • gender effects • level of work • individual taste • location of work and feeding • normal habitat • metabolism. • time of year and available natural feeds

Unit Sector(s)

Outdoor Recreation

Competency Field

Equestrian activities

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SISOEQO409A Train and condition horses

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and implement conditioning and training programs for recreational and performance horses. This unit focuses on training and conditioning horses and monitoring their health and well being to optimise performance in their given role.

Application of the Unit

This unit applies to those working as horse riding guides or instructors who are also responsible for the care and wellbeing of horses. This may include those working for private horse riding companies or group leaders in school outdoor education programs. It also applies to those intending to pursue a career as an equestrian coach at a regional or State or Territory level who are responsible for observing the performance of horses to determine the required level of training to enhance performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Prepare individual conditioning and training programs.	1.1. Identify and assess the ***needs and requirements*** of the horse according to the ***role*** the horse will perform 1.2. Identify and assess ***level of fitness*** of the horse according to ***organisational policies and procedures***. 1.3. Identify ***conformation faults*** and ***injuries*** of individual horses in consultation with veterinarians as appropriate. 1.4. Consult with ***stakeholders*** to identify and confirm goals of the program according to organisational policies and procedures. 1.5. Design and document ***conditioning and training programs*** to optimise the performance of individual horses in consultation with veterinarians. 1.6. Identify and confirm availability of equipment and resources for the program according to organisational policies and procedures.
2. Implement conditioning and training programs.	2.1. Implement ***training and conditioning methods*** appropriate to individual horse health and fitness levels. 2.2. Monitor ***health and welfare*** of horse according to ***relevant legislation*** and organisational policies and procedures. 2.3. Provide ongoing feedback on progress of horse to stakeholders according to organisational policies and procedures. 2.4. Recognise signs and symptoms of injury and implement appropriate ***intervention strategies*** according to organisational policies and procedures. 2.5. Monitor feeding and training regimes to confirm they are appropriate to the individual needs and expected performance requirements of the horse. 2.6. Implement appropriate ***modifications*** to the program in response to all ***variable factors*** that are monitored. 2.7. Supervise transportation practices to ensure that horses are transported safely where required according to relevant legislation and organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
	2.8. Present horses in an industry accepted condition according to industry regulations.
3. Assess training and conditioning program.	3.1. Seek and acknowledge feedback from relevant stakeholders involved in the program. 3.2. Evaluate all relevant ***components*** of the program according to identified goals and record outcomes. 3.3. Identify potential areas of improvement of future training and conditioning programs.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with stakeholders and veterinarians to plan a training and conditioning program that meets the needs and performance requirements of horses
  - convey information about the progress of the horse to stakeholders
- problem-solving skills to:
  - assess needs and potential of a range of horses
  - design a suitable training and conditioning program to match the horse's performance requirements and stakeholder expectations
  - monitor and assess different variables which impact upon the performance of horses
  - modify these in response to monitoring outcomes
- planning and organising skills to:
  - implement and monitor the training and conditioning program
  - source resources and equipment to support implementation of the program
- language and literacy skills to produce and document a plan for the implementation of a training and conditioning program
- first aid skills to enable initial response to injury or illness of the horse.

Required knowledge

- relevant legislation and organisational policies and procedures to ensure health and welfare of horses
- principles of conditioning horses for different performance requirements to enable the development of appropriate programs
- techniques for training and conditioning courses to enable effective design of programs

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- principles of nutrition of horses during conditioning and training to enhance program outcomes
- fitness indicators of individual horses at various stages of a work, training or competition program to enable the design and implementation of appropriate training and conditioning methods
- behaviour patterns and characteristics of horses including individual differences in temperament and behaviour
- anatomy and physiology of horses to enable understanding of the impact of training and conditioning on various body systems
- spelling requirements for horses to promote health and welfare of horse
- conformation faults and their implications for recreation and performance horses to enable identification of training and conditioning methods appropriate to those faults
- recording requirements for the training, feeding and veterinary care of individual horses
- routine and first aid treatments for care of horses, including treatment of common injuries such as muscle and limb soreness.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • utilises knowledge of anatomy and physiology and behaviour of horses to assess individual horses capabilities and needs • plans and implements conditioning and training programs to optimise the performance requirements of horses according to their role and environment and relevant regulations • monitors progress of conditioning and training programs and applies effective contingency management techniques to ensure horse's health and welfare and adjusts for individual horses according to differing capabilities and or performance expectations or requirements • encourages and responds to stakeholder feedback and evaluates and reflects on own performance to identify strengths, weaknesses and areas that need improvement.

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Context of and specific resources for assessment	Assessment must ensure planning, implementation and evaluation of training and conditioning programs of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a horse riding establishment • horses of varying physical conditions operating in a variety of roles and at various stages of training • appropriate equipment and resources to implement the training and conditioning program • safety equipment and first aid kit • veterinarians • organisational policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of assessment of horse's needs and application of planning processes to develop an appropriate training and conditioning plan • oral and or written questioning to assess knowledge of anatomy and physiology of horses and the effects of training and conditioning • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOEQO408A Determine nutritional requirements for horses.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Needs and requirements may include:	• stages of work or training • performance and performance potential • nutrition

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- housing
- care requirements.

Roles may include:

- performance sports
- recreational
- trail riding.

Organisational policies and procedures may include:

- risk management procedures
- assessment procedures
- referral procedures
- time and budget constraints
- use and maintenance of equipment
- communication protocols
- first aid procedures
- industry rules and regulations
- code of ethics.

Level of fitness may include:

- capability of horse
- condition of horse
- current nutritional regime

Conformation faults may include:

- head and neck set
- chest
- shoulder
- forearm
- withers
- back
- tail
- hindquarters or hips
- front and hind legs.

Injuries may include:

- soreness
- lameness
- lacerations
- abrasions.

Stakeholders may include:

- owners
- employers
- managers.

Conditioning and training programs may include:

- goals
- musculoskeletal conditioning
- muscular balancing
- feeding and watering regimes
- transportation.

Training and conditioning methods may include:

- stimulus response reinforcement.
- extended sessions to build fitness
- work over challenging country to increase

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	surefootedness
Health and welfare may include:	• nutritional and water regimes • restraint • transportation • monitoring of hoof wear or shoeing maintenance.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Intervention strategies may include:	• euthanasia • referral to veterinarian.
Modifications may include:	• adjustment to feeding regime • adjustment to training program.
Variable factors may include:	• level of fitness and well being of horse • work load • nutrition • recurring injury • horse's needs.
Components may include:	• appropriateness of training and conditioning program • availability of resources • enhanced performance.

Unit Sector(s)

Outdoor Recreation

Competency Field

Equestrian activities

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SISOEQO410A Guide overnight horse trail rides in tracked areas

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide or lead clients on overnight horse trail rides on terrain or conditions not exceeding personal skill level in tracked or easy untracked areas. This unit focuses on the application of planning skills to make suitable arrangements to safely guide groups on overnight riding activities.

Application of the Unit

This unit applies to current or aspiring individuals operating as outdoor guides who are responsible for safely guiding overnight rides in a controlled environment. This may include those working for private horse riding companies or group leaders in school outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan an overnight horse trail ride.	1.1. Establish ***participant's needs and characteristics*** and assist with participant's disclaimer where required 1.2. Select trail ride route suitable for participants and identify rest stops to minimise impact on the terrain and other trail users according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Assess the capacity to acquire additional or new horses, as required according to organisational policies and procedures. 1.4. Identify ***hazards*** associated with the ride and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.6. Determine ***food and water requirements*** for participants according to ***principles of nutrition*** and ***contextual issues*** of the activity. 1.7. Develop and document a ***plan*** for the ride, according to relevant legislation and organisational policies and procedures, to meet participants' needs. 1.8. Identify and plan for the ***care requirements*** of horses according to relevant legislation and organisational policies and procedures. 1.9. Obtain permits as required and inform ***appropriate authorities*** of route and anticipated ***duration*** before commencing the ride.
2. Select equipment for the ride.	2.1. Select horses of suitable size and temperament to suit individual rider's needs, abilities and attitude. 2.2. Select and organise ***equipment*** according to contextual issues and organisational policies and procedures. 2.3. Select and pack first aid supplies for horse and rider. 2.4. Perform and document appropriate safety checks suitable for the ***ride***, according to relevant legislation and organisational policies and procedures. 2.5. Adjust and fit equipment to ensure personal comfort. 2.6. Pack saddle bags to ensure they are balanced and

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ELEMENT	PERFORMANCE CRITERIA
	comfortable for the horse.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the ride in a manner suitable to the participants. 3.2. Demonstrate correct horse handling and riding techniques. 3.3. Establish a suitable ***communication system*** for participants to use during the ride. 3.4. Outline ***safety procedures*** and safe areas and or boundaries for the ride. 3.5. Check and confirm participants are properly equipped for the ride.
4. Lead an overnight ride.	4.1. Provide clear and concise direction and advice to group during the ride. 4.2. Identify potential hazards and decide how they can be overcome or avoided. 4.3. Monitor individual ***participant's performance*** and provide appropriate feedback. 4.4. Implement appropriate ***modifications*** to the ride in regard to all ***variable factors*** that are monitored. 4.5. Respond to ***emergency or non routine situations*** according to organisational policies and procedures.
5. Select and maintain a temporary overnight site	5.1. Assess and select suitable sites to minimise impact on the local environment 5.2. Explain relevant minimum impact practices to group and monitor their compliance 5.3. Arrange shelter appropriate for prevailing weather conditions 5.4. Check condition and health of horses at completion of the day's ride and manage problems that arise from wear or injury according to organisational policies and procedures 5.5. Monitor the security and safety of horses through the night. 5.6. Return site to an equal or greater standard on departure according to relevant legislation and organisational policies and procedures
6. Complete post trip responsibilities.	6.1. Notify relevant authority of ride completion 6.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures 6.3. Check and deal with injuries or wear to horses

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ELEMENT	PERFORMANCE CRITERIA
	according to organisational policies and procedures 6.4. Evaluate ***relevant aspects*** of riding activity. 6.5. Identify potential areas of improvement for future overnight trail horse riding activities 6.6. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan overnight rides that meet their needs
  - liaise with relevant authorities regarding the route,
  - convey information about the safety aspects of rides
  - interact with participants to create a safe and positive riding environment
- problem-solving skills to:
  - plan suitable riding activities according to participant's needs and abilities
  - assess different variables affecting the ride
  - respond appropriately to non routine situations and manage the group effectively
- planning and organising skills to source, allocate and coordinate resources, equipment and a suitable trail ride route with easy access to a suitable site for short stops
- language and literacy skills to:
  - produce plans for the riding activity
  - complete post-activity participant and self evaluations
- personal horse riding skills to a high level of technical correctness to demonstrate and explain requirements to participants
- river reading skills, such as direction and speed of flow, currents, eddies and other hydrological features that may impact on safety during the ride
- navigation skills to lead a group on a planned overnight horse riding activity along a certain route and or to a chosen destination
- first aid and emergency response and rescue skills appropriate to the location to enable initial response to emergencies for both participants and horses.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safety of

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participants and horses during the riding activity
- minimal impact codes to enable protection of the environment
- horse handling techniques and behaviour patterns and characteristics of horses to ensure safety of participants
- symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to assist in planning riding times and distances and assist participants in self monitoring
- location specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the area
- characteristics and purposes of equipment and gear used to control and handle horses to enable its safe and efficient selection, use and maintenance
- clothing requirements such as wet weather gear and sun protection
- care and maintenance of riding equipment to ensure prolonged life span and safety requirements
- waterproofing and stowing techniques to enable protection of equipment that is not required on hand during ride
- communication systems and signals used to communicate during the ride
- principles of nutrition to maintain health during the riding activity
- camp craft to establish overnight site to ensure comfort and safety of participants and horses weather and environmental information to identify forecast conditions and their effect on the riding activity
- hazards, obstacles and risks commonly experienced when undertaking overnight rides and ways to avoid or negotiate these
- emergency response, first aid and rescue procedures appropriate for horse riding, to ensure prompt response to manage injuries to self, group and horses.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans overnight ride within activity constraints and applies effective group management techniques to guide and monitor participants in a safe and professional manner, according to relevant legislation and organisational policies and procedures
- monitors the progress of the ride and applies effective contingency management techniques to make adjustments in response to changing conditions, such as negotiating hazards, changing weather conditions

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	and illness or injury • encourages and responds to group feedback and evaluates and reflects on own performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure planning and leading overnight rides that reflect the needs of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to accurately plan, guide and document overnight rides for a variety of participants • suitable horses • a route or location suitable for the conduct of overnight horse trail rides • a suitable temporary site, if required • a group of participants to take part in overnight rides • horse riding equipment such as saddles, navigation equipment and rescue and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning and guiding processes and interaction with a group of participants, including conveying information for safe participation • oral and or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of overnight rides • observation of dealing with contingencies such as changing weather conditions and equipment failure • portfolio of plans for overnight ride • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:
- skill level
- previous experience
- fitness level and physical capabilities
- age
- injuries and illnesses
- medical conditions.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:
- occupational health and safety
- time and budget constraints
- use and maintenance of equipment
- communication protocols
- confidentiality of participant information
- guide and participant ratios
- emergency and safety procedures
- notification of illness or injury to participants or horses
- alteration of routes
- code of ethics.

Hazards may include:
- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

Risks may include:
- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment and course failure.

Relevant sources may include:
- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental
- satellite images

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information may include:	• daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Food and water requirements may include:	• range of foods • perishability • energy content.
Principles of nutrition may include:	• essential nutrients • individual food requirements and allergies • hydration.
Contextual issues may include:	• weather extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards
Plan may include:	• ride's aims and objectives • date, time and duration of ride • location, planned route and or destination • guide and participant ratios • route and meeting points for support vehicles • group management • resources • equipment • food and water • weather details • risk management • permits and permission.
Care requirements of horses may include:	• food • water • corralling • tethering • shelter • security.
Appropriate authorities may include:	• authorities • supervisors.
Equipment may include:	• saddles and associated horse equipment: • backpack or saddlebags

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- overnight shelter
- sleeping bags
- cooking systems and utensils.

- navigation equipment
- safety equipment
- watch
- ropes
- knife
- communication equipment

Relevant information may include:

- logistical details
- safety procedures
- symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration
- behaviour patterns and characteristics of horses
- equipment requirements
- preventative measures for risks
- horse handling and riding techniques
- rules and codes
- responsible and safe behaviour.

Communication system may include:

- calls
- radio
- hand signals
- whistles.

Safety procedures may include:

- serviceable equipment
- correctly fitted equipment
- communication systems
- use of safety and rescue equipment.

Participant's performance may include:

- use of appropriate communication system
- riding technique
- riding pace and space
- attitude
- negotiation of hazards
- use of equipment.

Modifications may include:

- riding pace.

Variable factors may include:

- change of weather
- equipment failure
- participant's needs
- riding conditions.

Emergency or non routine

- illness of participants or horses
- injury of participants or horses.

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situations may include:

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Equestrian activities

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SISOEQO411A Ride horses in remote areas

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in horse trail riding activities in remote areas in an uncontrolled environment with steep or difficult terrain, a variety of obstacles and or environmental extremes.

Application of the Unit

This unit applies to those working as horse riding guides or assistant guides who guide day rides in remote areas. This may include those working for private horse riding companies or group leaders in school outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOEQO202A Demonstrate basic horseriding skills

SISOEQO005A Ride horses in tracked areas

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan the ride.	1.1. Access maps to confirm intended route and become familiar with ***route environment*** for the intended ride according to ***organisational policies and procedures***. 1.2. Identify possible ***hazards*** and ***risks*** associated with the ride according to organisational policies and procedures. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information*** and ascertain possible impact on the ride. 1.4. Identify and plan food and water requirements according to ***principles of nutrition*** and the ***duration of the ride***.
2. Select equipment for the ride.	2.1. Select and check ***equipment*** according to ***contextual issues*** and organisational policies and procedures. 2.2. Adjust and fit equipment to ensure comfort and safety for rider and horse. 2.3. Select and pack ***first aid supplies*** for horse and rider. 2.4. Pack saddle bags to ensure even distribution and comfort for the horse. 2.5. Select personal clothing and footwear that are appropriate for the ride.
3. Demonstrate horse riding skills in a remote area.	3.1. Adopt appropriate posture for horse riding and handle the horse in a safe and effective manner according to organisational policies and procedures. 3.2. Approach and negotiate ***obstacles*** and hazards in a safe manner and minimise risks to self and group where possible. 3.3. Initiate a gait appropriate to the ***terrain***. 3.4. Establish and maintain an appropriate rhythm according to conditions. 3.5. Negotiate ascending and descending inclines on steep slopes. 3.6. Demonstrate appropriate navigation skills to follow planned route. 3.7. Apply minimum environmental impact procedures according to ***relevant legislation*** and organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
4. Manage horse overnight in remote environment.	4.1. Select a suitable site for tethering or corralling horses according to organisational policies and procedures. 4.2. Set up corrals and picket lines using appropriate ***knots***. 4.3. Tether horse and supply with needs for overnight stop. 4.4. Ensure safety of other horses and riders during stop over's according to organisational policies and procedures. 4.5. Store equipment for overnight stop in a safe manner according to organisational policies and procedures.
5. Evaluate the ride.	5.1. Evaluate ***relevant aspects*** of the ride. 5.2. Identify improvements for future rides. 5.3. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to interact with group leader and other participants to maintain a positive and safe environment while on the ride
- planning and organising skills to plan relevant food, water, clothing and riding equipment for the ride
- literacy skills to read and interpret route maps and analyse weather and environmental information
- self-management skills to:
  - recognise and act within boundaries of role and responsibilities
  - review and evaluate personal performance
- first aid and emergency response skills appropriate to the location or degree of remoteness to enable initial response to emergencies and personal health care
- navigation skills and techniques in remote areas to enable safe participation in the ride
- river crossing skills to cross rivers safely and select a suitable crossing location

Required knowledge

- relevant legislation and organisational policies and procedures to enable the safe participation in riding activity and legal access to remote areas

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- selection, use and set up of horse riding tack and equipment, such as bridles and saddles, to enable safe riding
- social behaviour, psychology and vices of horses to recognise and manage individual temperaments and behaviours
- gaits of horses appropriate to remote and difficult terrain
- horse handling techniques and movements for horse riding in remote and difficult terrain, such as turns, halts and reverses, mounting and dismounting and ascending and descending techniques
- basic weather and environmental information to ascertain possible conditions and their effect on the ride
- emergency and first aid procedures appropriate to the level and location to ensure risk minimisation to self and group
- minimum impact code and practices applicable to horse riding to ensure protection of the environment
- fluid and nutritional requirements for the ride including an overnight stay for both self and horse
- clothing requirements for remote rides, such as wet weather gear to maintain warmth and sun protection to minimise sunburn and heat stroke
- basic horse first aid techniques to manage injuries sustained by horses during the ride.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans for participation in rides in remote areas within own area of responsibility by accessing appropriate information impacting on the ride • identifies, accesses and uses appropriate equipment and resources for the ride according to conditions and departure time frames • utilises knowledge of horse behaviour and horse riding and handling techniques to control and handle the horse to ensure the safety of self and others and develops a trusting relationship with the horse • safely manages and monitors the needs of the horse during stopovers and overnight taking into consideration the safety of other horses and riders • applies effective contingency management

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techniques to make adjustments in response to changing conditions, such as negotiating hazards and changing weather conditions
- evaluates and reflects on own riding to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure safe participation in a horse riding activity in a remote area that includes an overnight stay to allow the participant to demonstrate competency and consistency of performance.

Assessment must also enable access to:

- a suitable remote location for the ride
- suitable horses
- equipment such as halters, ropes, saddles, bridles, helmets, suitable clothing and boots
- safety equipment such as first aid kit
- navigation and overnight equipment such as communications equipment and sleeping bag or swag
- organisational policies and procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of equipment selection and preparation, to ensure proper fit and usage
- oral and or written questioning to assess knowledge of safety aspects and horse handling techniques for remote areas
- observation of safe participation and demonstration of correct technique while maintaining control of the horse at all times in steep or difficult terrain
- third-party reports from a supervisor detailing performance.

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

- SISOEQO412A Manage horse illness and injuries in remote areas.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different

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work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Route environment may include:
- bushland
- arid areas
- alpine areas
- rainforest
- beaches.

Organisational policies and procedures may include:
- occupational health and safety
- use, maintenance and storage of equipment
- communication protocols
- emergency procedures
- duty of care
- code of ethics
- industry standards for maximum workload for horses
- codes of practice.

Hazards may include:
- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

Risks may include:
- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment and course failure.

Relevant sources may include:
- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental information may include:
- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts

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	• high and low tide predictions.
Principles of nutrition may include:	• food groups • dietary guidelines • essential nutrients • food preparation • hydration.
Duration of the ride may include:	• one day • overnight.
Equipment may include:	• water • dry clothing • first aid supplies • communication devices • bedding • shelter.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
First aid supplies may include:	• gun • axe • knife • hoof pick • farrier equipment • personal first aid supplies • horse first aid supplies • torch.
Obstacles may include:	• rivers • low boughs on trees • logs • rocks and loose debris • steep gullies • exposed areas • unstable or sloping terrain.
Terrain may include:	• steep ascents and or descents • dense vegetation • numerous obstacles • untracked areas • exposed areas with inherent dangers due to

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environmental extremes.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations.

Knots may include:
- quick release
- bowline
- clove hitch
- Dutchman.

Relevant aspects may include:
- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Equestrian activities

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SISOEQO412A Manage horse illness and injuries in remote areas

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess horse injuries and illness in situations where veterinary assistance is not readily available and to take appropriate action.

Application of the Unit

This unit applies to those working as horse riding guides who are responsible for guiding day and or overnight rides in an uncontrolled environment and are also responsible for the welfare of horses. This may include those working for private horse riding companies or group leaders in school outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISEQO304A Apply first aid for horses

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Assess horse's condition.	1.1. Identify and confirm ***signs of illness*** or ***injury*** according to organisational policies and procedures. 1.2. Assess severity of condition according to organisational policies and procedures. 1.3. Determine the most appropriate course of action to manage the condition according to organisational policies and procedures. 1.4. Determine options for accessing veterinary assistance after consideration of ***contextual issues***. 1.5. Identify available equipment and resources.
2. Treat illness or injury.	2.1. Restrain the horse as required according to ***relevant legislation*** and organisational policies and procedures. 2.2. Apply basic and or emergency First Aid procedures according to the needs of the sick or injured horse according to, organisational policies and procedures. 2.3. Apply safe working practices to reduce the risk of injury to self and others according to organisational policies and procedures. 2.4. Calm and reassure cast horse and return to its feet if appropriate in a safe manner according to organisational policies and procedures.
3. Monitor horse's condition.	3.1. Monitor horse's condition and response to treatment, and recognise contraindications. 3.2. Reassess treatment and amend management plan appropriately in response to changes in horse's condition. 3.3. Monitor and record, where appropriate, ***horse's vital signs*** at regular intervals. 3.4. Recognise signs of deterioration in horse's condition and their implications. 3.5. Complete ***documentation requirements*** according to organisational policies and procedures. 3.6. Perform, where necessary, euthanasia in a calm and humane manner according to relevant legislation and organisational policies and procedures. 3.7. Treat carcass according to health regulations and organisational policies and procedures. 3.8. Assess trauma experienced by riders in the event of euthanasia, and recommend counselling as appropriate.

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Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - determine and implement a course of action to manage the horse's condition
  - modify the treatment in response to changing or deteriorating condition
  - evaluate options for veterinary intervention
- language and literacy skills to document treatment details and outcomes
- personal horse riding and handling skills to a high level of technical correctness to safely handle and control the horse
- ability to perform euthanasia, where necessary, in a calm and humane manner

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe and appropriate management of horse injuries and illnesses
- horse handling techniques to maintain safety of horse during treatment of injuries and illnesses
- behaviour patterns and characteristics of horses to enable recognition of changing behaviour as a potential indicator of illness or injury
- safe work practices to reduce injury whilst assessing and treating horses
- hygiene practices when treating horses to prevent infection from injured or ill horses
- ailments and injuries that may occur in remote areas and working in difficult terrain to enable recognition and prompt response in treating them
- horse First Aid techniques to manage injury and illness in a remote area
- anatomy and physiology of horses to enable vital signs to be monitored
- basic treatments for common horse ailments to enable these to be managed appropriately
- appearance and behaviour of unhealthy horses to identify and respond to signs of injury or illness.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- utilises knowledge of anatomy and physiology and behaviour of horses to recognise and assess severity of horse's injury or illness
- works within the constraints of a remote area to determine and implement a course of action to safely and effectively manage the horse's condition according to organisational policies and procedures
- monitors condition of the horse and applies effective contingency management techniques to ensure horse's health and welfare and adjusts management of illness or injury in response to changing condition of horse
- completes documentation in relation to the management or illness or injury.

Context of and specific resources for assessment

Assessment must ensure planning, implementation and evaluation of multiple injury or illness treatment plans to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a horse riding establishment
- horses of varying physical conditions
- appropriate horse first aid equipment
- veterinarians
- organisational policies and procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of assessment of injured or ill horses and application of appropriate action to manage horses condition
- oral and or written questioning to assess knowledge of common horse ailments and their management
- portfolio of case studies providing evidence of management of horse illness or injury and documentation completed
- third-party reports from a supervisor detailing performance.

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

- SISOEQO413A Guide trail rides in remote areas.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Signs of illness or injury may include:

- drooped head
- tucked up
- excess body condition
- harsh coat
- tight skin
- dull eye, discharges
- cold ears
- hot or puffy legs, heat in feet
- short or uneven stride
- excessive lying down
- laboured breathing
- refusing food
- broken limbs
- cuts or lesions
- lumps on or beneath skin
- inability to urinate, or urine of unusual colour
- inability to pass manure, or excessive scouring or constipation
- abnormal sweating.

Organisational policies and procedures may include:

- risk management procedures
- occupational health and safety
- assessment procedures
- referral procedures
- reporting and documentation requirements
- management of horse injury or illness
- handling and restraining horses
- communication protocols
- first aid and emergency procedures
- industry rules and regulations
- code of ethics.

Contextual issues may include:

- weather conditions, including times
- season

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	• transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Horse's vital signs may include:	• breathing • pulse.
Documentation requirements may include:	• details of horse's condition • changes in condition • treatment • response to treatment.

Unit Sector(s)

Outdoor Recreation

Competency Field

Equestrian activities

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SISOEQO413A Guide trail rides in remote areas

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide or lead clients on day and or overnight rides in remote areas. This unit focuses on leading groups of riders on trail rides, including overnight rides and rides in extreme and or remote locations.

Application of the Unit

This unit applies to those working as horse riding guides who are responsible for guiding overnight rides in an uncontrolled environment. This may include those working for private horse riding companies or group leaders in school outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOEQO410A Guide overnight horse trail rides in tracked areas

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan ride to a remote area.	1.1. Establish ***participant's needs and characteristics*** and assist with participant's disclaimer where required
	1.2. Select ***trail ride route*** suitable for participants and identify rest stop locations to minimise impact on the ***terrain*** and other trail users according to ***relevant legislation*** and ***organisational policies and procedures***.
	1.3. Assess the capacity to acquire additional or new horses, as required according to organisational policies and procedures.
	1.4. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine plan for the ride.
	1.5. Identify potential ***hazards*** associated with the ride and. determine how they can be overcome or avoided.
	1.6. Determine ***food and water requirements*** for participants according to ***principles of nutrition*** and ***contextual issues*** of the ride.
	1.7. Develop a ***plan*** for the ride, according to relevant legislation and organisational policies and procedures, to meet participants' needs.
	1.8. Identify and plan for corralling or tethering requirements for horses according to relevant legislation and organisational policies and procedures.
	1.9. Inform ***appropriate authorities*** of route and anticipated times before commencing the ride.
2. Select equipment for the ride.	2.1. Select horses of suitable size and temperament to suit individual rider's needs, abilities and attitude
	2.2. Select and train suitable horses as pack horses according to organisational policies and procedures
	2.3. Select and access ***equipment*** according to contextual issues and organisational policies and procedures.
	2.4. Select and pack ***first aid supplies*** for horse and rider
	2.5. Perform and document appropriate safety checks suitable for the ***ride***, according to relevant legislation and organisational policies and procedures.
	2.6. Adjust and fit equipment to ensure personal

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ELEMENT	PERFORMANCE CRITERIA
	comfort. 2.7. Pack saddle bags to ensure they are balanced and comfortable for the horse.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the ride in a manner suitable to the participants. 3.2. Provide information to participants regarding horses and their behaviour patterns and characteristics 3.3. Demonstrate correct horse handling and riding techniques. 3.4. Check riders abilities to control their horses and follow instructions 3.5. Establish a suitable ***communication system*** for participants to use during the ride. 3.6. Outline ***safety procedures*** and safe areas and or boundaries for the activity. 3.7. Check and confirm participants are properly equipped for the ride.
4. Lead a ride in a remote area.	4.1. Provide clear and concise direction and advice to group during the ride. 4.2. Monitor riding conditions, horse performance and riding techniques to ensure a safe environment for rider and horse and provide advice as appropriate. 4.3. Monitor participant and horse performance and identify ***signs of difficulty*** according to organisational policies and procedures. 4.4. Implement appropriate modifications to activity in response to all ***variable factors*** that are monitored. 4.5. Identify and respond to problems resulting from interaction between horses and riders or between horses quickly and appropriately to ensure client safety 4.6. Monitor equipment for signs of wear and breakage and take corrective action as required.
5. Select and maintain a temporary site.	5.1. Assess and select suitable sites for stops and overnight stays to minimise impact on the local environment 5.2. Explain relevant ***minimum impact practices*** to group and monitor their compliance according to relevant legislation and organisational policies and procedures. 5.3. Return site to an equal or greater standard on

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ELEMENT	PERFORMANCE CRITERIA
	departure
6. Complete post trip responsibilities.	6.1. Notify relevant authority of ride completion 6.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures 6.3. Check and deal with injuries or wear to horses according to organisational policies and procedures 6.4. Evaluate ***relevant aspects*** of riding activity. 6.5. Identify potential areas of improvement for future trail horse riding activities to remote areas 6.6. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan rides to remote areas that meets their needs
  - liaise with relevant authorities regarding the route
  - convey information about the safety aspects of the ride
  - interact with participants to create a safe and positive riding environment
  - interact with participants and management during ride
- problem-solving skills to:
  - plan a suitable riding activity according to participant's needs and abilities and terrain
  - assess different variables affecting the ride
  - respond appropriately to non routine situations
  - manage the group effectively
- planning and organisation skills to:
  - source, allocate and coordinate resources, equipment
  - select a suitable trail ride route to a remote area with access to a suitable temporary site for stopovers
- language and literacy skills to:
  - produce a plan for the riding activity
  - complete post-activity participant and self evaluations
- river reading skills, such as direction and speed of flow, currents, eddies and other hydrological features that may impact on safety during the ride

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- navigation skills to lead a group on a planned horse riding activity along a certain route and or to a chosen destination in a remote area
- first aid and emergency response and rescue skills appropriate to the location to enable initial response to emergencies for both participants and horses
- ability to apply a risk management plan to enable the activity to be conducted safely.
- ability to use pack saddles and store weights evenly with appropriate loads for the pack
- horses
- advanced horse riding skills to manage horses in remote environments

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of the riding activity
- minimal impact codes to enable protection of the environment
- horse handling techniques to enable safety of participants and horses
- factors affecting choice of horses including size, age, health, tractability, absence of vices, temperament, fitness, experience and behaviour patterns to enable horses to be matched to participant abilities
- symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to assist in planning riding times and distances and assist participants in self monitoring
- area specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the area
- characteristics and purposes of equipment and gear used to control and handle horses to enable its safe and efficient selection, use and maintenance
- clothing requirements for rides in remote areas, such as wet weather gear to maintain warmth and sun protection to minimise sunburn and heat stroke
- care and maintenance of riding equipment to ensure prolonged life span and safety requirements
- waterproofing and stowing techniques used to keep equipment, that is not required on hand, dry during ride
- communication systems and signals used to communicate during the ride
- principles of nutrition to maintain health during the riding activity for horses and people
- weather and environmental information to identify forecast conditions and their effect on the riding activity
- hazards, obstacles and risks commonly experienced when undertaking rides to remote areas and ways to avoid or negotiate these
- emergency response and rescue procedures appropriate for horse riding, to ensure risk minimisation to self and group.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies knowledge of horse riding and handling techniques to plan rides to remote areas with steep or difficult terrain within activity constraints • applies effective group management techniques to guide and monitor participants according to relevant legislation and organisational policies and procedures • monitors the progress of the ride and applies effective contingency management techniques to make adjustments in response to changing conditions, such as negotiating hazards and changing weather conditions • encourages and responds to group feedback and evaluates and reflects on own performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure planning and leading a ride to a remote area with steep or difficult terrain that is of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to accurately plan, guide and document a ride to a remote area with steep or difficult terrain for a variety of participants • suitable horses • a route or location with steep or difficult terrain suitable for the conduct of a horse trail ride • a suitable temporary site, if required • a group of participants to take part in the ride • horse riding equipment such as saddles, navigation equipment and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning and guiding processes and

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interaction with a group of participants, including conveying information for safe participation
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of rides to remote areas with steep or difficult terrain
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- portfolio of riding plans
- third-party reports from a supervisor detailing performance.

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

- SISOEQO412A Manage horse illness and injuries in remote areas

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics
- skill level
- previous experience
- fitness level and physical capabilities
- age
- injuries and illnesses
- condition on the day of ride.

Trail ride route may include:
- bushland
- arid areas
- alpine areas
- rainforest
- beaches.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:
- occupational health and safety
- assessment procedures

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	• selection of horses • time and budget constraints • use and maintenance of equipment • communication protocols • confidentiality of participant information • guide and participant ratios • emergency and safety procedures • code of ethics.
Terrain may include:	• steep ascents and or descents • dense vegetation • numerous obstacles and hazards • untracked areas • exposed areas with inherent dangers due to environmental extremes.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Food and water requirements may include:	• range of foods • perishability • storage.
Principles of nutrition may include:	• essential nutrients • individual food requirements and allergies • hydration.
Contextual issues may include:	• weather conditions, including times • season • transport

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- location
- trip distance and duration
- group activities
- group size

Plan may include:

- date, time and duration of ride
- location, planned route and or destination
- guide and participant ratios
- group management
- resources
- equipment
- food and water
- weather details
- safety requirements
- contingency plan
- permits.

Appropriate authorities may include:

- authorities
- supervisors.

Equipment may include:

- horse equipment
- maps and compass
- watch
- ropes
- knife
- communication equipment such as Emergency Position-Indicating Radio Beacons
- bedding.
- food and water

First aid supplies may include:

- gun
- axe
- knife
- hoof pick
- farrier equipment
- first aid for personal use and for horse
- torch.

Relevant information may include:

- logistical details
- safety procedures
- symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration
- behaviour patterns and characteristics of horses
- equipment requirements
- preventative measures for risks

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- horse handling and riding techniques
- rules and codes
- responsible and safe behaviour.

Communication system may include:

- calls
- radio
- hand signals
- whistles.

Safety procedures may include:

- serviceable equipment
- correctly fitted equipment
- communication systems
- wearing of helmets
- use of safety and rescue equipment.

Signs of difficulty may include:

- riding technique
- riding pace and space
- fatigue
- negotiation of hazards
- use of equipment
- horse stress
- overheating.

Variable factors may include:

- change of weather
- equipment failure
- participant's needs
- horse's needs
- riding conditions.

Minimum impact practices may include:

- using single file
- zig-zagging up and down hills
- avoiding soft terrain
- avoiding trampling or camping near waterways
- preventing horses from eating tree bark
- varying stopping areas
- watering horses on rocky banks
- using designated trails.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content

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- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed

Unit Sector(s)

Outdoor Recreation

Competency Field

Equestrian activities

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SISOEQO414A Instruct horse riding and handling skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct participants in horse riding and handling skills. It focuses on applying a variety of appropriate instructional strategies, critiquing participants' technique and assessing participants' skill and knowledge acquisition during and at the end of a program or session.

Application of the Unit

This unit applies to current or aspiring individuals operating as riding instructors who would be responsible for planning, instructing and evaluating horse riding sessions to enable participants to safely participate in a horse riding activity and improve their horse riding and horse handling abilities and techniques.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan an instructional session.	1.1. Establish ***participant's needs and characteristics*** and assist with participant's registration or disclaimer where required. 1.2. Assess participant's ***readiness*** and current knowledge of horse riding to determine the ***session's aims and objectives***. 1.3. Develop a session ***plan*** according to participant's needs and ***characteristics***, ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Select, access and perform ***safety checks*** suitable for the ***session***, according to relevant legislation and organisational policies and procedures. 1.5. Identify potential ***hazards*** and ***risks*** associated with ***riding exercises and activities*** and determine ***safety procedures*** and contingency plans according to best practice principles of equestrian sports. 1.6. Assess and prepare horses safely and appropriately for the exercises and activities being performed.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the riding session in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated risks, safety procedures, appropriate behaviour and ***rules and regulations*** of riding. 2.4. Establish a suitable ***communication system*** to use while participating in exercises and activities.
3. Conduct riding session or sessions.	3.1. Apply appropriate ***teaching techniques*** to impart required knowledge for relevant riding exercises and activities. 3.2. Explain and demonstrate ***safe horse handling techniques*** to participants. 3.3. Warm up and mentally prepare horses and participants through safe and appropriate exercises. 3.4. Monitor individual ***participant's performance*** and maintain effective communication during horse riding exercises and activities. 3.5. Bring participants to a halt safely and allow time for

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ELEMENT	PERFORMANCE CRITERIA
	cooling down at the end of the session.
4. Complete post session responsibilities.	4.1. Check and release horses and store tack and equipment according to organisational policies and procedures and best practice principles of equestrian sports. 4.2. Encourage participants to identify their personal progress and satisfaction with the session, and give feedback as required. 4.3. Evaluate ***relevant aspects*** of riding session and identify potential areas of improvement for future riding sessions. 4.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a horse riding session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan an appropriate horse riding session according to participant's needs and characteristics
  - anticipate and mitigate aggressive, misbehaved and or frightened horses
  - address participant difficulties in developing skills
  - anticipate and respond appropriately to non routine situations
- planning and organising skills to:
  - source, allocate and coordinate tack, personal equipment, horses and a suitable location
  - monitor and evaluate progress
  - organise participants into manageable groups with suitable horses for exercises and activities
- language and literacy skills to produce plans for horse riding session or sessions and complete post session evaluations
- numeracy skills to support effective time management to deliver exercises and activities within session timeframes

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- first aid skills and safety procedures appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation, organisational policies and procedures, best practice principles of equestrian instruction and rules and regulations of riding to enable safe and effective conduct of all activities
- location specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- selection, use and set up of tack and equipment for horse riding sessions
- instructional techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- skills of riding, and specific exercises and activities that promote skill acquisition in individuals and group
- communication systems used between participants, instructors and horses during riding
- hazards and risks commonly associated with riding, and methods of mitigating these risks
- behaviour patterns and communication traits of horses to recognise and treat individual temperaments and behaviours throughout session
- emergency and safety procedures appropriate for horse riding, to ensure risk minimisation to participants and horses

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conveys information to participants for riding sessions to ensure activities are conducted safely, according to participant's needs, relevant legislation, organisational policies and procedures, rules and regulations and best practice codes • assesses participant's needs and applies relevant processes to safely prepare suitable horses for the sessions compatible with individual needs • monitors participants and provides constructive feedback and intervention and modifies riding

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	activities to facilitate participation in the riding session • evaluates and reflects on own performance to identify areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure conduct of safe sessions that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • locations appropriate for horse riding sessions • suitable horses • a group of participants • tack and personal equipment such as halters, ropes, saddles, bridles, helmets and suitable attire • safety equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of consultation processes with participants to determine their needs and characteristics • oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, rules and regulations of riding and best practice principles to enable safe conduct of all riding activities during the session or sessions • observation of safe conduct of session or sessions, and monitoring and adjusting session or sessions according to participant's needs, characteristics and responses • portfolio of self evaluations and safety checks for sessions • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural factors • fitness level and physical capabilities • knowledge of riding skills • horse handling skills • injuries and illnesses.
Participant readiness may include:	• dress • motor performance factors • compatibility between participant and horse.
Session's aims and objectives may include:	• developing horse riding and handling skills • education • development • therapy • fitness targets • recreation.
Session plan may include:	• session's aims and objectives • date, time and duration • location and space • instructor and participant ratios • equipment, resources and horse • activities • evaluation • weather details • safety requirements.
Relevant legislation may include:	• occupational health and safety • permits or permissions for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety: • conflict resolution • communication protocols • use, care and maintenance of horse, tack and personal equipment • training and scheduling commitments • maintenance of records • code of ethics.
Safety checks may include:	• riding areas • condition of tack

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- horses
- personal equipment
- resources.

Hazards and risks may include:

- horse behaviour or injury
- equipment malfunctions:
- participant falls
- environmental hazards
- participant behaviour
- jump cups left in jump wings
- unsuitable jumps
- spectators
- other riders or facility users.

Riding exercises and activities may include:

- jumping
- gaits
- western riding
- natural horsemanship
- mounting
- dismounting
- riding positions
- saddle posture
- halting
- voice commands
- transitions between gaits
- turning
- working with horses from the ground.

Relevant information may include:

- skill or skills focus
- equipment, clothing and resource requirements, selection and use
- activity boundaries and instruction area
- safety and emergency procedures
- communication systems
- aims and objectives
- rules and regulations of riding
- responsible and safe behaviour.

Teaching techniques may include:

- self mounted or unmounted demonstration and explanation
- using correct terminology and commands
- focussing on a single skill or tactic
- breaking down skills into components
- progressing through, linking and sequencing skills
- questioning

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	• monitoring and observing progress • adjusting, refining or correcting individual or group skills • assessment and evaluation.
Safe horse handling techniques may include:	• approaching horses • position near a horse • leading horses • tying up horses • releasing horses • distance from other riders.
Participant's performance may include:	• use of appropriate communication systems • performance and accuracy of riding skills • attitude and behaviour.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Equestrian activities

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SISOEQO515A Manage stable maintenance

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage horse riding stables. It focuses on managing the maintenance of gear, tack, plant, equipment and property through the development and implementation of a maintenance plan.

Application of the Unit

This unit applies to current or aspiring individuals operating as Operations or Program Managers working at commercial or private horse riding establishments whose responsibilities include management of stable property and equipment.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Develop a maintenance plan.	1.1. Develop a ***maintenance plan*** for stable ***equipment and plant*** in consultation with ***appropriate personnel*** according to ***organisational policies and procedures***. 1.2. Develop and document procedures for safety checks of ***gear and tack*** according to organisational policies and procedures. 1.3. Develop ***record keeping systems*** for maintenance work completed and equipment replaced according to organisational policies and procedures.
2. Implement and monitor maintenance plan.	2.1. Inform individuals in the organisation who are responsible for performing regular or ***scheduled maintenance*** duties, according to the maintenance plan. 2.2. Convey information in relation to work schedules to all affected staff and service users, according to organisational policies and procedures. 2.3. Monitor implementation of maintenance plan and work schedules and make adjustments as required. 2.4. Schedule maintenance work to minimise disruption to the operation of the organisation. 2.5. Seek feedback on the maintenance plan from appropriate personnel and modify to reflect feedback obtained as appropriate. 2.6. Monitor on-site maintenance contracts and contractors according to relevant legislation and organisational policies and procedures.
3. Manage security of property and animals.	3.1. Develop stable ***security procedures*** according to relevant legislation and organisational policies and procedures. 3.2. Monitor security of premises, staff and horses. 3.3. Undertake staff training in security procedures.
4. Establish and maintain a safe working environment.	4.1. Develop and document stable policies and procedures, to establish and maintain a safe working environment according to ***relevant legislation***. 4.2. Convey stable safety information to appropriate staff. 4.3. Establish and maintain policies and procedures to facilitate identification and prevention of hazards. 4.4. Establish procedures for the reporting of potential hazards.

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ELEMENT	PERFORMANCE CRITERIA
	4.5. Establish and implement policies and procedures to deal with ***emergencies***.
	4.6. Implement and monitor organisational procedures to control risks and assess and monitor work group application.
	4.7. Identify ***inadequacies*** in existing risk control measures and make recommendations to address these to designated personnel.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - liaise with appropriate personnel to develop and implement a maintenance plan
  - convey information about maintenance work to affected staff,
  - convey instructions about work, safety and security requirements to maintenance staff
  - seek feedback from appropriate staff regarding the implementation of the maintenance plan
  - monitor external contractors
- planning and organising skills to:
  - develop and implement a maintenance plan and work schedules according to organisational requirements
  - minimise the impact of maintenance on organisational operations
  - organise staff to carry out equipment and plant maintenance according to organisational timeframes
- problem-solving skills to:
  - prioritise work to be undertaken
  - resolve issues arising from maintenance operations and schedules
- literacy skills to:
  - develop and document maintenance plans
  - document procedures and information relating to the completion of maintenance work.

Required knowledge

- relevant legislation and organisational policies and procedures to enable the safe management of stable maintenance operations and the reporting of unsafe facilities

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or equipment
- environmental standards and requirements to enable maintenance and equipment and material disposal to be carried out responsibly
- safety standards of equipment and the range of maintenance techniques relevant to the stable equipment and plant being maintained
- schedule of stable operations to enable maintenance to be carried out with minimum disruption
- criteria for assessing the safety of gear and tack and other stable equipment and indicators for replacement
- appropriate record keeping systems to enable maintenance to be monitored.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • works within organisational systems to develop and implement maintenance plans to ensure that the condition and performance of stable equipment and facilities are maintained at a safe and optimal level to provide an effective service to users • communicates appropriately with staff and monitors the work of maintenance personnel and contractors to ensure quality outcomes applying OHS and safety considerations and minimal disruption of work schedules to stable users • seeks feedback on the maintenance plan and modifies as appropriate • applies effective contingency management techniques to deal with a range of maintenance scheduling issues that may affect the responses of service or stable users • works within organisational systems to develop, implement and document security plans and procedures which meet identified priorities and ensure stable security.
Context of and specific resources for assessment	Assessment must ensure documentation and implementation of maintenance and security plans and procedures which meet identified priorities to demonstrate competency and consistency of

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performance.

Assessment must also ensure access to:

- a private or commercial horse riding establishment with appropriate plant and equipment
- resources and equipment to implement maintenance plan
- horses in a recreational or training program, housed in an appropriate private or commercial environment
- appropriate staff to undertake maintenance duties
- maintenance history of equipment and facility.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of implementation and monitoring of maintenance plan
- oral or written questioning to assess knowledge of relevant legislation in relation to the safe management of stable maintenance operations
- third-party reports from a supervisor detailing work performance
- portfolio of records and reports documenting development and review of maintenance plan and outcomes.

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

- SISXRSK502A Manage organisational risk.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Maintenance plan may include:

- identification of gear and or plant and equipment
- frequency of inspection and repairs
- delegation of responsibility for the maintenance of gear and or plant and

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	equipment • maintenance to be undertaken in house or organised externally with specialists • allocation of tasks and delegations of responsibility • record keeping • review timeframes • replacement strategy • work schedules • staff responsibilities and authorities.
Equipment and plant may include:	• tractors • trailers • gates and fences • stables • yards • swimming facilities • walking machines • laser machines • treadmills • chaff cutters.
Appropriate personnel may include:	• employers • managers.
Organisational policies and procedures may include:	• occupational health and safety • risk management plan • security • equipment use and maintenance • resourcing and expenditure • outsourcing • reporting and record keeping • consultation • communication protocols.
Gear and tack may include:	• leads • bridles • hobbles • reins • straps • saddlery • blinkers • pacifiers • bits.
Record keeping systems may	• computer records

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include:	• form books • index file.
Scheduled maintenance may include:	• days • times • frequency of checks • staff allocation.
Security procedures may include:	• access to approved persons • access to horses • safe storage of dangerous goods and medications • adequate alarms and warning system.
Relevant legislation may include:	• occupational health and safety • permits and permissions for access • environmental requirements.
Hazards may include:	• stable routines or procedures • buildings • plant and equipment • gear • movement of horses.
Emergencies may include:	• fire • injury to horses • injury to people • outbreak of disease.
Inadequacies may include:	• lack of resources • insufficient planning • unscheduled changes in work procedures.

Unit Sector(s)

Outdoor Recreation

Competency Field

Equestrian activities

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SISOEQO516A Manage the education of horses

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage the education of horses so they can adapt to a range of program environments and handling situations. It focuses on planning, monitoring and designing education programs for individual horses to suit riding program needs and client safety.

Application of the Unit

This unit applies to those working as horse riding guides or instructors who are also responsible for the training and wellbeing of horses. This may include those working for private horse riding companies or group leaders in school outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOEQO409A Train and condition horses

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Assess the education needs of horses.	1.1. Assess individual education needs of horses in consultation with ***appropriate personnel***. 1.2. Source and evaluate suitable education programs as required. 1.3. Assess horse's behaviour according to safety requirements of the organisation and riding program.
2. Monitor and modify the education of horses.	2.1. Design, document and implement ***education programs*** for horses. 2.2. Train horses to behave according to requirements of the organisation, relevant legislation and organisational policies and procedures. 2.3. Identify and use ***appropriate gear*** and techniques to modify behaviour of horses according to organisational policies and procedures. 2.4. Supervise and monitor horse's progress in consultation with appropriate personnel. 2.5. Evaluate and record progress of the horse at various stages of the education phase. 2.6. Make adjustments to the training program as required.
3. Evaluate the education program.	3.1. Evaluate ***relevant aspects*** of education program. 3.2. Identify potential areas of improvement for future horse education programs. 3.3. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to consult with relevant personnel in relation to horse's training needs and progress
- problem-solving skills to:
  - design training programs to meet organisational program needs
  - modify programs in response to feedback
- planning and organising skills to design, implement and monitor appropriate education programs within operational timelines

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- language and literacy skills to document and adjust a training program and record progress.
- riding at an advanced level of communication with the horse in a chosen discipline

Required knowledge

- relevant legislation and organisational policies and procedures to enable the safe, effective and humane training of horses
- usual behaviour, vices and undesirable traits of horses, and the identification of appropriate behaviour modification and corrective practices and procedures to enable effective and humane training of horses
- housing, welfare and care requirements of horses in work and training to enable training programs to produce successful outcomes
- routine and first aid treatments for care of horses to enable appropriate responses during training
- recording requirements for the education, feeding and veterinary care of individual horses to ensure quality training
- horse training and education principles to enable effective training outcomes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies knowledge of horse handling and behaviour to train horses using appropriate techniques • monitors horse's progress and performance to ensure horse's health and welfare, makes appropriate adjustments to the training program and provides feedback to appropriate personnel • applies effective contingency management techniques to ensure horse's health and welfare at all times.
Context of and specific resources for assessment	Assessment must ensure assessment of training needs of multiple horses to design and monitor education programs of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a horse riding establishment • horses of varying physical conditions operating in a variety of roles and at various stages of training

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- appropriate equipment and resources to implement the education program

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of assessment of horse's education needs and application of planning processes to develop an appropriate education program
- oral and or written questioning to assess knowledge of behaviour of horses and the effects of training
- portfolio of training plans and progress records for horses
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisational policies and procedures may include:

- occupational health and safety
- training timeframes
- time and budget constraints
- industry rules and regulations
- code of ethics.

Relevant legislation may include:

- occupational health and safety
- animal welfare.

Appropriate personnel may include:

- employers
- owners
- supervisors
- guides and instructors.

Education programs may include:

- behaviour modification
- developing trust and confidence.

Appropriate gear may include:

- blinkers
- hobbles

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- bits
- saddles
- reins
- harness
- halters
- sulky
- bridles
- rings
- tongue ties
- nose band
- shadow rolls
- breastplates
- harness.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Equestrian activities

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SISOFSH201A Catch and handle fish

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify and use tackle and equipment to catch species of fish that are suitable for catching and eating. This unit also focuses on appropriate techniques to handle fish.

Application of the Unit

This unit applies to those who work as assistant guides or guides under supervision in a range of fishing contexts across the recreational fishing industry. This may include those working as assistant fishing tour guides, sports fishermen, retail tackle shop assistants or those involved in fishing.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Prepare for fishing activity	1.1. Conduct pre-activity ***research*** to determine ***relevant information*** on various species of ***fish***. 1.2. Apply information to identify an appropriate fishing location according to activity objectives, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Identify and apply ***minimal impact practices*** to reduce negative impact on the fishing environment according to organisational policies and procedures. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine its potential impact on the activity. 1.5. Determine the range of fishing ***tackle*** required to catch fish within a particular ***habitat***. 1.6. Identify and use ***rigs*** and berley for different fish species within a particular habitat. 1.7. Determine different types of bait, and their use for different fish species within a particular habitat.
2. Apply methods to catch fish	2.1. Identify different methods used to catch fish using rod and reel, handlines and nets. 2.2. Perform safe ***casting technique*** according to the species of fish, their habitat and organisational policies and procedures. 2.3. Perform methods of ***trolling***, appropriate to the species of fish and their habitat. 2.4. Apply fishing etiquette and ethical behaviour throughout fishing process.
3. Handle fish	3.1. Identify and handle dangerous species of fish in a manner that reduces risk to self and others, according to organisational policies and procedures. 3.2. Demonstrate ***landing*** and de-hooking techniques appropriate to the species of fish and dispatch the catch in a humane manner. 3.3. Implement strategies to keep catch in pristine condition. 3.4. Handle and return undersized and unwanted fish to the water without damage according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational policies and procedures. 3.5. Apply techniques for gutting, gilling, filleting, skinning and boning different species of fish.
4. Evaluate fishing activity	4.1. Evaluate ***relevant aspects*** of the fishing activity. 4.2. Identify improvements for future fishing activities.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - identify and select tackle suitable to different species of fish and habitats
  - handle dangerous fish appropriately
  - fight and land a fish quickly with minimum stress
  - determine whether to return fish to water or keep according to size
- planning and organising skills to identify and source relevant fishing tackle and apply fishing methods according to the species, location and habitat
- literacy skills to:
  - conduct research on different fish species
  - interpret weather and environmental information, relevant legislation and organisational policies and procedures
- numeracy skills to measure fish to determine if they are undersized
- self management skills to review and reflect on own performance and set goals to improve fishing techniques
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation and organisational policies and procedures to enable safe and legal conduct of all activities
- minimal impact codes to ensure protection of the fishing environment
- fishing tackle and equipment types, characteristics and technology used for different types of fishing and the advantages and disadvantages of the range of fishing equipment
- methods and techniques to catch and handle species of fish relevant to the current or intended work environment
- fish species available within a specific aquatic habitat and factors affecting what types of fish live in various bodies of water
- fish migration, breeding, spawning and seasonal feeding habits

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- impact of poaching, pollution, over harvesting and loss of habitat on fish population
- fishing etiquette and ethical behaviour with respect to recreational fishing
- basic weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency and first aid procedures relevant to the location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • prepares for fishing activities by researching fish species available in specific habitats and accessing tackle and equipment to suit the targeted species • applies suitable methods to catch fish from specific habitats using appropriate tackle and equipment, while maintaining minimal environmental impact • handles fish using humane techniques that reduce risk to self and others and returns undersized and unwanted fish to the water • evaluates and reflects on own performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple fishing activities that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding species of fish and habitats to prepare for the activity • suitable fishing locations that allow participants to demonstrate fishing skills • a range of oceanic, offshore, estuarine and freshwater fishing tackle and equipment, including, rods, reels, handlines, nets, bait, berley, rigs and lures.
Method of assessment	A range of assessment methods should be used to assess

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practical skills and knowledge. The following examples are appropriate for this unit:

- observation of safe participation and demonstration of fishing skills, including catching and handling fish
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all fishing activities
- third-party reports from a supervisor detailing performance.

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

- SISOFSH202A Select, catch and use bait.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Research may include:

- electronic
- paper based
- discussion.

Relevant information may include:

- variety of fish living in particular aquatic habitats
- popular species of fish for catching and eating within a particular season and location
- fish migration, movements and seasonal feeding habits
- methods and techniques to catch and handle various species of fish
- factors affecting what types of fish live in certain bodies of water
- impact and consequences of poaching, pollution, over harvesting and loss of habitat on fish population
- breeding and spawning patterns of fish.

Fish may include:

- pelagic species
- demersal species

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- native species
- translocated species.

Relevant legislation may include:

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

Organisational policies and procedures may include:

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

Minimal impact practices may include:

- avoidance of sensitive areas
- removal of rubbish
- appropriate sanitation practices
- use of low impact equipment
- appropriate washing procedures
- respect and protection of heritage and cultural sites.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Tackle may include:

- oceanic
- offshore
- estuarine

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	• craft borne • freshwater.
Habitat may include:	• saltwater • freshwater • brackish.
Rigs may include:	• oceanic • estuarine • freshwater.
Casting techniques may include:	• threadline • overhead • sidecast • centrepin • fly.
Trolling may include:	• live baits • lures • bibbed lures • down riggers.
Landing may include:	• landing net • gaffing • lifting.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Fishing

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SISOFSH202A Select, catch and use bait

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to obtain and use bait for recreational fishing. This includes selecting preferred bait for a particular species, catching and presenting bait and using berley to attract a catch.

Application of the Unit

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

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Select bait	1.1. Identify different frozen and fresh ***bait*** species for use within a particular ***habitat*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Apply knowledge of fish feeding habits to determine the preferred bait and level of freshness for catching particular species. 1.3. Determine the advantages and disadvantages of each type of bait when used for particular fish species. 1.4. Select the preferred bait for recreational fishing according to ***contextual issues*** and organisational policies and procedures.
2. Catch fresh bait	2.1. Identify and demonstrate ***methods for catching and collecting fresh bait*** according to relevant legislation and organisational policies and procedures. 2.2. Use bait gathering equipment in a manner to maximise catch. 2.3. Apply appropriate ***methods to keep bait alive*** to enhance its effectiveness according to organisational policies and procedures.
3. Present bait	3.1. Identify and apply different ***methods for presenting bait***, according to type of tackle, relevant legislation and organisational policies and procedures. 3.2. Rig different baits to ***rigs*** according to situation. 3.3. Demonstrate ***methods for keeping dead bait***.
4. Use berley	4.1. Identify situations where different mixes of ***berley*** may be used to attract selected catch. 4.2. Undertake different methods of presenting berley at appropriate intervals in order to attract target species.

Required Skills and Knowledge

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

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Required skills

- problem-solving skills to:
  - differentiate between types of bait
  - identify the advantages and disadvantages of types of bait for particular species
  - determine methods for catching, presenting and storing live and dead bait
  - identify situations for using berley
- planning and organising skills to:
  - select preferred bait according to contextual issues
  - source and use relevant bait gathering equipment
- numeracy skills to control the timing of when and how often berley is released so it is presented at consistent intervals to attract target species.

Required knowledge

- legislation and organisational policies and procedures to enable safe and legal conduct of all activities
- minimal impact codes to ensure protection of the fishing environment
- bait habitats and the ability to recognise them
- equipment used to catch bait, its characteristics and technology, and advantages and disadvantages of the range of equipment
- fish feeding habits to determine the preferred bait for catching particular species
- differences between bait types, advantages and disadvantages of types of bait, and methods for catching, presenting and storing live and dead bait
- berley mixes for different species and methods of presenting berley at appropriate intervals.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- differentiates between bait species and selects preferred bait according to the species of fish being caught and contextual issues
- catches and collects fresh bait using bait gathering equipment and applies various methods of presenting bait and storing it alive and dead
- presents and rigs bait according to the type of fish species targeted and tackle being used, and uses

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	berley at appropriate intervals to attract target species.
Context of and specific resources for assessment	Assessment must ensure participates in multiple activities that involve selecting, catching and using bait in local conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding fish feeding habits to prepare for the baiting activity • suitable locations with sources of bait to allow participants to select, catch and use bait • sources of berley suitable to the situation • relevant equipment to catch and store bait within a particular habitat.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of safe participation and demonstration of selecting, catching and using the preferred bait for the target species of fish • oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and the advantages and disadvantages of types of bait when used for particular fish species • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOFSH201A Catch and handle fish.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Bait may include:	• prawns • yabbies

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- squid
- worms
- pilchards
- seaweed
- mud eyes
- maggots
- crickets
- live fish
- grasshoppers
- octopus
- cut baits
- shellfish
- green weed
- cunjevoi.

Habitat may include:

- oceanic
- pelagic
- demersal
- estuarine
- rivers
- impoundment
- estuarine.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- safety and emergency procedures
- use, maintenance and storage of fishing equipment
- manufacturer's design specifications and recommendations for equipment use
- bait and berley procedures
- risk management procedures
- communication protocols
- code of ethics.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

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Methods for catching and collecting fresh bait may include:	• yabby pumps • trawling • digging • dredging • trapping • cast nets • line fishing • yabby nets • worm pumps.
Methods to keep bait alive may include:	• use of ice water for mud eyes • placing of grasshoppers and crickets in a stocking • live bait tanks • buckets with aerators • keep nets • wet bags, cloth and sand.
Methods for presenting bait may include:	• live • whole • pieces.
Rigs may include:	• in-shore • off-shore • lake • river or stream.
Methods for keeping dead bait may include:	• freezing • salting.
Berley may include:	• fish offal • fish oils • grain by-products.

Unit Sector(s)

Outdoor Recreation

Competency Field

Fishing

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SISOFSH203A Select, rig and use terminal tackle

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recognise and use terminal tackle and prepare rigs for a variety of situations.

Application of the Unit

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

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Select terminal tackle	1.1. Identify situations in which ***terminal tackle*** is required. 1.2. Determine differences between the types of terminal tackle required for different ***forms of fishing*** and ***factors affecting the quality of terminal tackle***. 1.3. Identify and select the most appropriate terminal tackle according to species of fish, location, conditions, ***relevant legislation*** and ***organisational policies and procedures***.
2. Access and prepare hooks	2.1. Select the size and style of hook according to specific species of fish, relevant legislation and organisational policies and procedures. 2.2. Determine situations when barbless hooks should be used. 2.3. Identify reasons for the use of sharp hooks and safely sharpen hooks according to organisational policies and procedures.
3. Rig and use terminal tackle	3.1. Identify different rigs and the situations in which they may be used according to specific fish species, relevant legislation and organisational policies and procedures. 3.2. Tie ***knots*** according to the selected terminal tackle and mode of fishing. 3.3. Identify types of sinkers and determine their use in particular situations. 3.4. Apply knowledge of the relationship of sinker size to tidal movement to sinker selection and use. 3.5. Maintain tackle balance through the use of correct size swivel and snaps. 3.6. Select and prepare trace and identify ***factors affecting the choice of trace***. 3.7. Identify and access ***other accessories*** related to use of terminal tackle where required.
4. Complete post-activity responsibilities	4.1. Retrieve, inspect, and store terminal tackle according to organisational policies and procedures. 4.2. Evaluate ***relevant aspects*** of terminal tackle activity.

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Required Skills and Knowledge

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

Required skills

- problem-solving skills to differentiate between types of terminal tackle used for different species of fish and situations
- planning and organising skills to:
  - source and access relevant terminal tackle and accessories
  - construct terminal rigs for different situations
- numeracy skills to select correct sized hook according to species and size of fish.

Required knowledge

- legislation and organisational policies and procedures to enable safe and legal conduct
- minimal impact codes to ensure protection of the fishing environment
- species of fish, locations, conditions and feeding habits to select appropriate terminal tackle
- types of terminal tackle and situations in which each type should be used
- factors affecting quality of terminal tackle and quality of trace
- variety of hooks and situations for selecting barbless and sharp hooks
- methods of rigging and knot tying according to different situations and terminal tackle.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies knowledge of different types of terminal tackle to select the most appropriate for particular species of fish, locations or conditions • selects and uses appropriate terminal tackle as part of a rig within a particular form of fishing.
Context of and specific resources for assessment	Assessment must ensure selection and use of a range of terminal tackle that reflects local conditions to demonstrate competency and consistency of performance.

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Assessment must also ensure access to:

- suitable locations to rig and use terminal tackle
- a selection of terminal tackle appropriate to local conditions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of safe participation and demonstration of selecting, rigging and using terminal tackle suitable to a particular species of fish and location
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, different types of terminal tackle, and factors affecting tackle selection
- third-party reports from a supervisor detailing performance.

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

- SISOFSH204A Select, use and maintain fishing tackle outfits.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Terminal tackle may include:

- hooks
- swivels
- snaps
- sinkers
- traces
- line
- leaders, for fly fishing only
- flies
- lures.

Forms of fishing may include:

- game
- bottom fishing

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- estuary
- beach fishing
- fly fishing
- artificial lure fishing.

Factors affecting the quality of terminal tackle may include:

- hook sharpness
- swivel quality and size
- line quality and breaking strain
- knot tying
- rig construction.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- safety and emergency procedures
- use, maintenance and storage of terminal tackle
- manufacturer's design specifications and recommendations for equipment use
- procedures for sharpening hooks
- accepted industry best practice
- risk management procedures
- communication protocols
- code of ethics.

Knots may include:

- terminal knots
- line to line knots
- specialty knots.

Factors affecting the choice of trace may include:

- type of fishing
- fish species
- situation.

Other accessories may include:

- cyalume sticks
- floats
- berley cages
- corks
- bait scents
- fluorescent additives.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection

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- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed

Unit Sector(s)

Outdoor Recreation

Competency Field

Fishing

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SISOFSH204A Select, use and maintain fishing tackle outfits

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to differentiate between the different types of tackle outfits in order to select, use and maintain the outfit that is most appropriate to the location and fish species.

Application of the Unit

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

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Select tackle outfit	1.1. Select ***rod*** suitable to the function, location, ***habitat*** and target fish species. 1.2. Select ***reel*** according to the rod and style of fishing. 1.3. Select ***line*** according to the rod, reel and ***type of fishing***.
2. Balance outfit	2.1. Identify the benefits of matching rod, reel and terminal tackle. 2.2. Balance rod to reel and match line class to rod and reel, according to the ***requirements for line selection***, ***relevant legislation*** and ***organisational policies and procedures***. 2.3. Select additional equipment that may be required to complete tackle balancing and apply correct use for a specific type of ***outfit***.
3. Apply casting techniques	3.1. Apply safety procedures to ensure safety of self and others prior to casting according to relevant legislation and organisational policies and procedures. 3.2. Identify spool actions for different types of reel. 3.3. Determine ***fly casting techniques*** and situations where each technique is used. 3.4. Apply appropriate fly casting technique according to the situation, relevant legislation and organisational policies and procedures. 3.5. Determine the use of different parts of a reel and apply in casting. 3.6. Hold rod and reel correctly and apply ***casting technique*** according to type of outfit to achieve distance, accuracy and efficiency.
4. Repair and maintain outfit	4.1. Identify outfit service and maintenance requirements and demonstrate ***routine maintenance and service*** of tackle outfit according to relevant legislation and organisational policies and procedures. 4.2. Clean outfits while fishing according to organisational policies and procedures. 4.3. Repair rods, reels, lures and tackle in the field according to relevant legislation and organisational policies and procedures.

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Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - match rod, reel and line
  - put together a balanced outfit for casting
  - apply correct casting techniques according to the situation
- planning and organising skills to:
  - select and use suitable fishing tackle outfits
  - repair and maintain outfits in the field
- self management skills to take responsibility for the implementation of safe casting to ensure safety of self and others.

Required knowledge

- legislation and organisational policies and procedures to enable safe and legal conduct
- minimal impact codes to ensure protection of the fishing environment
- species of fish, habitats, locations and conditions to select appropriate fishing tackle outfits
- types of rods, reels and lines and their functions
- different spool actions of reels and methods of reel control
- balancing tackle to improve casting distance and accuracy
- specific parts of casting rods and reels
- components of reels and their uses to simplify casting
- casting techniques suitable to outfit and situation
- repair and maintenance procedures to conduct routine maintenance checks and repairs of outfit.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential:

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competency in this unit	• applies knowledge of different types of reels, rods, line and tackle to select, use and maintain fishing tackle outfits • selects matching rods, reels and lines suitable to the style of fishing and balances tackle appropriately • conducts routine repairs, maintenance and services on an outfit in the field.
Context of and specific resources for assessment	Assessment must ensure participation in multiple casting activities using fishing tackle outfits that reflect local conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • suitable locations to select, use and maintain fishing tackle outfits • a variety of fishing tackle outfit equipment suitable for use in a particular type of recreational fishing for a specific habitat.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of safe participation and demonstration of selecting, using and maintaining fishing tackle outfits suitable to a particular species of fish and location • observation of balancing outfits according to the rod, reel and line being used, and of safe casting techniques • oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, different types of tackle outfits, and factors affecting outfit selection • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOFSH205A Construct and work simple lures.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rod may include:
- spinning
- trolling
- fly.

Habitat may include:
- oceanic
- pelagic
- demersal
- estuarine
- river
- impoundment
- estuarine.

Reel may include:
- threadline reel
- bait caster
- overhead reel
- side cast
- closed face
- centre pin
- fly.

Line may include:
- monofilament
- braided
- fused.

Type of fishing may include:
- off-shore light and heavy tackle game fishing
- off-shore bottom fishing
- lure and fly, and bottom fresh water fishing
- estuary and beach fishing
- light, heavy and fly estuary fishing.

Requirements for line selection may include:
- line class, such as breaking strain
- application.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations.

Organisational policies and procedures may include:
- occupational health and safety
- safety and emergency procedures
- use, maintenance, repair and storage of outfits
- manufacturer's design specifications and recommendations for equipment use
- risk management procedures

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	• communication protocols • code of ethics.
Outfit may include:	• rods • reels • lines.
Fly casting techniques may include:	• wet fly cast • false cast • roll and half roll cast • shortening in the air • slack line casts • mend casts.
Casting technique may include:	• hand position • rod loading • accuracy • minimal backlash or line breakage • hand line • threadline reel • bait caster • overhead reel • side cast.
Routine maintenance and service may include:	• checking and replacing rod guides and tips • cleaning rods and reels • dismantling reel, washing, servicing and re-assembling • checking for line abrasions • maintaining full reel spool by use of backing • caring for, protecting and storing lures, including skirt replacement.

Unit Sector(s)

Outdoor Recreation

Competency Field

Fishing

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SISOFSH205A Construct and work simple fishing lures

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to construct and work a range of simple fishing lures for both salt and freshwater fishing. The unit focuses on establishing lure design requirements, sourcing materials and equipment for lure construction and working lures to test their effectiveness.

Application of the Unit

This unit applies to recreational fishers who are responsible for constructing artificial lures for freshwater and saltwater environments.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOFSH201A Catch and handle fish

SISOFSH204A Select, use and maintain fishing tackle outfits

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Design a fishing lure	1.1. Identify ***target species*** and relevant lure application. 1.2. Identify ***key design features*** for the target species and application of the lure. 1.3. Design a ***lure*** suitable for the identified species and application. 1.4. Identify appropriate ***construction methods***.
2. Construct a fishing lure	2.1. Evaluate, select and source appropriate ***materials*** and ***equipment*** suitable for lure manufacture according to ***organisational policies and procedures***. 2.2. Construct a proto type lure according to design parameters and selected construction techniques. 2.3. Add special effects, paint and detail to the lure. 2.4. Apply appropriate finishes and sealers to the lure.
3. Evaluate effectiveness of the fishing lure	3.1. Apply methods to rig lures and balance lure to outfit. 3.2. Identify methods for working lures in different conditions. 3.3. Trial the lure in specific fishing environments and apply ***correct action*** when fish strike according to organisational policies and procedures and ***relevant legislation***. 3.4. Test lure action and ***evaluate*** if the desired outcome has been achieved. 3.5. Evaluate the casting action and performance of the lure. 3.6. Identify and implement improvements to the lure as required. 3.7. Apply methods to ***maintain lures*** according to organisational policies and procedures.

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Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - respond appropriately to technology advancements
  - determine techniques and equipment to use when constructing fishing lures
  - trial and test lure in specific environments
- literacy skills to read, interpret and implement lure construction information, instructions and material data sheets
- planning and organising skills to:
  - source appropriate lure construction equipment and materials
  - ensure all gear and equipment is in good working order
  - select appropriate fishing environment to work lure
- numeracy skills to calculate and estimate material quantities and weights
- self management skills to review and reflect on own performance and set goals to improve techniques
- first aid and emergency response skills appropriate to lure construction.

Required knowledge

- legislation and organisational policies and procedures to enable safe and legal conduct
- minimal impact codes to ensure protection of the fishing environment
- industry terminology related to lure construction to enable effective selection and use of materials and equipment
- lure construction, design and evaluation techniques to ensure safe and accurate use
- methods of working and trialling lures in different conditions to test effectiveness
- range of freshwater and marine fish, habitats and food types
- maintenance procedures for lures to enhance lifespan
- equipment used to construct a lure, its characteristics and technology, and advantages and disadvantages of the range of equipment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and Evidence of the following is essential:

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evidence required to demonstrate competency in this unit	• demonstrates knowledge of the techniques which apply to the design and construction of a lure and selects appropriate equipment and materials • uses a range of common designs, construction methods, tools, equipment and materials to construct working lures • rigs, works and tests lure in specific fishing environments, and evaluates its effectiveness and identifies potential improvements.
Context of and specific resources for assessment	Assessment must ensure construction and evaluation of a range of lures suitable to local conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an appropriate lure construction area for safe construction, review, testing and evaluation of lures • a fishing environment to work and trial lures • materials and equipment to construct and rig lures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of safe participation and demonstration of all practical tasks • oral or written questioning to assess knowledge of lure construction to suit the targeted fish species • observation of working, testing and evaluating lures • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOFSH310A Tie simple fishing flies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Target species may include:

- ocean inshore and rock or beach fish
- tropical species
- estuary fish
- offshore or bluewater
- freshwater fish.

Key design features may include:

- action
- floatation
- depth
- sound
- shape or profile
- colour
- fish diet
- casting ability, aerodynamics
- size
- weight
- patterns.

Types of lures may include:

- poppers
- fizzers
- buzzer
- slices
- divers
- float
- suspenders
- jigs
- spinner baits
- soft plastics
- feather
- spinner or blade
- spoons.

Construction methods may include:

- timber
- moulded resins
- moulded polyethylene
- moulded plastics
- cast metal
- pressed metal
- paint or finish
- special effects
- attachments hardware.

Materials may include:

- hooks
- eyelets
- rings or split rings

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- bibs
- stainless wire
- towing clips
- snap clips
- glow in the dark materials
- beads
- eyes
- scent
- lead
- fibreglass
- plastics
- metals
- fillers
- paints
- finishing paints or lacquers.

Equipment may include:

- rods
- reels
- lure templates
- pliers
- moulds
- work bench
- lights
- vice
- jigs
- hammer
- drill
- chisel
- file
- rasp
- power sander
- sanding paper
- plastic extruder
- plastic cutter
- resins
- glue
- paint or primer
- stencils
- finishing lacquers
- face mask
- drying racks or lathes
- dust and fume extraction systems.

Organisational policies and

- occupational health and safety

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procedures may include:	• safety and emergency procedures • use, maintenance and storage of lures and equipment • manufacturer's design specifications and recommendations for equipment use • lure construction procedures • casting techniques • accepted industry best practice • risk management procedures • communication protocols.
Correct action may include:	• speed of retrieve • rod tip movement and action • trolling position • differing hand retrieves for fly fishing wet flies.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Evaluate may include:	• action or movement of lure through the water • tow point positioning • bib size and shape • density • hook size, type and positioning • ability of lure to attract fish • efficiency of lure in catching fish • durability • ease of use • cost of construction.
Maintain lures may include:	• tuning bibbed lures • sharpening hooks • removing grime • replacing worn or damaged parts.

Unit Sector(s)

Outdoor Recreation

Competency Field

Fishing

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SISOFSH206A Locate and attract fish

Modification History

Not Applicable

Unit Descriptor

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

Application of the Unit

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

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Conduct pre activity research on specific species of fish.	1.1. Apply knowledge of ***anatomical features effecting locations*** and specific lifestyles to determine preferred ***habitats***. 1.2. Identify ***environmental factors*** affecting preferred natural habitats. 1.3. Determine food sources and feeding habits for particular species. 1.4. Identify the role of predator or prey relationships and how they affect fish activity and location. 1.5. Apply knowledge of fish migration patterns and identify the species of fish within locations, during specific seasons. 1.6. Determine how ***life cycles*** affect fish behaviour, migration and location.
2. Attract and approach fish.	2.1. Identify the manner in which fish use sound, light, vision and smell to locate food. 2.2. Attract target fish using ***knowledge of fish senses*** and various strategies according to ***relevant legislation*** and ***organisational policies and procedures***. 2.3. Determine the most appropriate bait and method of attracting and catching fish, based on the ability of fish to distinguish taste and touch. 2.4. Apply knowledge of fish senses to develop strategies to approach fish without alerting them.
3. Read water to locate fish.	3.1. Source general locations which best suit the various species of fish. 3.2. Determine special needs and preferences of species sought by recreational fishers. 3.3. Determine the importance of environmental factors on the location of fish.
4. Locate fish based on visual sightings.	4.1. Identify fishing spots by the use of visual marks. 4.2. Develop methods for recording visual sightings for relocating fishing spots. 4.3. Determine factors affecting the accuracy of visual sightings.
5. Use fishing aids.	5.1. Identify how charts, binoculars, depth finders and GPS are used to locate likely fishing spots.

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ELEMENT	PERFORMANCE CRITERIA
	5.2. Use fishing aids according to the location, type of fishing and targeted fish species, to assist in the location of fishing spots.

Required Skills and Knowledge

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

Required skills

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

Required knowledge

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

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts research to acquire knowledge of specific characteristics, senses, features and requirements of fish within a particular habitat and area to determine fishing spots and locations • reads water and uses visual sightings and fishing aids to locate and attract specific fish species.
Context of and specific resources for assessment	Assessment must ensure application of strategies to locate and attract fish on multiple occasions in locations that reflect local conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding specific species of fish • suitable fishing areas that allow participants to demonstrate their ability to locate and attract fish species • a range of fishing aids to assist in locating and attracting fish.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the pre-activity research process • written questioning to assess knowledge of methods used to locate and attract specific fish species • observation of safe participation and demonstration of locating and attracting fish • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOFSH203A Select, rig and use terminal tackle • SISOFSH204A Select, use and maintain fishing tackle outfits.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Anatomical features affecting locations may include:	• size • colouration • size of eyes • position of mouth • teeth • body shape.
Habitats may include:	• freshwater • saltwater.
Environmental factors may include:	• temperature • water clarity • weather conditions • oxygen • shade • pH • water depth and flow • tidal influence.
Life cycles may include:	• breeding patterns • spawning cycles • fish age, size and characteristics during different seasons within the life cycle • foods, food conversion, digestion, nutrition and growth at different stages of the fish life cycle.
Knowledge of fish senses may include:	• extent and mechanism of vision of target fish species • olfactory senses, how they function and their use in navigating over great distances • ability of fish to distinguish taste and touch.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.fishing and motorised water craft regulations and restrictions • recreational fishery and netting licenses • creel and fish size limits
Organisational policies and procedures may include:	• occupational health and safety • safety and emergency procedures • use, maintenance and storage of fishing equipment

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- procedures for handling dangerous fish
- procedures for returning undersized and unwanted fish to water
- manufacturer's design specifications and recommendations for equipment use
- accepted industry best practice
- communication protocols
- code of ethics.

Unit Sector(s)

Outdoor Recreation

Competency Field

Fishing

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SISOFSH307A Guide fishing trips

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide or lead participants on day or overnight fishing trips. This unit focuses on the application of planning skills to make suitable arrangements to safely guide groups on fishing trips on lakes and or rivers in coastal and or offshore conditions.

Application of the Unit

This unit applies to fishing guides who are responsible for planning, implementing and evaluating fishing trips in controlled environments for groups of participants.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOFSH201A Catch and handle fish

SISOFSH202A Select, catch and use bait

SISOFSH203A Select, rig and use terminal tackle

SISOFSH204A Select, use and maintain fishing tackle outfits

SISOFSH206A Locate and attract fish

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan fishing trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a trip ***plan*** according to participant's needs, ***type of fishing***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select an appropriate fishing location for the trip according to participant's abilities, ***trip objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with the type of fishing and minimise ***risks*** to ensure safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine trip plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the trip. 1.7. Obtain permits or permission for access where required, and inform appropriate authorities before commencing the fishing trip.
2. Select equipment for the group.	2.1. Select fishing ***equipment*** according to contextual issues and organisational policies and procedures, and check serviceability. 2.2. Rig and adjust equipment and ensure suitability to the participant and location. 2.3. Check safety and first aid equipment to ensure suitability to the group and the location.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the fishing trip in a manner suitable to the participants. 3.2. Outline logistical details and ***safety procedures*** for the trip.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Establish a suitable communication system for participants to use throughout trip. 3.4. Demonstrate correct fishing techniques according to the type of fishing and location. 3.5. Check and confirm participants are properly equipped for the trip.
4. Lead fishing trip.	4.1. Evaluate conditions and provide direction and advice to group during the trip. 4.2. Demonstrate techniques, where required, to safely and efficiently negotiate features of the fishing environment. 4.3. Monitor individual and group progress and provide appropriate feedback throughout. 4.4. Identify potential hazards and decide how they can be overcome or avoided. 4.5. Implement appropriate modifications to trip in regard to all ***variable factors*** that are monitored. 4.6. Respond to any emergency or non routine situation, according to organisational policies and procedures.
5. Complete post trip responsibilities.	5.1. Notify relevant authority of trip completion. 5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.3. Evaluate ***relevant aspects*** of fishing trip. 5.4. Identify potential areas of improvement for future fishing trips. 5.5. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan fishing trips that meet their needs
  - convey information about the safety and logistical aspects of trips
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan fishing trips according to participant's needs and abilities

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  - make decisions about potential hazards that may affect trips
  - modify aspects of trips according to all variable factors and non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate equipment and suitable fishing locations
  - organise participants into manageable groups for fishing
- language and literacy skills to:
  - produce plans for fishing trips
  - complete post trip participant and self evaluations
- first aid, rescue and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies.

Required knowledge

- legislation and organisational policies and procedures to ensure safe and legal conduct of all activities
- minimal impact codes to ensure protection of environment and fish species
- site specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the area
- equipment characteristics and technology used for specific types of fishing, and factors affecting appropriate selection, use and maintenance to enable safe conduct of all activities
- methods and techniques used to catch and handle various species of fish
- fish species available within specific aquatic habitats
- hazards and risks associated with various types of fishing to adequately prepare group
- sources of weather and environmental information to ascertain possible conditions and their effect on the trip
- principles of nutrition to maintain health and energy during the fishing trip
- first aid, emergency and rescue procedures relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors group in a safe and professional manner

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- applies effective modifications and contingency management techniques to deal with a range of problems or variable factors that may arise during fishing trips
- encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure guiding of groups on multiple fishing trips in fishing locations that reflect local conditions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- suitable fishing locations to guide participants
- participants to take part in fishing trips
- a range of oceanic, offshore, fly, estuarine and freshwater fishing tackle and equipment
- resources and information regarding participants and fishing site to plan, guide and document fishing trips for a variety of participants.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning and guiding processes and interacting with participants, including conveying information for safe participation
- oral or written questioning to assess knowledge of the application of relevant legislation and organisational policies and procedures to enable safe conduct of all fishing activities throughout trip
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- review of fishing trip plans
- third-party reports from a supervisor detailing performance.

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

- SISOOPS202A Use and maintain a temporary or overnight site.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- previous fishing experience
- physical capabilities
- age
- injuries and illnesses.

Plan may include:

- aims and objectives
- date, time and duration
- location, equipment and resources
- guide and participant ratios
- risk and contingency management plans.

Type of fishing may include:

- fly
- freshwater
- oceanic
- estuary
- beach and rock
- charter in and off-shore.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- use, maintenance and storage of fishing equipment
- manufacturer's design specifications and recommendations for equipment use
- procedures for handling dangerous fish
- procedures for returning undersized and unwanted fish to water
- communication protocols
- risk management procedures
- time and budget constraints
- confidentiality of participant information
- code of ethics.

Trip objectives may include:

- self improvement
- meeting people

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- catching various species of fish
- adventure and recreation.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards
- slippery or unstable shore
- poor posture, poor technique
- poor carrying techniques
- loose or insecure craft when being transported.
- other craft.

Risks may include:

- hypothermia
- hyperthermia
- injuries
- exhaustion
- dehydration.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Food and water requirements may include:

- menu planning and preparation
- range of foods.

Principles of nutrition may include:

- food groups
- dietary guidelines
- food preparation
- individual food requirements and allergies.

Contextual issues may include:

- weather conditions, including tide times
- season
- transport

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	• location • trip distance and duration • group objectives • group size.
Equipment may include:	• fishing equipment • navigation equipment • safety and rescue equipment
Relevant information may include:	• minimal environmental impact practices • fishing techniques • logistical details • responsible and safe behaviour.
Safety procedures may include:	• use of first aid, safety and rescue equipment • symptoms, treatment and prevention of common fishing incidents or risks • guide or participant ratios • contingency and risk management • establishing safe areas or boundaries, if applicable.
Variable factors may include:	• change of weather and conditions • equipment failure • available fish species.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Fishing

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SISOFSH308A Instruct fishing skills

Modification History

Not Applicable

Unit Descriptor

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

Application of the Unit

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

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

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a fishing session	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current fishing knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics 1.4. Develop a ***fishing plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with fishing and minimise ***risks***, according to organisational policies and procedures, to ensure safety of participants. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check working condition. 2.2. Check equipment for safety and suitability, according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants	3.1. Communicate instructions and ***relevant information*** in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable ***communication system*** for participants to use while fishing. 3.4. Inform participants of known and anticipated hazards, safety procedures and appropriate behaviour. 3.5. Check and confirm that all participant equipment is fitted and adjusted.

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

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan fishing sessions that meet their needs
  - convey information about the safety aspects of sessions
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - address participant difficulties in developing fishing techniques
  - anticipate and respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable body of

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water
    - monitor and evaluate progress
    - organise participants into manageable groups for fishing
- language and literacy skills to:
    - produce fishing and instructional plans for the fishing session
    - complete post session participant and self evaluations
- personal fishing skills to a high level of technical correctness to demonstrate and explain fishing techniques to participants
- water reading skills, such as direction and speed of flow, currents, eddies and other hydrological features that may impact on fishing and safety
- weather reading skills such as wind speed and direction, temperature, humidity and other meteorological features that may impact on fishing and safety
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies while instructing fishing skills.

Required knowledge

- legislation and organisational policies and procedures to enable safe and legal conduct of all activities performed during fishing sessions
- location specific information to enable management of potential fishing hazards, and any special restrictions applying to the location
- equipment types, characteristics and technology used for fishing, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing and footwear requirements for fishing to ensure comfort and safety
- care and maintenance of fishing equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- fishing techniques used to maximise catch
- boating skills relevant to the instructional fishing session
- technical fishing knowledge, such as rig setup, deployment, monitoring and retrieval
- hydrology and river features such as currents, banks, change in gradient and volume, and how these impact on the fishing session
- navigation techniques to determine location and direction
- weather and environmental information to ascertain possible conditions and their effect on the session
- hazards commonly experienced on and around water and ways to avoid or negotiate these
- emergency procedures, rescues, potential hazards and obstacles relevant to the location to ensure safety of self and others.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for fishing sessions to ensure activities are conducted safely according to participant's needs and characteristics • uses and modifies instructional techniques and or activities for a range of individual learning styles • observes and monitors the progress of participants and provides constructive feedback and intervention to improve fishing performance • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of multiple fishing activities that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to plan, instruct and document sessions • appropriate bodies of water for the conduct of instructional sessions • a group of participants to take part in the session • fishing, navigation, safety and first aid equipment • relevant regulatory requirement
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning processes, such as consulting with participants to determine their needs and characteristics • oral or written questioning to assess application of legislation and organisational policies and procedures to enable safe conduct of all fishing activities • observation of safe fishing instruction, monitoring and adjustment according to participant's needs and

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characteristics
- portfolio of fishing session plans
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:
- age
- cultural and situational factors
- previous experience and knowledge
- physical development.

Session's aims and objectives may include:
- rigging a fishing rod to suit a target species
- using techniques to deploy, monitor and retrieve fishing rigs
- practicing casting technique
- locating appropriate fishing locations
- landing, handling and despatching fish
- tagging and releasing fish.

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

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- Explain
- Demonstrate
- Instruct
- Critique
- Test

- I.D.E.A:
  - Introduce
  - Demonstrate
  - Explain
  - Apply
- orientate, enhance, synthesise
- fishing activities and drills
- duration of activities and drills.

Fishing plan may include:

- aims and objectives
- date, time and duration
- location, resources and equipment
- instructor and participant ratios.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- safety and emergency procedures
- use, maintenance and storage of fishing equipment
- procedures for handling dangerous fish
- procedures for returning undersized and unwanted fish to water
- manufacturer's design specifications and recommendations for equipment use
- risk management procedures
- time and budget constraints
- confidentiality of participant information
- communication protocols
- code of ethics.

Hazards may include:

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

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Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions
Contingency plans may include:	• change in weather and conditions • equipment failure.
Equipment may include:	• fishing equipment • navigation equipment • safety and rescue equipment.
Resources may include:	• clothing and footwear • teaching aids.
Contextual issues may include:	• weather conditions, including tide times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• fishing techniques • risk and hazard prevention and management • rules and codes • responsible and safe behaviour.
Communication system may include:	• calls • whistles • paddle signals

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	• hand or arm signals • International River Signals.rod signals.
Instructional techniques may include:	• demonstration • communication • instruction • feedback.
Activity specific knowledge may include:	• fishing skills and techniques • water body features and hydrology • risk and hazard management.
Fishing skills may include:	• casting techniques • directing and manoeuvring a rig • landing procedures.
Safety and rescue procedures may include:	• emergency response • group management in emergency situations • symptoms, treatment and prevention of common fishing risks.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Fishing

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SISOFSH309A Apply fly fishing skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to catch fish in freshwater environments, using a fly. This may also apply to saltwater environments where flies can be used to catch fish. The unit focuses on identifying fish habitats, selecting fly and tackle, and applying appropriate fly fishing techniques, including the safe handling, landing and releasing of fish.

Application of the Unit

This unit applies to personnel employed as fishing tour guides, sports fishermen and retail tackle shop employees.

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

Licensing/Regulatory Information

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

Pre-Requisites

SISOFSH201A Catch and handle fish

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Prepare to fly fish.	1.1. Identify target ***recreational species***, their habitats and seasonal cycle. 1.2. Identify potential ***hazards*** associated with fly fishing and procedures to minimise ***risks***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information*** that may impact on the activity. 1.4. Determine most appropriate ***fly fishing techniques*** for the target species. 1.5. Select appropriate fly, ***fly fishing rig and support equipment*** for target species and check working order. 1.6. Select safety equipment and gear to minimise risk of injury. 1.7. Assemble and balance fly fishing rig to suit target species, habitat and fishing platform.
2. Catch fish using a fly.	2.1. Locate appropriate ***fly fishing location*** and outline safety measures according to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Utilise personal protective equipment according to relevant legislation and organisational policies and procedures. 2.3. Cast fly using an appropriate technique and present fly to the target species in a natural manner. 2.4. Monitor fly and fishing rigs performance and change settings as required, to optimise outcomes. 2.5. Retrieve rig and land fish in an appropriate manner according to relevant legislation and organisational policies and procedures.
3. Handle fish.	3.1. ***Handle and release fish*** in a humane manner according to relevant legislation and organisational policies and procedures. 3.2. Release fish using appropriate tagging and return techniques.. 3.3. Despatch retained fish in a humane manner according to relevant legislation and organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
4. Finalise fishing operations	4.1. Analyse performance of the fly and fishing rig. 4.2. Identify improvements or modifications for future fly fishing sessions. 4.3. Clean, maintain and safely stow fishing rig and equipment according to organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - respond appropriately to changing conditions
  - decide on fly fishing rigs, equipment and materials to use
  - determine techniques to use when fly fishing in various conditions
- planning and organising skills to:
  - source fly fishing flies, tackle, equipment and materials
  - ensure all gear and equipment is in good working order
  - determine target fish, fly fishing rig and techniques to use to catch fish
- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational polices and procedures to ensure safe conduct of fly fishing activities
- self management skills to:
  - review and reflect on own performance
  - set goals to improve fly fishing techniques
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe and legal conduct of all activities performed in fly fishing environments
- fish species preferred habitats and food or feeding styles
- fly fishing locations and best times to target fish species including tidal pattern, evening, dawn, season, migratory pattern, lunar cycle, breeding cycle
- equipment types, characteristics and technology used for fly fishing, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment safety equipment and gear to minimise risk of injury
- fly patterns and commercial flies suitable for target species

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- fly fishing rigging and rigging techniques and rig setting adjustments to optimise performance
- fly deployment methods, techniques and tackle which present the fly to the target species in the most natural and advantageous manner
- safe and appropriate rig and catch retrieval techniques which minimise stress to the fish and damage to the rig
- landing and fly removal techniques appropriate to the species of fish
- techniques in handling fish and returning undersized and unwanted fish to the water without damage
- techniques to humanely despatch of fish quickly and decisively
- weather and environmental information to ascertain possible conditions and their affect on fly fishing activities
- dangerous fish species and their defining features and methods of handling them.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies safety measures to conduct fly fishing activities and selects safety equipment and gear to minimise the risk of injury • applies a range of fly fishing techniques and processes to catch and handle fish using flies • evaluates and reflects on own performance to identify strengths and weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple fly fishing activities in locations that reflect local conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • freshwater or saltwater fly fishing environments • equipment to fly fish in various environments.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of safe participation and demonstration

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of all practical tasks during fly fishing
- oral or written questioning to assess knowledge of fly fishing techniques
- observation of safe and humane catching and handling of fish
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Recreational species may include:
- Brown Trout
- Rainbow Trout
- Brook Trout
- Bass
- Atlantic Salmon
- Sooty Grunter
- Barramundi
- Saratoga
- Trout Cod.

Hazards may include:
- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards
- slippery or unstable shore
- poor posture, poor technique
- poor carrying techniques
- loose or insecure craft when being transported.
- other craft.

Risks may include:
- hypothermia
- heat exhaustion

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- injuries
- exhaustion
- lost party or party member
- equipment failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Fly fishing techniques may include:

- dry fly
- wet fly
- nymphing
- streaming
- czech or polish nymph technique
- floating line
- sinking line
- intermediate line
- match the hatch
- dead drift or static
- moving, slow retrieval of fly
- lure stripping, fast retrieval of fly
- fishing the booby
- strip strike
- side strike
- overhead cast
- slide or sling cast
- false casting
- single haul
- double haul or feeding or shooting fly-line
- curve cast
- roll casting
- sidearm casting.

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Fly fishing rig and support equipment may include:	• fly rods • fly lines and care products • strike indicators • fly reels and care products • leaders and tippets • flies • wading equipment.
Fly fishing locations may include:	• tropical, temperate and cold environments • fast and slow flowing rivers • streams • freshwater impoundments • saltwater environments.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations
Organisational policies and procedures may include:	• occupational health and safety • safety and emergency procedures • use, maintenance and storage of fly fishing equipment • procedures for handling dangerous fish • humane handling of fish policies • procedures for returning undersized and unwanted fish to water • manufacturer's design specifications and recommendations for equipment use • code of ethics.
Handle and release fish may include:	• using fish handling tools, crates and rubber landing nets • removing hook or cutting the line • de hooking with fish still in the water • using gentle release practices • fizzing a fish • releasing weights.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Fishing

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SISOFSH310A Tie simple fishing flies

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to tie a range of simple flies for both salt and freshwater fly fishing. The unit focuses on establishing fly design requirements, selecting appropriate fly patterns and sourcing materials and equipment suitable for tying a range of simple flies.

Application of the Unit

This unit applies to recreational fishers who are required to tie fishing flies for use freshwater and saltwater environments.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Prepare to tie a fishing fly	1.1. Identify ***target fish species*** capable of being lured by an artificial fly. 1.2. Identify the natural foods for each targeted fish species. 1.3. Determine a ***fly pattern*** which meets the target species and environmental application. 1.4. Select appropriate ***fly tying tools and equipment*** and ***fly tying materials*** to match a selected pattern according to ***organisational policies and procedures***.
2. Tie a fishing fly	2.1. Select an appropriate hook and ***tie the fishing fly*** as detailed in the fly pattern. 2.2. Add special effects and detail to the fly. 2.3. Finish the fly and add sealers, protectants or floatants as required.
3. Test and evaluate effectiveness of the fishing fly	3.1. Inspect the finished fly to ensure it meets design parameters, presentation requirements and quality of workmanship according to organisational policies and procedures. 3.2. Trial and test fly action in specific fishing environments. 3.3. ***Evaluate*** the performance of the fly. 3.4. Identify and implement improvements to the fly as required.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - respond appropriately to technology advancements
  - determine techniques and equipment to use when tying fishing flies
  - determine appropriate fly tying equipment and materials
- literacy skills to read, interpret and implement fly tying information, patterns and material data sheets
- planning and organising skills to:
  - source appropriate fly tying equipment and materials

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  - determine a fly pattern
  - ensure all gear and equipment is in good working order
- numeracy skills to calculate and estimate material quantities and weights
- self management skills to review and reflect on own performance and set goals to improve techniques.

Required knowledge

- organisational policies and procedures to enable safe conduct of activities
- industry fly tying and fishing terminology to enable appropriate selection of fly fishing tools, equipment and materials
- fly tying construction and evaluation techniques to ensure safe and effective use
- equipment, tools and materials used to tie a simple fishing fly, its characteristics and technology, and advantages and disadvantages of the range of equipment
- natural foods for each targeted fish species
- fly patterns to suit the targeted fish species.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrates knowledge of the techniques which apply to the tying of a fishing fly and selects appropriate fly tying tools, equipment and materials to match a selected pattern • uses a range of common patterns and a variety of fly tying techniques, tools, equipment and materials to tie simple fishing flies • inspects the finished fly to ensure it meets all requirements and tests it accordingly.
Context of and specific resources for assessment	Assessment must ensure production of multiple simple fishing flies for a range of target species that reflect local conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an appropriate workshop or facility to construct a range of tied fly fishing products • materials and equipment to tie fishing flies

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- resources and information regarding fly patterns and methods of tying flies.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of testing and evaluating completed fishing flies
- oral or written questioning to assess knowledge of fly patterns to suit the targeted fish species and details of fly tying construction aimed at particular fish species
- portfolio of completed fishing flies
- third-party reports from a supervisor detailing performance.

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

- SISOFSH205A Construct and work simple fishing lures.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Target Fish species may include:

- trout
- salmon
- barramundi
- mangrove jack
- sooty grunter
- queen fish
- trevally
- pike
- bass
- carp
- snook
- tarpon
- bonefish
- juvenile black marlin

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- pacific sailfish
- kingfish
- spanish mackerel
- spotted mackerel
- northern blue fine tuna
- yellow fin tuna
- wahoo
- cobia
- dolphin fish
- bream.

Fly Patterns may include:

- imitative
- attractive
- dry and wet flies
- streamers
- nymphs
- terrestrials
- emergers
- poppers
- hair bugs
- freshwater and saltwater flies
- blue water flies
- warm water flies
- lake patterns
- still water patterns
- running water patterns
- fly assortments.

Fly Tying tools and equipment may include:

- fly tying vises
- lights
- magnifying glasses
- hackle pliers
- needle point pliers
- tweezers
- scissors
- bobbins
- bobbin threaders
- floss bobbins
- hackle gauges
- bodkins
- tooth picks
- dubbing twisters
- dubbing rake
- wing burners

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- whip finishers
- hair stackers
- fly-tying kits.

Fly Tying materials may include:

- threads
- yarns
- furs
- hair
- feathers
- wool
- tinsel
- cork
- foam
- balsa
- lead wire
- wire
- hooks or hook storage
- synthetics
- mylar cord
- eyes
- beads, such as glass, ceramic, brass, tungsten
- cones
- tying liquids
- silicone
- epoxy resins
- glues
- waxes
- floatants.

Organisational policies and procedures may include:

- occupational health and safety
- safety and emergency procedures
- use, maintenance and storage of equipment
- manufacturer's design specifications and recommendations for equipment use
- accepted industry best practice
- risk management procedures
- communication protocols
- code of ethics.

Tie the fishing fly may include:

- additional ballast materials
- tread starting techniques
- wrapping or winding techniques
- whip finishing of threads
- application of tying liquids
- dubbing processes

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- hackle fitting techniques
- head wrapping techniques
- addition of special effect materials
- use of sealers
- fly finishing processes
- fly protectant chemicals or lacquers
- fly floatant chemicals.

Evaluation may include:

- presentation of fly on or in the water
- ability to attract fish
- ability to catch fish
- efficiency of fly in catching fish
- durability
- ease of use
- cost of tying
- level of difficulty
- accuracy in casting.

Unit Sector(s)

Outdoor Recreation

Competency Field

Fishing

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SISOFSH311A Demonstrate freshwater fishing skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to catch fish in freshwater environments, such as rivers, streams and impoundments from small vessels and land based locations. The unit focuses on identifying fish habitats, selecting tackle, equipment and bait, and applying appropriate fishing techniques, including the safe handling, landing and releasing of fish. Fly fishing skills are not included in this unit.

Application of the Unit

This unit applies to personnel employed as fishing tour guides, sports fishermen and retail tackle shop employees.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Prepare to fish in a freshwater environment.	1.1. Identify target ***recreational species*** and their habitats. 1.2. Identify potential ***hazards*** associated with freshwater fishing and procedures to minimise ***risks***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information*** that may impact on the activity. 1.4. Determine the most appropriate ***fishing technique*** for the target species. 1.5. Select appropriate ***fishing rig***, ***equipment***, ***terminal tackle***, ***bait or lure and berley*** for target species and check working order. 1.6. Select safety equipment and gear to minimise risk of injury. 1.7. Assemble and balance fishing rig to suit target species, habitat and the fishing environment.
2. Catch freshwater fish.	2.1. Locate appropriate ***freshwater fishing location*** and determine safety measures according to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Deploy fishing rig using appropriate technique to present lure or bait to the target species. 2.3. Disperse berley if applicable. 2.4. Monitor fishing rigs performance and change settings as required to optimise outcomes. 2.5. Retrieve rig and land fish in appropriate manner according to relevant legislation and organisational policies and procedures.
3. Handle freshwater fish.	3.1. ***Handle and release fish*** in a humane manner according to relevant legislation and organisational policies and procedures. 3.2. Release fish using appropriate tagging and return techniques. 3.3. Despatch retained fish in a humane manner according to relevant legislation and organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
4. Finalise fishing operations.	4.1. Analyse performance of the fishing rig, bait or lure and berley. 4.2. Identify improvements or modifications for future fishing sessions. 4.3. Clean, maintain and safely stow fishing rig and equipment according to organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - respond appropriately to changing conditions
  - decide on fishing equipment and materials to use
  - determine techniques to use when fishing in various freshwater conditions
- planning and organising skills to:
  - source freshwater fishing equipment, materials, bait and berley
  - ensure all gear and equipment is in good working order
  - determine target fish, fishing rig and techniques to use to catch fish
- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures to ensure safe conduct of fishing activities
- self management skills to:
  - review and reflect on own performance
  - set goals to improve freshwater fishing techniques
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe and legal conduct of all activities performed in freshwater fishing environments
- fish species preferred habitats and food or feeding styles
- fishing locations and best times to target fish species including tidal pattern, evening, dawn, season, migratory pattern, lunar cycle, breeding cycle
- freshwater fishing equipment, its characteristics and technology, and advantages and disadvantages of the range of equipment
- safety equipment and gear to minimise risk of injury

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- baits and lures suitable for target species, fishing rig and deployment method
- bait or lure deployment methods and techniques which present the bait or lure to the target species in the most advantageous manner
- fishing rigging techniques suitable for freshwater fishing and fishing rig setting adjustments to optimise performance
- selection, preparation and deployment of berley to maximise attraction of target species
- fishing rod designs and features suitable for freshwater applications and the target species
- safe and appropriate rig and catch retrieval techniques which minimise stress to the fish and damage to the rig
- landing and de-hooking techniques appropriate to the species of fish
- techniques in handling fish and returning undersized and unwanted fish to the water without damage
- techniques to humanely dispatch fish quickly and decisively
- dangerous fish species and their defining features and methods of handling them
- weather and environmental information to ascertain possible conditions and their affect on the activity.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies safety measures to conduct freshwater fishing activities and selects safety equipment and gear to minimise the risk of injury • applies a range of fishing techniques and processes to catch and handle fish in freshwater environments using various baits and lures • evaluates and reflects on own performance to identify strengths and weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple freshwater fishing activities in locations that reflect local conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to:

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- appropriate freshwater fishing environments
- equipment to fish in freshwater fishing environments.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of safe participation and demonstration of all practical tasks during freshwater fishing
- oral or written questioning to assess knowledge of freshwater fishing techniques and equipment
- observation of safe and humane catching and handling of fish
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Recreational species may include:

- Australian Bass
- Golden Perch
- Silver Perch
- Macquarie Perch
- English Perch, Redfin
- Catfish
- Murray Cod
- Cod Trout
- Brown Trout
- Rainbow Trout
- Saratoga
- Barramundi
- Carp
- River Blackfish.

Hazards may include:

- the fishing location
- fast flowing rivers

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	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards • slippery or unstable shore • poor posture, poor technique • poor carrying techniques • loose or insecure craft when being transported. • other craft.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions
Fishing techniques may include:	• bait casting • lure casting • float fishing • bottom fishing • trolling • spinning • bait drifting.
Fishing rig, ***equipment***, ***terminal tackle*** may include:	• rods • reels and line • rigs.

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Bait may include:	• mudeyes • grasshoppers • shrimp • earthworms • bardi grubs • yabbies • bait fish.
Lures may include:	• soft plastic • metal • minnow • spinners.
Berley may include:	• chicken pellets • bread • fish frames • maggots • commercial berley mix.
Freshwater fishing location may include:	• tropical, temperate and cold environments • rivers both fast and slow flowing • streams and creeks • freshwater impoundments.

Relevant legislation may include:	• occupational health and safety
	• permits or permission for access
	• environmental regulations:
	  • marine regulations
	  • fishing regulations and restrictions
	  • protected species
	  • recreational fishery and netting licenses
	• fish and bag size limits.

Organisational policies and procedures may include:	• occupational health and safety • safety and emergency procedures • use, maintenance and storage of fishing equipment • procedures for handling dangerous fish • humane handling of fish policies • procedures for returning undersized and unwanted fish to water • manufacturer's design specifications and recommendations for equipment use • code of ethics.
Handle and release fish may include:	• using fish handling tools, crates and rubber landing nets

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- removing hook or cutting the line
- de hooking with fish still in the water
- using gentle release practices
- fizzing a fish
- releasing weights.

Unit Sector(s)

Outdoor Recreation

Competency Field

Fishing

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SISOFSH312A Demonstrate estuary fishing skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to catch fish in estuarine environments from vessels and onshore locations. The unit focuses on identifying fish habitats, selecting tackle, equipment and bait, and applying appropriate fishing techniques, including the safe handling, landing and releasing of fish.

Application of the Unit

This unit applies to personnel employed as fishing tour guides, charter boat operators, deck hands, sports fishermen and retail tackle shop employees.

This may also include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Prepare for estuarine fishing.	1.1. Identify target ***recreational species*** and their habitats. 1.2. Identify potential ***hazards*** associated with estuarine fishing and procedures to minimise ***risks***. 1.3. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** that may impact on the activity. 1.4. Determine the most appropriate ***fishing technique*** for the target species. 1.5. Select appropriate ***fishing rig***, ***equipment***, ***terminal tackle***, ***bait*** or ***lure*** and ***berley*** for target species and check working order. 1.6. Select safety equipment and gear to minimise risk of injury. 1.7. Assemble and balance fishing rig to suit target species, habitat and the fishing environment.
2. Catch estuarine fish.	2.1. Locate appropriate fishing location and determine safety measures according to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Deploy fishing rig using appropriate technique to present lure or bait to the target species. 2.3. Disperse berley if applicable. 2.4. Monitor fishing rigs performance and change settings as required to optimise outcomes. 2.5. Retrieve rig and land fish in appropriate manner according to relevant legislation and organisational policies and procedures.
3. Handle estuarine fish.	3.1. ***Handle and release fish*** in a humane manner according to relevant legislation and organisational policies and procedures. 3.2. Release fish using appropriate tagging and return techniques. 3.3. Despatch retained fish in a humane manner according to relevant legislation and organisational policies and procedures.
4. Finalise fishing operations	4.1. Analyse performance of the fishing rig, bait or lure and berley.

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ELEMENT	PERFORMANCE CRITERIA
	4.2. Identify improvements or modifications for future fishing sessions.
	4.3. Clean, maintain and safely stow fishing rig and equipment according to organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - respond appropriately to changing conditions
  - decide on fishing equipment and materials to use
  - determine techniques to use when fishing in different conditions
- planning and organising skills to:
  - source estuarine fishing equipment, materials, bait and berley
  - ensure all gear and equipment is in good working order
  - read estuarine waters and determine the most appropriate target fish, fishing rig and techniques to use to catch fish
- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational polices and procedures to ensure safe conduct of fishing activities
- self management skills to:
  - review and reflect on own performance
  - set goals to improve estuarine fishing techniques
- first aid and emergency response skills appropriate to the estuarine location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe and legal conduct of all activities performed in estuarine environments
- fish species preferred habitats and food or feeding styles
- fishing locations and best times to target fish species including tidal pattern, evening, dawn, season, migratory pattern, lunar cycle, breeding cycle
- estuarine fishing equipment, its characteristics and technology, and advantages and disadvantages of the range of equipment
- safety equipment and gear to minimise risk of injury
- baits and lures suitable for target species, fishing rig and deployment method
- bait or lure deployment methods and techniques which present the bait or lure to

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the target species in the most advantageous manner
- fishing rigging techniques suitable for estuarine waters and fishing rig setting adjustments to optimise performance
- selection, preparation and deployment of berley to maximise attraction of target species
- fishing rod designs and features suitable for estuary applications and the target species
- hand reels suitable for estuary fishing and the target species
- safe and appropriate rig and catch retrieval techniques which minimise stress to the fish and damage to the rig
- landing and de-hooking techniques appropriate to the species of fish
- techniques in handling fish and returning undersized and unwanted fish to the water without damage
- techniques in humanely dispatching of fish quickly and decisively
- dangerous fish species and their defining features and methods of handling them
- basic weather and environmental information to ascertain possible conditions and their affect on the activity.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies safety measures to conduct estuarine fishing activities and selects safety equipment and gear to minimise the risk of injury • applies a range of fishing techniques and processes to catch and handle fish in estuarine environments using various baits and lures • evaluates and reflects on own performance to identify strengths and weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple estuary fishing activities in locations that reflect local conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • appropriate estuarine fishing environments

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- equipment to fish in estuarine fishing environments.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of safe participation and demonstration of all practical tasks during estuarine fishing
- oral or written questioning to assess knowledge of estuarine fishing techniques and equipment
- observation of safe and humane catching and handling of fish
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Recreational species may include:

- Australian Bass
- Barramundi
- Blackfish
- Bonito
- Bream, Black and Yellow Fin
- Estuary Cod
- Estuary Perch
- Flathead
- Flounder
- Garfish
- Kingfish
- Luderick
- Mackeral
- Mangrove Jack
- Morwong
- Mullet
- Mulloway

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- Queen Fish
- Snapper
- Sooty Grunter
- Tailor
- Tarpon
- Tarwhine
- Tommy Ruff
- Trevally
- Whiting.

Hazards may include:

- dangerous fish
- poisonous or dangerous flora or fauna
- temperature extremes
- slippery or unstable terrain
- stinging trees and nettles
- dense vegetation
- group management hazards.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure
- stings and bites.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Fishing techniques may include:

- lure
- spinning
- float
- bottom

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	• drifting • live or dead bait • trolling depth and speed.
Fishing rig, ***equipment***, ***terminal tackle*** may include:	• rods • reels and line • rigs.
Bait may include:	• prawns • cungevoi • bread • abalone • pilchards • whitebait • live fish • pippies • worms.
Lures may include:	• soft plastic • metal • minnow • spinners.
Berley may include:	• tuna oil • chicken pellets • bread • fish frames • maggots.

Relevant legislation may include:	• occupational health and safety
	• permits or permission for access
	• environmental regulations:
	  • marine regulations
	  • fishing regulations and restrictions
	  • protected species
	  • recreational fishery and netting licenses
	• fish and bag size limits.

Organisational policies and procedures may include:	• occupational health and safety • safety and emergency procedures • use, maintenance and storage of fishing equipment • procedures for handling dangerous fish • humane handling of fish policies • procedures for returning undersized and unwanted fish to water • manufacturer's design specifications and

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	recommendations for equipment use • code of ethics.
Handle and release fish may include:	• using fish handling tools, crates and rubber landing nets • removing hook or cutting the line • de hooking with fish still in the water • using gentle release practices.

Unit Sector(s)

Outdoor Recreation

Competency Field

Fishing

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SISOFSH313A Catch crabs, prawns and squid

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to locate and catch crabs, prawns and squid, and clean and prepare them following capture.

Application of the Unit

This unit applies to those working as guides in controlled fishing environments across the recreational fishing industry. This may include those working as fishing tour guides, sports fishermen, retail tackle shop assistants or those working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Locate crabs, prawns and squid.	1.1. Identify and select suitable ***tackle and apparatus*** for catching crabs, prawns and squid. 1.2. Source ***locations*** for catching each species, in shore and off shore according to ***relevant legislation***.
2. Catch crabs, prawns and squid.	2.1. Identify differences between crab pots and set suitable types of crab pots according to the situation, relevant legislation and ***organisational policies and procedures***. 2.2. Handle and tie crabs appropriately and identify the differences between males and females. 2.3. Measure crabs and return female and undersized crabs according to relevant legislation and organisational policies and procedures. 2.4. Throw a cast net to catch prawns according to relevant legislation and organisational policies and procedures. 2.5. Identify differences between squid lures and use appropriately according to the situation, relevant legislation, and organisational policies and procedures.
3. Maintain, clean and prepare catch.	3.1. Determine possible uses of the catch and apply the most appropriate processing procedures. 3.2. Apply methods of maintaining, cleaning and preparing catch for its end use.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - source locations for catching crabs, squid and prawns
  - determine the differences between crab pots
  - determine the most appropriate method of catching a species according to the situation
- planning and organising skills to:
  - select and use crab pots, cast nets and lures to catch crabs, prawns and squid
  - to handle and keep catch in pristine condition

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  - prepare species for its end-use
- numeracy skills to measure crabs and determine undersized crabs.

Required knowledge

- legislation and organisational policies and procedures to enable safe and legal conduct of all activities
- minimal impact codes to ensure protection of the fishing environment
- habitats of crabs, squid and prawns to assist in locating various species, in and off shore
- bait used to attract crabs, squid and prawns
- methods used to capture crabs, squid and prawns in a specific location
- differences between male and female crabs to enable the return of female crabs
- methods of handling and keeping crabs, squid and prawns in pristine condition
- processes used to maintain, clean and prepare catch for its end-use.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies knowledge of different processes used to catch crabs, prawns and squid in various situations • locates crabs, squid and prawns and uses suitable tackle and apparatus to catch the required species according to legislative and organisational requirements • maintains crabs, squid and prawns in pristine condition and cleans and prepares the catch for a variety of uses.
Context of and specific resources for assessment	Assessment must ensure participation in multiple fishing activities to catch crabs, prawns and squid, in local conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • locations to catch crabs, prawns and squid • fishing tackle and apparatuses to catch and process crabs, prawns and squid.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of safe participation and demonstration of locating, catching and preparing crabs, prawns and squid
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and different methods of catching crabs, prawns and squid
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Tackle and apparatus may include:

- drop nets
- crab pots and hooks
- squid gidgies, jigs and lures
- bait nets
- throw nets
- dab nets.

Locations may include:

- tidal estuaries
- inshore waters
- jetties
- wharves
- rock walls.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations:
  - marine regulations
  - fishing regulations and restrictions
  - recreational fishing licenses

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	• requirements regarding the catching and handling of crabs, prawns and squid.
Organisational policies and procedures may include:	• occupational health and safety • safety and emergency procedures • use and maintenance of tackle and apparatus used to catch crabs, prawns and squid • manufacturer's design specifications and recommendations for equipment use • risk management procedures • communication protocols • code of ethics.

Unit Sector(s)

Outdoor Recreation

Competency Field

Fishing

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SISOFSH314A Construct and repair fishing rods

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to build and repair a fishing rod. The unit focuses on establishing rod requirements, sourcing appropriate components and equipment, and selecting an appropriate design before building, repairing and trialling the rod.

Application of the Unit

This unit applies to personnel working as fishing rod builders and repairers within the recreational fishing industry. It also applies to individuals working in customer service roles in fishing and tackle shops, fishing tour guides and sports fishermen.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Prepare to build a fishing rod.	1.1. Confirm ***client requirements***. 1.2. Determine a ***rod design*** which meets client requirements, target species, habitat application and line class according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Choose appropriate rod blank, ***rod components***, ***materials*** and construction methods. 1.4. Source ***rod building equipment***, components and materials according to organisational policies and procedures.
2. Construct a rod.	2.1. Locate rod spine. 2.2. Place grips onto the rod. 2.3. Position and place reel seat and guides. 2.4. Apply ***binding*** to the rod and burnish threads. 2.5. Apply filler and finish coat.
3. Repair a fishing rod.	3.1. Confirm client repair requirements. 3.2. Determine a rod repair technique which will restore the rod's original design parameters and quality of finish. 3.3. Carry out appropriate repairs according to organisational policies and procedures.
4. Trial the fishing rod.	4.1. ***Inspect*** the finished rod to ensure it meets design parameters and quality of workmanship. 4.2. ***Trial*** and ***evaluate*** the fishing rod to ensure suitability of intended use according to organisational policies and procedures. 4.3. Identify improvements or modifications to the fishing rod and implement if necessary.

Required Skills and Knowledge

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

Required skills

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- communication skills to interact with clients and suppliers of fishing rod building equipment, components and materials
- problem-solving skills to:
  - respond to technology advancements
  - determine techniques to use when building or repairing fishing rods
  - decide on appropriate rod building and repair equipment and materials
- literacy skills to read, interpret and implement rod building and repair information, instructions and material data sheets
- planning and organising skills to:
  - source rod building and repair equipment and materials
  - ensure all gear and equipment is in good working order
- numeracy skills to calculate and estimate material quantities and lengths
- maintenance and repair skills to check, prevent and repair common fishing gear and equipment faults and deficiencies
- self management skills to:
  - review and reflect on own performance
  - set goals to improve techniques.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- fishing industry terminology related to rod building and repair to communicate with clients and suppliers
- rod building and repair techniques to enable selection and application of appropriate techniques
- tools, equipment and material types, characteristics and technology used for rod building and repair, and the advantages and disadvantages of the range of equipment
- rod designs and suitability for targeted species and the fishing habitat
- rod binding and finishing techniques to enable construction and repair of high quality rods.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • demonstrates knowledge of the techniques which

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competency in this unit	apply to the design, construction and repair of fishing rods and selects appropriate equipment and materials • constructs and repairs fishing rods using a range of current industry designs, construction and repair methods, tools, equipment and materials • inspects and trials fishing rods to ensure their suitability and effectiveness and identifies potential improvements.
Context of and specific resources for assessment	Assessment must ensure construction and repair of multiple fishing rods to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a workshop suitable for the construction and repair of fishing rods • required rod building equipment, tools, components and materials • an appropriate site to evaluate the fishing rods compliance with client requirements and design and construction parameters.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of fishing rod construction and repair techniques and materials • observation of trialling and evaluating rods • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Client requirements may include:	• size, weight, length, colour • decorative binding • fishing location or environment • targeted species • selected reel, tackle and rigging • timeframe • price range.
Rod designs may include:	• beach or surf rods • estuary rods • boat rods • game rods • trolling rods • spinning rods • fly rods • one piece rods • multiple piece rods.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations • fishing regulations and restrictions.
Organisational policies and procedures may include:	• occupational health and safety: • use, maintenance, repair and storage of rod building equipment, components and materials • manufacturer's design specifications and recommendations for equipment use.
Rod building components and materials may include:	• rod blanks • rod joiners, ferrules • guides or runners • hook keepers • tips • reel seats • handles and grips • gimbals and butt caps • binding threads and braids • adhesives • thread preservers • filler compound • rod paints • rod finishing lacquers and sealers.
Rod building equipment may	• spine finders

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include:	• rod building lathe • thread wrappers, rollers and jigs • tread tensioners • dryers • finishing motors and chucks.
Inspections may include:	• quality of finish • quality of binding • placement of guides, grips and reel seat • quality of overall workmanship.
Trial and evaluate may include:	• feel of the rod and balance • casting action • handles intended line weight or class.

Unit Sector(s)

Outdoor Recreation

Competency Field

Fishing

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SISOFSH315A Demonstrate beach fishing skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to catch fish in marine beach fishing environments. The unit focuses on identifying fish habitats, selecting tackle, equipment and bait, and applying appropriate fishing techniques, including the safe handling, landing and releasing of fish.

Application of the Unit

This unit applies to personnel employed as fishing tour guides, sports fishermen and retail tackle shop employees.

This may also include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Prepare for beach fishing.	1.1. Identify target ***recreational species*** and their habitats. 1.2. Identify potential ***hazards*** associated with beach and rock fishing and procedures to minimise ***risks***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information*** that may impact on the activity. 1.4. Determine the most appropriate ***fishing technique*** for the target species. 1.5. Select appropriate ***fishing rig***, ***equipment***, ***terminal tackle***, ***bait or lure and berley*** for target species and check working order. 1.6. Select safety equipment and gear to minimise risk of injury. 1.7. Assemble and balance fishing rig to suit target species, habitat and the fishing environment.
2. Catch fish from a marine beach environment.	2.1. Locate appropriate fishing location and determine safety measures according to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Deploy fishing rig using appropriate technique to present lure or bait to the target species. 2.3. Disperse berley if applicable. 2.4. Monitor fishing rigs performance and change settings as required to optimise outcomes. 2.5. Retrieve rig and land fish in appropriate manner according to relevant legislation and organisational policies and procedures.
3. Handle fish.	3.1. ***Handle and release fish*** in a humane manner according to relevant legislation and organisational policies and procedures. 3.2. Release fish using appropriate tagging and return techniques. 3.3. Despatch retained fish in a humane manner according to relevant legislation and organisational policies and procedures.
4. Finalise fishing operations.	4.1. Analyse performance of the fishing rig, bait or lure and berley.

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ELEMENT	PERFORMANCE CRITERIA
	4.2. Identify improvements or modifications for future fishing sessions. 4.3. Clean, maintain and safely stow fishing rig and equipment according to organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - respond to changing conditions
  - determine and select appropriate fishing equipment and materials
  - determine techniques to use when fishing in various conditions
- planning and organising skills to:
  - source beach fishing equipment, materials, bait and berley
  - ensure all gear and equipment is in good working order
  - read beach and rock outcrop and determine the most appropriate target fish, fishing rig and techniques to use to catch fish
- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures to ensure safe conduct of fishing activities
- self management skills to:
  - review and reflect on own performance
  - set goals to improve beach fishing techniques
- first aid and emergency response skills appropriate to the beach location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe and legal conduct of all activities performed in beach environments
- fish species preferred habitats and food or feeding styles
- fishing locations and best times to target fish species including tidal pattern, evening, dawn, season, migratory pattern, lunar cycle, breeding cycle
- beach fishing equipment, its characteristics and technology, and advantages and disadvantages of the range of equipment to enable effective selection and use
- safety equipment and gear to minimise risk of injury
- baits and lures suitable for target species, fishing rig and deployment method
- bait or lure deployment methods and techniques which present the bait or lure to

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the target species in the most advantageous manner
- suitable beach fishing rigging techniques and rig setting adjustments to optimise performance
- selection, preparation and deployment of berley to maximise attraction of target species
- fishing rod designs and features suitable for beach applications and the target species
- hand reels suitable for beach fishing and the target species
- safe and appropriate rig and catch retrieval techniques which minimise stress to the fish and damage to the rig
- landing and de-hooking techniques appropriate to the species of fish
- techniques in handling fish and returning undersized and unwanted fish to the water without damage
- techniques to humanely dispatch fish quickly and decisively
- dangerous fish species and their defining features and methods of handling them
- weather and environmental information to ascertain possible conditions and their affect on the activity.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies safety measures to conduct beach fishing activities and selects safety equipment and gear to minimise the risk of injury • applies a range of fishing techniques and processes to catch and handle fish in beach environments using various baits and lures • evaluates and reflects on own performance to identify strengths and weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple beach fishing activities in locations that reflect local conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • appropriate marine beach fishing environments

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- marine beach fishing equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of safe participation and demonstration of all practical tasks during beach fishing
- oral or written questioning to assess knowledge of beach and rock fishing techniques and equipment
- observation of safe and humane catching and handling of fish
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Recreational species may include:

- Australian Salmon
- Blackfish
- Bonito
- Bream
- Dart
- Drummer
- Flathead
- Garfish
- Kingfish
- Luderick
- Morwong
- Mullet
- Mulloway
- Silver Trevalley
- Snapper
- Tailor
- Tuna

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	• Whiting • Yellow Tail.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards • slippery or unstable shore • poor posture, poor technique • poor carrying techniques • loose or insecure craft when being transported. • other craft.dangerous fish
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure • stings or bites.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions
Fishing techniques may include:	• lure • spinning • float • bottom • drifting • live and dead bait.
Fishing rig, ***equipment***, ***terminal***	• rods

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tackle may include:	• reels and line • beach and rock rigs.
Bait may include:	• prawns • pippies • octopus • squid • blue bait • pilchards • whitebait • live fish • sand worms • cungevoi • bread • abalone.

Lures may include:	• beach lures:
	  • soft plastic
	  • surf poppers
	  • spinners
	• rock lures:
	  • metal
	  • minnow.

Berley may include:	• tuna oil • chicken pellets • bread • fish frames • maggots.

Relevant legislation may include:	• occupational health and safety
	• permits or permission for access
	• environmental regulations:
	  • marine regulations
	  • fishing regulations and restrictions
	  • protected species
	  • recreational fishery and netting licenses.

Organisational policies and procedures may include:	• occupational health and safety • safety and emergency procedures • use, maintenance and storage of fishing equipment • procedures for handling dangerous fish • humane handling of fish • procedures for returning undersized and unwanted fish to water

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	• manufacturer's design specifications and recommendations for equipment use • code of ethics.
Handle and release fish may include:	• using fish handling tools, crates and rubber landing nets • removing hook or cutting the line • de hooking with fish still in the water • using gentle release practices • fizzing a fish • releasing weights.

Unit Sector(s)

Outdoor Recreation

Competency Field

Fishing

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SISOFSH416A Demonstrate marine inshore fishing skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to catch fish from small vessels in a marine in-shore environment within close proximity to the coast line. The unit focuses on identifying fish habitats, selecting tackle, equipment and bait, and applying appropriate fishing techniques, including the safe handling, landing and releasing of fish.

Application of the Unit

This unit applies to personnel employed as fishing tour guides, charter boat operators, deck hands, sports fishermen and retail tackle shop employees.

This may also include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Prepare to fish in a marine in-shore environment.	1.1. Identify target ***recreational species*** and their habitats. 1.2. Identify potential ***hazards*** associated with marine-in shore fishing, and procedures to minimise ***risks***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information*** that may impact on the activity. 1.4. Determine the most appropriate ***fishing technique*** for the target species. 1.5. Select appropriate ***fishing rig***, ***equipment***, ***terminal tackle***, ***bait*** or ***lure*** and ***berley*** for target species and check working order. 1.6. Select safety equipment and gear to minimise risk of injury. 1.7. Assemble and balance fishing rig to suit target species, habitat and the fishing environment.
2. Catch marine in-shore fish.	2.1. Locate appropriate ***marine in-shore fishing location*** and determine safety measures according to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Deploy fishing rig using appropriate technique to present lure or bait to the target species. 2.3. Disperse berley if applicable. 2.4. Monitor fishing rigs performance and change settings as required to optimise outcomes. 2.5. Retrieve rig and land fish in appropriate manner according to relevant legislation and organisational policies and procedures.
3. Handle marine in-shore fish.	3.1. ***Handle and release fish*** in a humane manner according to relevant legislation and organisational policies and procedures. 3.2. Release fish using appropriate tagging and return techniques. 3.3. Despatch retained fish in a humane manner according to relevant legislation and organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
4. Finalise fishing operations.	4.1. Analyse performance of the fishing rig, bait or lure and berley. 4.2. Identify improvements or modifications for future fishing sessions. 4.3. Clean, maintain and safely stow fishing rig and equipment according to organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - respond appropriately to changing conditions
  - decide on marine in-shore fishing equipment and materials to use
  - determine techniques to use when fishing in various conditions
- planning and organising skills to:
  - source marine in-shore fishing equipment, materials, bait and berley
  - ensure all gear and equipment is in good working order
  - determine target fish, fishing rig and techniques to use to catch fish
- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures to ensure safe conduct of marine in-shore fishing activities
- self management skills to:
  - review and reflect on own performance
  - set goals to improve marine in-shore fishing techniques
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe and legal conduct of all activities performed in marine in-shore environments
- fish species preferred habitats and food or feeding styles
- fishing locations and best times to target fish species including tidal pattern, evening, dawn, season, migratory pattern, lunar cycle, breeding cycle
- marine in-shore fishing equipment, its characteristics and technology, and advantages and disadvantages of the range of equipment
- safety equipment and gear to minimise risk of injury

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- baits and lures suitable for target species, fishing rig and deployment method
- bait or lure deployment methods and techniques which present the bait or lure to the target species in the most advantageous manner
- fishing rigging techniques suitable for marine in-shore and fishing rig setting adjustments to optimise performance
- selection, preparation and deployment of berley to maximise attraction of target species
- fishing rod designs and features suitable for marine in-shore applications and the target species
- hand reels suitable for marine in-shore fishing and the target species
- safe and appropriate rig and catch retrieval techniques which minimise stress to the fish and damage to the rig
- landing and de-hooking techniques appropriate to the species of fish
- techniques in handling fish and returning undersized and unwanted fish to the water without damage
- techniques to humanely dispatch fish quickly and decisively
- dangerous fish species and their defining features and methods of handling them
- weather and environmental information to ascertain possible conditions and their affect on the activity.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies safety measures to conduct marine in-shore fishing activities and selects safety equipment and gear to minimise the risk of injury • applies a range of fishing techniques and processes to catch and handle fish in marine in-shore environments using various baits and lures • evaluates and reflects on own performance to identify strengths and weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple marine in-shore fishing activities in locations that reflect local conditions to demonstrate competency and consistency of performance.

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Assessment must also ensure access to:

- appropriate marine in-shore fishing environments
- marine in-shore fishing equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of safe participation and demonstration of all practical tasks during marine in-shore fishing
- oral or written questioning to assess knowledge of marine in-shore fishing techniques and equipment
- observation of safe and humane catching and handling of fish
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Recreational species may include:

- Australian Salmon
- Blackfish
- Bonito
- Bream
- Flathead
- Flounder
- Garfish
- Kingfish
- Luderick
- Mackeral
- Mangrove jack
- Morwong
- Mullet
- Mulloway
- Snapper

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- Tailor
- Tarwhine
- Trevally
- Whiting.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards
- slippery or unstable shore
- poor posture, poor technique
- poor carrying techniques
- loose or insecure craft when being transported.
- other craft
- the fishing location
- tides.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure
- stings or bites.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Fishing techniques may include:

- inshore reef fishing
- trolling
- lure

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	• spinning • float • bottom • drifting • live or bait dead.
***Fishing rig**, **equipment and terminal tackle**,* may include:	• rods • reels and line • rigs.
Bait may include:	• prawns • cungevoi • bread • abalone • pilchards • whitebait • live fish • pippies • worms.
Lures may include:	• soft plastic • metal • minnow • spinners.
Berley may include:	• tuna oil • chicken pellets • bread • fish frames • maggots • commercial berley mix.
Marine in-shore fishing locations may include:	• rock platforms • headlands • beaches • marine estuaries • marine lakes.

Relevant legislation may include:	• occupational health and safety
	• permits or permission for access
	• environmental regulations:
	  • marine regulations
	  • fishing regulations and restrictions
	  • protected species
	  • recreational fishery and netting licenses
	• fish and bag size limits.

Organisational policies and	• occupational health and safety

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procedures may include:	• safety and emergency procedures • use, maintenance and storage of fishing equipment • procedures for handling dangerous fish • humane handling of fish policies • procedures for returning undersized and unwanted fish to water • manufacturer's design specifications and recommendations for equipment use
Handle and release fish may include:	• using fish handling tools, crates and rubber landing nets • removing hook or cutting the line • de hooking with fish still in the water • using gentle release practices • fizzing a fish • releasing weights.

Unit Sector(s)

Outdoor Recreation

Competency Field

Fishing

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SISOFSH417A Demonstrate marine offshore fishing skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to catch fish in blue water and marine offshore reef environments. The unit focuses on identifying fish habitats, selecting tackle, equipment and bait, and applying appropriate fishing techniques, including the safe handling, landing and releasing of blue water fish.

Application of the Unit

This unit applies to personnel employed as fishing tour guides, charter boat operators, deck hands, sports fishermen and retail tackle shop employees.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

A Recreational Fishing License and maritime permits may apply to this unit, depending on the waters in which the unit is to be assessed. Confirm requirements with the appropriate state department or authority.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Prepare to fish in a marine offshore environment.	1.1. Identify marine offshore target ***species***, their habitat and seasonal cycle. 1.2. Identify potential ***hazards*** associated with marine offshore fishing, and procedures to minimise ***risks***. 1.3. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** that may impact on the activity. 1.4. Determine the most appropriate ***fishing technique*** for the target species. 1.5. Select appropriate ***fishing rig***, ***equipment***, ***terminal tackle***, ***bait or lure and berley*** for target species and check working order. 1.6. Select safety equipment and gear to minimise risk of injury. 1.7. Assemble and balance fishing rig to suit target species, habitat and the fishing environment.
2. Catch fish offshore.	2.1. Locate appropriate ***offshore fishing location*** and determine safety measures according to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Deploy fishing rig using appropriate technique to present lure or bait to the target species. 2.3. Disperse berley if applicable. 2.4. Monitor fishing rigs performance and change settings as required to optimise outcomes. 2.5. Retrieve rig and land fish in appropriate manner according to relevant legislation and organisational policies and procedures.
3. Handle offshore fish.	3.1. ***Handle and release fish*** in a humane manner according to relevant legislation and organisational policies and procedures. 3.2. Release fish using appropriate tagging, handling and return techniques. 3.3. Despatch retained fish in a humane manner according to relevant legislation and organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
4. Finalise fishing operations	4.1. Analyse performance of the fly and fishing rig. 4.2. Identify improvements or modifications for future fly fishing sessions. 4.3. Clean, maintain and safely stow fishing rig and equipment according to organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - respond appropriately to changing conditions
  - decide on marine offshore fishing equipment and materials to use
  - determine techniques to use when fishing in various conditions
- planning and organising skills to:
  - source marine offshore fishing equipment, materials, bait and berley
  - ensure all gear and equipment is in good working order
  - determine target fish, fishing rig and techniques to use to catch fish
- literacy skills to analyse, interpret and apply weather and environmental information, maps, charts, tidal information, GPS, fish finding equipment, relevant legislation and organisational policies and procedures
- self management skills to:
  - review and reflect on own performance
  - set goals to improve marine offshore fishing techniques
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe and legal conduct of all activities performed in marine offshore environments
- fish species preferred habitats and food or feeding styles
- fishing locations and best times to target fish species including tidal pattern, evening, dawn, season, migratory pattern, lunar cycle, breeding cycle
- marine offshore fishing equipment, its characteristics and technology, and advantages and disadvantages of the range of equipment
- safety equipment and gear to minimise risk of injury
- lures suitable for target species, fishing rig and deployment method

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- lure deployment methods and techniques which present the bait to the target species in the most advantageous manner
- fishing rigging techniques suitable for offshore and fishing rig setting adjustments to optimise performance
- maritime communication equipment and its use to enable safe off shore operations
- deep and or surface water species, reef species, and cold and or warm water species to locate during marine offshore fishing
- selection, preparation and deployment of berley to maximise attraction of target species
- fishing rod designs and features suitable for marine offshore applications and the target species
- hand reels suitable for marine offshore fishing and the target species
- safe and appropriate rig and catch retrieval techniques which minimise stress to the fish and damage to the rig
- landing and de-hooking techniques appropriate to the species of fish
- techniques for handling fish and returning undersized and unwanted fish to the water without damage
- techniques to humanely dispatch fish quickly and decisively
- dangerous fish species and their defining features and methods of handling them
- weather and environmental information to ascertain possible conditions and their affect on the activity.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies safety measures to conduct marine offshore fishing activities and selects safety equipment and gear to minimise the risk of injury • applies a range of fishing techniques and various processes to catch and handle fish in marine offshore environments using various baits and lures • evaluates and reflects on own performance to identify strengths and weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple marine offshore fishing activities in locations that reflect local conditions to demonstrate competency and consistency

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of performance.

Assessment must also ensure access to:

- appropriate marine offshore fishing environments
- marine offshore fishing equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of safe participation and demonstration of all practical tasks during marine offshore fishing
- oral or written questioning to assess knowledge of marine offshore fishing techniques
- observation of safe and humane catching and handling of fish
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Species may include:

- Blue Water Species
- Reef species.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards
- slippery or unstable shore
- poor posture, poor technique
- poor carrying techniques
- loose or insecure craft when being transported.
- other craft
- the fishing location

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	• tides • size and species of fish landed • reliability of navigation equipment.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure • stings or bites.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Fishing techniques may include:	• trolling • bottom fishing • float • jig • lure • cubing or chunking.
Fishing rig, ***equipment***, ***terminal tackle*** may include:	• rods • reels and line • rigs • sinkers • lines.
Bait may include:	• fish pieces or fish gut • live or dead bait fish • chicken meat • shell fish • prawns • squid

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- worms
- nippers
- weed.

Berley may include:

- commercial mix
- fish frames, pieces or scraps
- prawn heads and shells
- fish oils
- bread or bread crumbs
- worms
- maggots
- sand
- wheat
- bran
- chopped weed
- vegetable mix
- berley cages, blobs, bombs.

Offshore fishing location may include:

- edge of the continental shelf
- beyond continental shelf
- canyons
- sea mounts and ridges
- reef
- maritime wreck
- current lines
- temperature breaks.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations:
  - marine regulations
  - fishing regulations and restrictions
  - protected species
  - recreational fishery and netting licenses
- fish and bag size limits.

Organisational policies and procedures may include:

- occupational health and safety
- safety and emergency procedures
- use, maintenance and storage of equipment
- procedures for handling dangerous fish
- humane handling of fish policies
- procedures for returning undersized and unwanted fish to water
- maritime emergency procedures
- manufacturer's design specifications and

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	recommendations for equipment use • code of ethics
Handle and release fish may include:	• using fish handling tools, crates and rubber landing nets • removing hook or cutting the line • de hooking with fish still in the water • using gentle release practices • fizzing a fish • releasing weights.

Unit Sector(s)

Outdoor Recreation

Competency Field

Fishing

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SISOINT201A Conduct interpretation within an outdoor activity

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and conduct interpretation activities within the context of an outdoor activity or program. Competencies required to conduct the outdoor activity are addressed in other units.

Application of the Unit

This unit applies to those who work in the area of interpretation within outdoor environments, activities and or programs. This may include those responsible for the identification of special or unique features within an activity area, interrelationships between features, interesting or relevant aspects of the physical development of the activity area, historical importance, and or human usage of the area.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Establish a need for the activity.	1.1. Identify the need for an interpretive activity according to participant's needs and feedback, and wider community needs. 1.2. Identify opportunities to conduct the interpretive activity within the context of an existing outdoor activity or program. 1.3. Assess participants' needs and gather information on their existing knowledge. 1.4. Determine educational and interpretive objectives of the activity.
2. Research materials and information.	2.1. Identify possible themes and messages for the activity. 2.2. Access a range of potential ***information sources***, ***support materials***, resources and other specialists, where required. 2.3. Identify ***special or unique features*** of the activity area. 2.4. Ascertain the ***interrelationships*** of features in the area. 2.5. Identify interesting or relevant aspects of the ***physical development*** of the activity area. 2.6. Outline natural history and human usage of the area, relevant to the activity.
3. Apply interpretive techniques.	3.1. Use thematic planning to develop a theme for the ***interpretation***. 3.2. Ensure the breadth and depth of supporting information is appropriate to the participant and objectives. 3.3. Develop interpretation process and resources within designated timelines and budget according to ***organisational policies and procedures***. 3.4. Deliver activity or session according to the principles of interpretation, ***relevant legislation*** and organisational policies and procedures. 3.5. Identify and bring to the attention of the participants, special or unique features of the activity area that are

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ELEMENT	PERFORMANCE CRITERIA
	consistent with theme and objectives. 3.6. Use ***delivery methods*** to attract and maintain participant interest and involvement. 3.7. Adapt language and presentation style to suit the participant's knowledge and understanding and identify the participant's need for further information.
4. Evaluate the interpretive activity.	4.1. Obtain formal and informal feedback from participants and colleagues. 4.2. Evaluate the activity according to activity and participant objectives. 4.3. Modify the delivery technique and other relevant aspects, following evaluation. 4.4. Establish and implement ongoing review mechanisms within the ***interpretation environment*** to ensure continuous improvement.

Required Skills and Knowledge

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

Required skills

- planning and organising skills to:
  - identify opportunities to implement interpretive activities within outdoor activities and programs
  - determine participant's needs, activity objectives and themes
  - access resources and materials
  - conduct activity within timelines and budget constraints
- literacy skills to:
  - research a variety of sources to identify possible themes and messages, special or unique features, interrelationships of features and interesting or relevant aspects
  - outline natural history and human usage of the area
- communication and interpersonal skills to:
  - interact with different participant groups and specialists
  - gain and retain participant interest
  - convey information by selecting delivery methods, language and presentation style to suit participant's needs
- problem-solving skills to:
  - clarify need for interpretation activities
  - determine appropriate themes for interpretation

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- interpretation skills to:
  - identify special or unique features of an activity area
  - determine interrelationships between features
  - conduct interpretation appropriate to individual and group objectives.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of interpretation activity
- interpretation techniques, definitions and guiding principles to apply them to non-competitive outdoor recreation activities
- thematic planning to identify possible themes and messages for the activity
- information sources, support materials and resources to provide information relevant to interpretation activity
- special or unique features, interrelationships of features, and physical development of activity areas to enable interpretation
- natural history and human usage of the area to gain an understanding of the area
- delivery methods to attract and maintain participant interest and involvement
- ongoing review mechanisms to enable continuous improvement of the activity.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifies the need for interpretation within the context of outdoor activities and applies planning processes to suit a range of participant groups and objectives
- accesses a range of resources to conduct research on special and unique features, interrelationships of features, interesting aspects, natural history and human usage of activity area
- applies a range of interpretive techniques, presentation styles and communication skills to maintain participant interest
- develops interpretation processes and resources within designated timelines and budget constraints
- evaluates and reflects on own interpretation performance to identify strengths, weaknesses and

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areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure the safe conduct of interpretation in the context of outdoor activities that are appropriate to the needs and characteristics of a range of participants to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- participant groups to take part in interpretation activities
- an outdoor activity area suitable for the conduct of interpretation activities
- information sources, support materials and resources to conduct research on the activity area.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- portfolio of research material
- observation of interacting with a range of participants
- observation of delivering interpretation session consistent with theme and objectives
- oral and or written questioning to assess knowledge of activity area, including features, interesting aspects, history and human usage
- third-party reports from a supervisor and or leader detailing performance.

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

- SISOODR303A Guide outdoor recreation sessions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information sources may include:

- internet
- journal and newspaper articles
- local residents and council

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	• guidebooks and textbooks • technical handbooks.
Support materials may include:	• diagrams and photographs • binoculars • guidebooks and field guides • maps.
Special or unique features may include:	• plants and animals of the region and their associations • geological formations • geomorphology • human history of an area • cultural and or heritage significance.
Interrelationships may include:	• biological relationships • land use and culture of local residents • geographical and geological relationships.
Physical development may include:	• topography of the land • age of the rocks and soils • influence of people on the landforms • artificial structures which influence the area.
Interpretation may include:	• revelation based on information.
Organisational policies and procedures may include:	• occupational health and safety • time and budget constraints • use, maintenance and storage of equipment and resources • communication protocols • minimal impact environmental codes • code of ethics.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Delivery methods may include:	• guided walks • story telling • sensory awareness exercises • perception training activities • games • special presentations.
Interpretation environment may include:	• any outdoor area in which non-competitive recreation activities are being conducted.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Interpretation

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SISOINT302A Develop specialist resources for interpretive activities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to facilitate the development of specialised resources for specific interpretive activities, areas or participant needs.

Application of the Unit

This unit applies to those who work in the area of interpretation within outdoor environments, activities and or programs. This includes those responsible for the development of specialised resources for interpretive activities.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Access and research information.	1.1. Identify ***information sources*** appropriate to the area or activity to be interpreted. 1.2. Research ***information*** to determine ***special or unique features*** of an area. 1.3. Ascertain individual, group and activity objectives according to ***organisational policies and procedures***. 1.4. Assess participant's needs and gather information on their knowledge and understanding of the specific area or activity.
2. Develop specialist resources for interpretive activities.	2.1. Identify and document activities and information according to ***participant's*** needs, ***relevant legislation*** and organisational policies and procedures. 2.2. Develop or source, where necessary, ***specialist resources***, ***support materials*** and props that enhance oral presentation of information. 2.3. Consult and contract specialists, where necessary, to enhance the material or resource quality. 2.4. Produce materials in a cost effective manner according to organisational policies and procedures.
3. Assess content and impact of interpretive activity.	3.1. Evaluate the effectiveness of the specialist resources and interpretive activity according to the objectives. 3.2. Modify content and presentation where required.

Required Skills and Knowledge

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

Required skills

- planning and organising skills to:
  - establish individual, group and activity objectives
  - source information, resources, materials and props appropriate to participants, area and activity
  - assess participant's knowledge of area and activity

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    - produce materials in a cost effective manner
- literacy skills to:
    - research a variety of sources
    - identify information on the special or unique features of an area, including cultural, heritage, historical or environmental matters
- communication and interpersonal skills to:
    - interact with different participant groups
    - consult with specialists to enhance quality of resources
- problem-solving skills to:
    - develop or source interpretive activities
    - evaluate content and delivery techniques.

Required knowledge

- legislation and organisational policies and procedures to enable access to research materials and participant information
- interpretation techniques, definitions and guiding principles to support the development of comprehensive resources
- thematic planning to identify appropriate themes and messages for resources
- information sources, support materials and resources to provide information relevant to interpretation activities
- special or unique features, interrelationships of features, and physical development of activity areas to enable interpretation
- natural history and human usage of the area to gain an understanding of the area
- ongoing review mechanisms to enable continuous improvement and modification of resource materials.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • accesses and researches a variety of sources to obtain sufficient information about special or unique features of an activity area • recognises and responds to the need to consult specialists, where required, to enhance resource quality • evaluates and reflects on own resource development performance to identify strengths, weaknesses and areas

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	that need improvement.
Context of and specific resources for assessment	Assessment must ensure development of specialist resources and materials for interpretive activities to meet the identified needs of specific participants on sufficient occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • information on specific participant needs • information sources, support materials and resources to develop specialist resources for interpretive activities • specialists, where required, to enhance the material or resource quality.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of research material • completed resources addressing specific participant needs • oral and or written questioning to assess knowledge of specialist resources that enhance various aspects of an interpretive activity • third-party reports from a supervisor and or leader detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information sources may include:	• print and electronic media • local inhabitants • persons with prior knowledge.
Information may include:	• cultural • heritage • historical • environmental.
Special or unique features may	• geological

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include:	• geographical • archaeological • biological.
Organisational policies and procedures may include:	• occupational health and safety • communication protocols • minimal impact environmental codes • budget constraints • code of ethics.
Participant may include:	• tourists • school or youth groups • club members • special interest groups.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Specialist resources may include:	• DVDS and videos • print material • PowerPoint presentations • website presentations.
Support materials may include:	• books • maps • diagrams and photographs • binoculars • guidebooks and field guides.

Unit Sector(s)

Outdoor Recreation

Competency Field

Interpretation

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SISOKYK201A Demonstrate simple kayaking skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in a kayaking activity under supervision. This unit focuses on the demonstration of kayaking skills, such as the ability to control and manoeuvre a kayak in controlled conditions.

Application of the Unit

This unit applies to those working as assistant river kayaking guides or support staff under supervision in a range of controlled conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the kayaking activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the ***conditions of the activity***. 1.2. Identify an appropriate ***activity site*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information***. 1.4. Identify possible ***hazards*** associated with the activity and minimise ***risks*** as advised by the supervisor.
2. Select equipment.	2.1. Select ***craft*** and ***equipment*** according to ***contextual issues*** and check to ensure that it is in good working condition. 2.2. Fit and adjust equipment to ensure comfort, safety and suitability to the participant and kayak. 2.3. Select personal clothing for the activity and identify the design and or construction features that make it appropriate. 2.4. Waterproof and pack equipment that is not required on hand and stow or fasten in a suitable manner. 2.5. Prepare equipment for safe transportation to activity location, where required.
3. Apply control and manoeuvring techniques.	3.1. Embark and disembark the kayak while maintaining stability. 3.2. Direct the kayak in a controlled manner. 3.3. Apply efficient ***stroke technique*** while directing the kayak, using the rudder if fitted.
4. Apply capsize procedures.	4.1. Exit the kayak in a controlled manner, and recover paddles and other equipment, following a capsize. 4.2. Manoeuvre the upturned kayak to shore or to rescue craft and empty out water, with assistance if required. 4.3. Demonstrate deep water re-entry techniques or take the kayak ashore.
5. Secure kayak.	5.1. Apply methods to secure the kayak to the bank, shore or jetty. 5.2. Secure the kayak, where appropriate, for road transport using suitable methods.
6. Evaluate the	6.1. Evaluate ***relevant aspects*** of the kayaking activity.

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ELEMENT	PERFORMANCE CRITERIA
kayaking activity.	6.2. Identify improvements for future kayaking experiences.

Required Skills and Knowledge

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

Required skills

- teamwork skills to work with others to lift, carry and secure kayaks safely
- communication skills to interact with supervisor, other participants and rescue crew to maintain a positive and safe environment
- listening skills to follow instructions and directions from the supervisor and rescue crew
- planning and organising skills to select and allocate kayaking equipment
- swimming skills to swim 50 metres whilst clothed and wearing a personal flotation device type 2 approved to relevant Australian and or International Standards
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all kayaking activities
- types of craft and equipment, characteristics and technology used for kayaking, the advantages and disadvantages of the range of craft and equipment, and factors affecting appropriate selection
- clothing requirements for kayaking, such as wet weather gear to maintain warmth and dryness or sun protection to minimise sunburn and heat stroke
- importance of a personal flotation device in keeping a person afloat and their head above water
- stroke and directing techniques to control and manoeuvre the kayak
- principles of nutrition to maintain health during activity
- weather and environmental information to ascertain possible conditions and their affect on the activity
- river features, such as currents and banks, and how these might impact on the kayaking experience
- purpose and importance of safety features of craft
- emergency and rescue procedures appropriate for the craft and location to ensure risk minimisation to self and group.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements according to the conditions and duration of the kayaking activity • demonstrates control and manoeuvring techniques, such as maintaining sufficient blade angle throughout strokes to direct the kayak • applies capsizing technique and follows rescue procedures to prepare for emergency situations • evaluates and reflects on own kayaking performance to identify strengths and weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple kayaking activities in controlled conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, such as weather sources, to plan and select equipment for the kayaking activity • a suitable body of water, such as a river or lake with sheltered calm waters, minimal wind and water flow, and easy access to shore • a qualified leader or supervisor • kayaking and safety and rescue equipment • a suitable and safe method of transport, if required to drive kayak to and from activity location.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral and or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all kayaking activities • observation of safe participation and demonstration of kayaking skills and techniques • written and or verbal self evaluation

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- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Conditions may include:	• sheltered calm waters • minimal wind • ease of access to shore • minimal flow of water.
Activity site may include:	• rivers • lakes.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.

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Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tides.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Craft may include:	• closed and open kayaks • estuary kayaks • double kayaks.
Equipment may include:	• personal flotation device • paddle with leash • spray deck • wet suit or wet weather gear • ropes • tie down straps • safety and first aid equipment • pumps • sponges • paddle float.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Stroke technique may include:	• hand placement on paddle

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- blade placement
- paddle depth in water
- paddle blade angle throughout stroke
- paddle entry and exit points.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Kayaking

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SISOKYK302A Apply kayaking skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to paddle a kayak in controlled conditions. This unit focuses on the demonstration of kayaking skills to a high standard of technical correctness.

Application of the Unit

This unit applies to those working as assistant river kayaking instructors or support staff under supervision in a range of controlled conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for a kayaking activity.	1.1. Identify ***food and water requirements*** according to ***principles of nutrition*** and the ***conditions of the activity***. 1.2. Identify an appropriate ***activity site*** and course to take according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information***. 1.4. Identify potential ***hazards*** associated with the activity and minimise ***risks*** as advised by the supervisor.
2. Select equipment.	2.1. Select ***craft*** and ***equipment*** according to ***contextual issues*** and check to ensure that it is in good working condition. 2.2. Fit and adjust equipment to ensure comfort, safety and suitability to the participant and kayak. 2.3. Select personal clothing for the activity and identify the design and or construction features that make it appropriate. 2.4. Waterproof and pack equipment that is not required on hand and stow or fasten in a suitable manner. 2.5. Prepare equipment, where required, for safe transportation to activity location.
3. Apply control and manoeuvring techniques.	3.1. Embark and disembark the kayak while maintaining stability. 3.2. Direct the kayak in a controlled manner. 3.3. Apply efficient ***stroke technique*** while directing the kayak, using the rudder if fitted. 3.4. Apply navigation skills to determine location and follow planned course during the activity.
4. Apply capsize procedures.	4.1. Exit the kayak in a controlled manner, and recover paddles and other equipment, following a capsize. 4.2. Manoeuvre the upturned kayak to shore or to rescue craft and empty out water, with assistance if required. 4.3. Demonstrate deep water re-entry techniques or take the kayak ashore.
5. Secure kayak.	5.1. Secure the kayak to the bank, shore or jetty. 5.2. Secure the kayak, where appropriate, for road

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ELEMENT	PERFORMANCE CRITERIA
	transport using suitable methods.
6. Evaluate the kayaking activity.	6.1. Evaluate ***relevant aspects*** of the kayaking activity. 6.2. Identify improvements for future kayaking experiences.

Required Skills and Knowledge

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

Required skills

- teamwork skills to work with others to lift, carry and secure kayaks safely
- communication skills to interact with supervisor, other participants and rescue crew to maintain a positive and safe environment
- listening skills to follow instructions and directions from the supervisor and rescue crew
- problem-solving skills to navigate, determine location and follow a planned course
- planning and organising skills to select and allocate relevant kayaking equipment
- swimming skills to swim 50 metres whilst clothed and wearing a personal flotation device type 2 approved to relevant Australian and or International Standards
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable the safe conduct of all kayaking activities
- types of craft and equipment, characteristics and technology used for kayaking, the advantages and disadvantages of the range of craft and equipment, and factors affecting appropriate selection
- clothing requirements for kayaking, such as wet weather gear to maintain warmth and dryness or sun protection to minimise sunburn and heat stroke
- importance of a personal flotation device in keeping a person afloat and their head above water
- stroke and directing techniques to control and manoeuvre the kayak to a high standard
- navigation techniques to determine location and direction
- principles of nutrition to maintain health during activity
- application of basic weather and environmental information to ascertain possible conditions and their affect on the activity
- purpose and importance of safety features of craft
- emergency and rescue procedures appropriate for the craft and location to ensure

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risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements according to the conditions and duration of the kayaking activity • paddles the kayak to a high standard, demonstrating efficient and clean strokes and manoeuvres while maintaining control of the kayak at all times • applies capsizing technique and follows rescue procedures to prepare for emergency situations • evaluates and reflects on own kayaking performance to identify strengths and weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple kayaking activities in controlled conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, such as weather sources, to plan and select equipment for the kayaking activity • a suitable body of water, such as a river or lake with sheltered calm waters, minimal wind and water flow, and easy access to shore • kayaking, navigating, safety and rescue equipment • a suitable and safe method of transport, if required to drive kayak to and from activity location.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral and or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all kayaking activities

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- observation of safe participation and demonstration of all strokes and manoeuvres while maintaining control of the kayak at all times
- written and or verbal self evaluation
- third-party reports from a supervisor detailing performance.

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

- SISOCNE202A Perform deep water rescues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Conditions may include:	• sheltered calm waters • minimal wind • ease of access to shore • minimal flow of water.
Activity site may include:	• rivers • lakes.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • code of ethics.

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Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Hazards may include:

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

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment and course failure.

Craft may include:

- closed and open kayaks
- estuary kayaks
- double kayaks.

Equipment may include:

- personal flotation device
- paddle
- spray deck
- wet suit or wet weather gear
- ropes or tie down straps
- navigation equipment
- safety and first aid equipment.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration

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- group objectives
- group size

Stroke technique may include:

- hand placement on paddle
- blade placement
- paddle depth in water
- paddle blade angle throughout stroke
- paddle entry and exit points
- use of trunk rotation
- lean or edge of the craft
- smooth transfer between different strokes.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Kayaking

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SISOKYK303A Apply inland kayaking skills on Grade 2 water

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply inland kayaking skills on Grade 2 water. This unit focuses on personal kayaking skills, such as the ability to control and manoeuvre a kayak on Grade 2 water.

Application of the Unit

This unit applies to those working as kayaking guides or assistants under supervision in a range of controlled inland conditions, including Grade 2 water.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan a kayaking activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues***. 1.2. Identify an appropriate activity location according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plan. 1.4. Identify potential ***hazards*** and ***obstacles*** associated with the activity and determine a ***contingency plan*** to minimise ***risks***.
2. Select equipment.	2.1. Select kayak and ***equipment*** according to contextual issues and organisational policies and procedures, and check working condition. 2.2. Fit and adjust equipment according to manufacturer's specifications to ensure comfort, safety and suitability to the participant and kayak. 2.3. Select personal equipment for the activity and identify the design and or construction features that make it appropriate. 2.4. Select safety and rescue equipment appropriate to the activity location. 2.5. Waterproof, pack and fasten equipment that is not required on hand, and prepare kayak for transportation if required.
3. Control kayak in moving water.	3.1. ***Embark and disembark*** the kayak while maintaining stability. 3.2. Apply appropriate strokes and ***techniques*** to cross and break into and out of currents. 3.3. Negotiate or avoid hazards using a combination of strokes and techniques. 3.4. Support the kayak using the paddle to prevent capsize. 3.5. Apply knowledge of river and hydrological features to assist in controlling the kayak.
4. Plan and run a route through a rapid.	4.1. Scout and assess sections of ***moving water*** to identify hydrological features, hazards and impediments. 4.2. Select and navigate preferred route using efficient strokes and technique.

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Apply navigation skills to determine location and follow route.
	4.4. Maintain ***communication*** with other paddlers.
5. Roll a kayak in Grade 2 water.	5.1. Determine ***roll techniques*** appropriate for Grade 2 water.
	5.2. Perform a roll and maintain calm while upside down in Grade 2 water.
	5.3. Regain paddling position promptly on completion of roll.
6. Apply capsize procedures.	6.1. Exit the kayak in a controlled manner following capsize.
	6.2. Maintain appropriate body position in the water to minimise injury and entrapment.
	6.3. Manoeuvre the upturned kayak to shore or to rescue craft, and empty water from kayak.
	6.4. Re-enter the kayak in an eddy or bring ashore.
7. Evaluate kayaking activity.	7.1. Evaluate ***relevant aspects*** of the kayaking activity.
	7.2. Identify improvements for future kayaking experiences.

Required Skills and Knowledge

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

Required skills

- planning and organising skills to select and allocate kayaking equipment
- problem-solving skills to:
  - decide on stroke, capsizing and rolling techniques to use according to the conditions
  - determine how to manage risks and hazards safely
- communication skills to interact with other paddlers and rescue crew to maintain a positive and safe environment
- river reading skills including direction and speed of flow, currents, eddies and other hydrological features that may impact on paddling and safety
- kayak handling skills to apply a range of strokes and paddling techniques to control and stabilise the kayak in Grade 2 water
- swimming skills to remove self from danger after a capsize and to manoeuvre kayak to shore
- first aid, emergency response and rescue skills appropriate to the location to enable

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initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all kayaking activities
- minimal impact codes to enable protection of the environment
- international river grading system to understand conditions and appropriateness of the river to the level of participants
- types of kayaks and equipment, characteristics and technology used for kayaking on Grade 2 water, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection
- clothing requirements for kayaking such as wet weather gear to maintain warmth and sun protection to minimise sunburn and heat stroke
- waterproofing techniques used to keep equipment, that is not required on hand, dry during kayaking
- importance of a personal flotation device in keeping a person afloat and their head above water
- stroke, rolling and capsizing techniques used in Grade 2 water
- hydrology and river features such as currents, banks, change in gradient and volume, and how these might impact on the kayaking experience
- swimming techniques to swim out of trouble and manoeuvre kayak to shore
- communication systems and signals used on rivers
- principles of nutrition to maintain health during kayaking
- weather and environmental information to identify forecast conditions and their effect on the activity
- hazards, obstacles and risks commonly experienced when kayaking on Grade 2 water, and how to avoid or negotiate these
- emergency and rescue procedures appropriate for kayaking on Grade 2 water, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements according to the conditions and duration of the kayaking activity • applies knowledge of rivers and hydrological features

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	to manoeuvre kayak, interpret and negotiate hazards and rapids, and determine preferred route • demonstrates control of strokes, capsizing and rolling techniques in Grade 2 moving water • evaluates and reflects on own kayaking performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple kayaking activities in Grade 2 rapids that reflect local conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information to plan and select appropriate equipment for the kayaking activity • suitable inland rivers with moving water, up to and including Grade 2 rapids • kayaking, navigation, first aid and safety and rescue equipment • a suitable and safe method of transport, if required to drive kayak to and from activity location.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the planning and review process • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all kayaking activities • observation of safe participation and demonstration of kayaking skills, such as capsizing and rolling a kayak • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOWWR201A Demonstrate self rescue skills in white water.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency and safety procedures • minimal impact codes • international river grading system • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings

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- event warnings
- river levels
- synoptic charts
- high and low tide predictions

Hazards may include:

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

Obstacles may include:

- rocks
- piers
- submerged items.

Contingency plan may include:

- contingency exit points for group evacuation
- summoning of assistance if required
- alternative location and or route
- spare equipment in case of loss or damage.

Risks may include:

- weather conditions; including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Equipment may include:

- kayak
- paddles
- helmet
- personal flotation device
- spraydeck
- safety and rescue equipment
- first aid equipment.

Embark and disembark may include:

- in eddies
- in moving water
- from a bank
- ledge.

Techniques may include:

- edging or leaning of kayak
- using body weight and strength
- using paddle and river features
- stopping
- steering
- turning

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- capsizing
- rolling
- directional control
- sweep control.

Moving water may include:

- rivers with Grade 2, moving water
- rapids with waves less than 1m
- low ledges and drops, and easy eddies.

Communication may include:

- calls
- whistles
- paddle signals
- hand or arm signals
- International River Signals.

Roll techniques may include:

- screw
- steyr
- reverse screw
- vertical paddle
- C to C
- hand.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Kayaking

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SISOKYK304A Guide kayaking trips on flat and undemanding water

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on day and or overnight kayaking trips on flat and undemanding water. This unit focuses on the application of planning skills to make suitable arrangements to lead a group on a kayaking trip.

Application of the Unit

This unit applies to those working as kayaking guides who are responsible for planning, implementing and evaluating day and or overnight kayaking trips on flat and undemanding water.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a kayaking trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a trip ***plan***, according to needs of participants, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select a location that is suitable for participants and meets ***trip objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with kayaking on ***flat and undemanding water*** and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine trip plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the trip. 1.7. Inform ***appropriate authorities*** before and after commencing the kayaking trip.
2. Select equipment for the group.	2.1. Select ***kayaks*** and ***equipment*** according to contextual issues and organisational policies and procedures, and check serviceability. 2.2. Assess kayaks and equipment for safety and suitability, and adjust and fit according to manufacturer's specifications. 2.3. Check safety and rescue equipment to ensure suitability to the group and planned trip. 2.4. Waterproof, pack and fasten equipment that is not required on hand and prepare kayak for transportation if required.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the kayaking trip in a manner suitable to the

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ELEMENT	PERFORMANCE CRITERIA
	participants.
	3.2. Demonstrate correct packing of a kayak, and kayaking techniques where required.
	3.3. Establish a suitable communication system for participants to use while kayaking.
	3.4. Outline ***safety procedures*** and confirm that all participant equipment is fitted, adjusted and attached.
4. Lead the group and monitor progress.	4.1. Provide direction and advice to group while navigating.
	4.2. Identify potential hazards and decide how they can be overcome or avoided throughout trip.
	4.3. Monitor individual participant's performance and provide appropriate feedback.
	4.4. Evaluate paddling pace and spacing between kayaks throughout trip and alter accordingly.
	4.5. Implement appropriate modifications to trip in regard to all ***variable factors*** that are monitored.
5. Select and maintain a temporary site as required.	5.1. Access local area knowledge and use it to identify a suitable ***temporary site*** according to relevant legislation and organisational policies and procedures.
	5.2. Arrange shelter according to prevailing weather conditions, and comfort and safety of group.
	5.3. Maintain minimal impact to environment during overnight stay, and return site to original standard on departure.
6. Complete post-trip responsibilities.	6.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.
	6.2. Evaluate ***relevant aspects*** of kayaking trip and identify areas requiring improvement.
	6.3. Review own performance and identify required areas of personal improvement.

Required Skills and Knowledge

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

Required skills

- communication skills to:

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  - consult with participants to plan a kayaking trip that meets their needs
  - convey information about the safety aspects of the trip
  - interact with participants to create a safe and positive kayaking environment
- problem-solving skills to:
  - make decisions affecting trip
  - respond to non-routine situations
  - manage the group effectively
- planning and organising skills to source, allocate and coordinate resources, equipment and a suitable body of water with easy access to land for possible overnight stay
- language and literacy skills to:
  - produce a plan for the kayaking trip
  - complete post-trip participant and self evaluations
- personal kayaking skills to a high level of technical correctness to demonstrate and explain kayaking techniques to participants
- swimming skills to remove self from danger after a capsize and to manoeuvre kayak while in paddling gear
- river reading skills, such as direction and speed of flow, currents, eddies and other hydrological features that may impact on paddling and safety
- navigation skills to lead a group on a planned kayaking trip along a certain route and or to a chosen destination
- first aid and emergency response and rescue skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to ensure safe and non-discriminatory conduct of all activities performed during kayaking trip
- minimal impact codes to ensure protection of the environment
- international river grading system to understand conditions and appropriateness of the river to the level of participants
- information about local area to assist in the planning process and enable management of potential kayaking hazards and any special restrictions applying to the area
- equipment types, characteristics and technology used for kayaking on flat and undemanding water, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for kayaking, such as wet weather gear to maintain warmth and sun protection to minimise sunburn and heat stroke
- care and maintenance of kayaking equipment to ensure prolonged life span and safety requirements
- waterproofing techniques used to keep equipment, that is not required on hand, dry during kayaking
- importance of a personal flotation device in keeping a person afloat and their head above water

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- stroke, rolling and capsizing techniques used on flat and undemanding water
- hydrology and river features such as currents, banks, change in gradient and volume, and how these might impact on the kayaking experience
- swimming techniques to swim out of trouble and manoeuvre kayak while in water
- communication systems and signals used on rivers
- navigation applicable to river trips
- principles of nutrition to maintain health during kayaking
- setting up and removal of camping equipment, if required to stay overnight
- weather and environmental information to identify forecast conditions and their effect on the kayaking trip
- hazards, obstacles and risks commonly experienced when kayaking on flat and undemanding water and ways to avoid or negotiate these
- emergency response and rescue procedures appropriate for kayaking, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors group in a safe and professional manner • applies contingency management techniques to make adjustments to deal with a range of problems or variable factors that may arise during kayaking trips • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the safe guiding of groups on kayaking trips in locations that are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to plan, guide and document kayaking trip • a body of flat and undemanding water suitable for the participants

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- a suitable overnight site, where required
- a group of participants to take part in the kayaking trip
- kayaking, navigation, overnight, first aid and safety and rescue equipment.
- a suitable and safe method of transport, if required to drive kayak to and from activity location.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning and guiding processes and interacting with participants, including conveying information for safe participation
- oral and or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of kayaking trip
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- portfolio of kayaking trip plans
- third-party reports from a supervisor detailing performance.

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

- SISOOPS204A Use and maintain a temporary overnight site
- SISONAV201A Demonstrate navigation skills in a controlled environment

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- previous experience
- physical development
- age
- injuries and illnesses.

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Plan may include:	• aims and objectives • date, time and duration of trip • location, equipment and resources • guide and participant ratios • safety requirements • risk and contingency management plan.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • time and budget constraints • use and maintenance of equipment • communication protocols • confidentiality of participant information • guide and participant ratios • international river grading system • code of ethics.
Trip objectives may include:	• self improvement • meeting people • fitness targets • adventure and recreation.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Flat and undemanding water may include:	• sheltered and calm waters • minimal wind and water movement • easy access to shore.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard

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- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Food and water requirements may include:

- menu planning and preparation
- range of foods.

Principles of nutrition may include:

- food groups
- dietary guidelines
- individual food requirements and allergies.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Appropriate authorities may include:

- waterways departments
- surf rescue
- authorities
- supervisors.

Kayaks may include:

- single or double closed kayaks
- single or double sit-on-top kayaks.

Equipment may include:

- personal flotation device
- paddle with leash
- spray deck
- wet suit or wet weather gear
- ropes
- tie down straps
- safety and first aid equipment
- pumps
- sponges
- paddle float
-

Relevant information may

- safety procedures
- logistical details

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include:
- kayaking techniques
- responsible and safe behaviour.

Safety procedures may include:
- capsizing procedures
- boundaries
- symptoms, treatment and prevention of common kayaking risks
- communication systems
- use of safety and rescue equipment.

Variable factors may include:
- change of weather and conditions
- equipment failure
- participant's needs.

Temporary site may include:
- rest stops
- activity sites
- temporary or overnight shelter
- tent.

Relevant aspects may include:
- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Kayaking

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SISOKYK305A Guide kayaking trips on Grade 2 water

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on day and or overnight kayaking trips on Grade 2 water. This unit focuses on the application of planning skills to make suitable arrangements to lead a group on a kayaking trip.

Application of the Unit

This unit applies to those working as kayaking guides who are responsible for planning, implementing and evaluating day and or overnight kayaking trips on Grade 2 water.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a kayaking trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a trip ***plan***, according to participant's needs, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select a location that is suitable for participants and meets ***trip objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with kayaking on ***Grade 2 water*** and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine trip plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the trip. 1.7. Inform ***appropriate authorities*** before and after commencing the kayaking trip.
2. Select equipment for the group.	2.1. Select ***kayaks*** and ***equipment*** according to contextual issues and organisational policies and procedures, and check serviceability. 2.2. Assess kayaks and equipment for safety and suitability, and adjust and fit according to manufacturer's specifications. 2.3. Check safety and rescue equipment to ensure suitability to the group and planned trip. 2.4. Waterproof, pack and fasten equipment that is not required on hand and prepare kayak for transportation if required.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the kayaking trip in a manner suitable to the participants. 3.2. Demonstrate packing of a kayak, and kayaking techniques where required. 3.3. Establish a suitable communication system for participants to use while kayaking. 3.4. Outline ***safety procedures*** and confirm that all

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ELEMENT	PERFORMANCE CRITERIA
	participant equipment is fitted, adjusted and attached.
4. Lead the group and monitor progress.	4.1. Provide clear and concise direction and advice to group while navigating. 4.2. Identify potential hazards and decide how they can be overcome or avoided throughout trip. 4.3. Monitor individual participant's performance and provide appropriate feedback. 4.4. Evaluate paddling pace and spacing between kayaks throughout trip and alter accordingly. 4.5. Implement appropriate modifications to trip in regard to all ***variable factors*** that are monitored.
5. Select and maintain a temporary site as required.	5.1. Access local area knowledge and use it to identify a suitable ***temporary site*** according to relevant legislation and organisational policies and procedures. 5.2. Arrange shelter according to prevailing weather conditions, and comfort and safety of group. 5.3. Maintain minimal impact to environment during overnight stay, and return site to original standard on departure.
6. Complete post trip responsibilities.	6.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 6.2. Evaluate ***relevant aspects*** of kayaking trip and identify areas requiring improvement. 6.3. Review own performance and identify required areas of personal improvement.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a kayaking trip that meets their needs
  - convey information about the safety aspects of the trip
  - interact with participants to create a safe and positive kayaking environment
- problem-solving skills to:
  - make decisions affecting trip
  - respond appropriately to non-routine situations

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    - manage the group effectively
- planning and organising skills to source, allocate and coordinate resources, equipment and a suitable body of Grade 2 water with access to land for possible overnight stay
- language and literacy skills to:
    - produce a plan for the kayaking trip
    - complete post trip participant and self evaluations
- numeracy skills to navigate a route and or chosen destination
- personal kayaking skills on Grade 2 water to a high level of technical correctness to demonstrate and explain kayaking techniques to participants
- swimming skills to remove self from danger after a capsize and to manoeuvre kayak while in paddling gear
- river reading skills, such as direction and speed of flow, currents, eddies and other hydrological features that may impact on paddling and safety
- first aid and emergency response and rescue skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- minimal impact codes to enable protection of the environment
- international river grading system to understand conditions and appropriateness of the river to the level of participants
- information about local area to assist in the planning process and enable management of potential kayaking hazards, and any special restrictions applying to the area
- equipment types, characteristics and technology used for kayaking on Grade 2 water, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for kayaking, such as wet weather gear to maintain warmth and sun protection to minimise sunburn and heat stroke
- care and maintenance of kayaking equipment to ensure prolonged life span and safety requirements
- waterproofing techniques used to keep equipment, that is not required on hand, dry during kayaking
- importance of a personal flotation device in keeping a person afloat and their head above water
- stroke, rolling and capsizing techniques used on Grade 2 water
- hydrology and river features such as currents, banks, change in gradient and volume, and how these might impact on the kayaking experience
- swimming techniques to swim out of trouble and manoeuvre kayak while in water
- communication systems and signals used on rivers
- navigation applicable to river trips
- principles of nutrition to maintain health during kayaking

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- setting up and removal of camping equipment, if required to stay overnight
- weather and environmental information to identify forecast conditions and their effect on the kayaking trip
- hazards, obstacles and risks commonly experienced when kayaking on Grade 2 water, and ways to avoid or negotiate these
- emergency response and rescue procedures appropriate for kayaking, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors group in a safe and professional manner • applies contingency management techniques to make adjustments to deal with a range of problems or variable factors that may arise during kayaking trips • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the safe guiding of groups on kayaking trips that are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to plan, guide and document kayaking trip • Grade 2 water suitable for the participants • a suitable overnight site if required • participants to take part in the kayaking trip • a suitable and safe method of transport, if required to drive kayak to and from activity location • kayaking, navigation, overnight, first aid and safety and rescue equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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	are appropriate for this unit: • observation of planning and guiding processes and interacting with a group of participants, including conveying information for safe participation • oral and or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of kayaking trip • observation of dealing with contingencies such as changing weather conditions and equipment failure • portfolio of kayaking trip plans • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOOPS204A Use and maintain a temporary overnight site.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:	• previous experience • physical development • age • injuries and illnesses.
Plan may include:	• aims and objectives • date, time and duration of trip • location, equipment and resources • guide and participant ratios • safety requirements • risk and contingency management plans.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and	• occupational health and safety

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procedures may include:	• time and budget constraints • use and maintenance of equipment • communication protocols • confidentiality of participant information • guide and participant ratios • international river grading system • code of ethics.
Trip objectives may include:	• self improvement • meeting people • fitness targets • adventure and recreation.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Grade 2 water may include:	• rivers with moving water • rapids with waves less than 1metre • low ledges and drops, and easy eddies.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Food and water requirements	• menu planning and preparation

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may include:	• range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Appropriate authorities may include:	• waterways departments • surf rescue • authorities • supervisors.
Kayaks may include:	• single or double closed kayaks • single or double sit-on-top kayaks.
Equipment may include:	• kayaking equipment • safety, first aid and rescue equipment • navigation equipment • communication equipment • repair equipment • camping and overnight equipment.
Relevant information may include:	• safety procedures • logistical details • risk and hazard prevention and management • kayaking techniques • responsible and safe behaviour.
Safety procedures may include:	• capsizing procedures • boundaries • symptoms, treatment and prevention of common kayaking risks • communication systems • use of safety and rescue equipment.
Variable factors may include:	• change of weather and conditions • equipment failure • participant's needs.
Temporary site may include:	• rest stops • activity sites • temporary or overnight shelter • tent.

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Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Kayaking

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SISOKYK406A Demonstrate inland kayaking skills on Grade 3 water

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply inland kayaking skills on Grade 3 water. This unit focuses on personal kayaking skills, such as the ability to control and manoeuvre a kayak on Grade 3 water.

Application of the Unit

This unit applies to those working as kayaking guides in a range of inland conditions, including Grade 3 water.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a kayaking activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues***. 1.2. Identify an appropriate activity location according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plan. 1.4. Identify potential ***hazards*** and ***obstacles*** associated with the activity and determine a ***contingency plan*** to minimise ***risks***.
2. Select equipment.	2.1. Select kayak and ***equipment*** according to contextual issues and organisational policies and procedures, and check working condition. 2.2. Fit and adjust equipment according to manufacturer's specifications to ensure comfort, safety and suitability to the participant and kayak. 2.3. Select personal equipment for the activity and identify the design and or construction features that make it appropriate. 2.4. Select safety and rescue equipment appropriate to the activity location. 2.5. Waterproof, pack and fasten equipment that is not required on hand, and prepare kayak for transportation if required.
3. Control kayak in moving water.	3.1. ***Embark and disembark*** the kayak while maintaining stability. 3.2. Apply appropriate strokes and ***techniques*** to cross and break into and out of currents. 3.3. Negotiate or avoid hazards using a combination of strokes and techniques. 3.4. Support the kayak using the paddle to prevent capsize. 3.5. Apply knowledge of river and hydrological features to assist in controlling the kayak.

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ELEMENT	PERFORMANCE CRITERIA
4. Plan and run a route through a rapid.	4.1. Scout and assess sections of ***moving water*** to identify hydrological features, hazards and impediments. 4.2. Select and navigate preferred route using efficient strokes and technique. 4.3. Apply navigation skills to determine location and follow route. 4.4. Maintain ***communication*** with other paddlers.
5. Roll a kayak in Grade 3 water.	5.1. Determine ***roll techniques*** appropriate for Grade 3 water. 5.2. Perform a roll on both sides and maintain calm while upside down in Grade 3 water. 5.3. Regain paddling position promptly on completion of roll.
6. Apply capsize procedures.	6.1. Perform, wherever possible, a roll in the event of a capsize. 6.2. Exit the kayak, when rolling is not possible, in a controlled manner following capsize. 6.3. Maintain appropriate body position in the water to minimise injury and entrapment. 6.4. Manoeuvre the upturned kayak to shore or to rescue craft, and empty water from kayak. 6.5. Re-enter the kayak in an eddy or bring ashore.
7. Evaluate kayaking activity.	7.1. Evaluate ***relevant aspects*** of the kayaking activity. 7.2. Identify improvements for future kayaking experiences.

Required Skills and Knowledge

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

Required skills

- planning and organising skills to select and allocate kayaking equipment
- problem-solving skills to:
  - decide on stroke, capsizing and rolling techniques to use according to the conditions
  - determine how to manage risks and hazards safely
- communication skills to interact with other paddlers and rescue crew to maintain a positive and safe environment

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- river reading skills including and speed of flow, currents, eddies and other hydrological features that may impact on paddling and safety
- kayak handling skills to apply a range of strokes and paddling techniques to control and stabilise the kayak in Grade 3 water
- swimming skills to remove self from danger after a capsize and to manoeuvre kayak to shore
- first aid, emergency response and rescue skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all kayaking activities
- minimal impact codes to enable protection of the environment
- international river grading system to understand conditions and appropriateness of the river to the level of participants
- types of kayaks and equipment, characteristics and technology used for kayaking on Grade 3 water, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection
- clothing requirements for kayaking, such as wet weather gear to maintain warmth and sun protection to minimise sunburn and heat stroke
- waterproofing techniques used to keep equipment, that is not required on hand, dry during kayaking
- importance of a personal flotation device in keeping a person afloat and their head above water
- stroke, rolling and capsizing techniques used in Grade 3 water
- hydrology and river features such as currents, banks, change in gradient and volume, and how these might impact on the kayaking experience
- swimming techniques to swim out of trouble and manoeuvre kayak to shore
- communication systems and signals used on rivers
- navigation applicable to inland river trips
- principles of nutrition to maintain health during kayaking
- weather and environmental information to identify forecast conditions and their effect on the activity
- hazards, obstacles and risks commonly experienced when kayaking on Grade 3 water, and how to avoid or negotiate these
- emergency and rescue procedures appropriate for kayaking on Grade 3 water, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies relevant process to plan equipment and supply requirements according to the conditions and duration of the kayaking activity
- applies knowledge of rivers and hydrological features to manoeuvre kayak, interpret and negotiate hazards and rapids, and determine preferred route
- demonstrates control of strokes, capsizing and rolling techniques in Grade 3 moving water
- evaluates and reflects on own kayaking performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in kayaking activities in Grade 3 rapids that are of sufficient breadth and duration to demonstrate competency and consistency of performance.

- Assessment must also ensure access to:
- resources and information, such as weather sources to plan and select equipment for the kayaking activity
- suitable inland rivers with Grade 3-4 moving water
- kayaking, navigation, first aid and safety and rescue equipment
- a suitable and safe method of transport, if required to drive kayak to and from activity location.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the planning and review process
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all kayaking activities
- observation of safe participation and demonstration of kayaking skills, such as capsizing and rolling a kayak
- third-party reports from a supervisor detailing performance.

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

- SISOWWR403A Perform complex white water

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rescues and recoveries.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency and safety procedures • minimal impact codes • international river grading system • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.

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Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Obstacles may include:	• rocks • piers • submerged items.
Contingency plan may include:	• contingency exit points for group evacuation • alternative location and or route • spare equipment in case of loss or damage.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Equipment may include:	• personal flotation device • paddle with leash • spray deck • wet suit or wet weather gear • ropes • tie down straps • safety and first aid equipment • pumps • sponges • paddle float.
Embark and disembark may include:	• in eddies • in moving water • from a bank • ledge.

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Techniques may include:

- correct edging or leaning of kayak
- using body weight and strength
- using paddle and river features
- stopping
- steering
- turning
- capsizing
- rolling on both sides
- directional control
- sweep control.

Moving water may include:

- rivers with Grade 3-4 broken, moving water
- rapids with waves 1-2m
- stoppers, strong eddies, exposed rocks.

Communication may include:

- calls
- whistles
- paddle signals
- hand or arm signals
- International River Signals.

Roll techniques may include:

- screw
- steyr
- reverse screw
- vertical paddle
- C to C
- hand.

Relevant aspects may include:

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

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Unit Sector(s)

Outdoor Recreation

Competency Field

Kayaking

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SISOKYK407A Instruct kayaking skills on flat and undemanding water

Modification History

Not Applicable

Unit Descriptor

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

Application of the Unit

This unit applies to those working as kayaking instructors who are responsible for planning, implementing and evaluating instructional sessions for groups of participants on flat and undemanding water.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a kayaking session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current kayaking knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***kayaking plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with kayaking on ***flat and undemanding water*** and minimise ***risks***, according to organisational policies and procedures, to ensure safety of participants. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check working condition. 2.2. Check equipment for safety and suitability, according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the kayaking session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable communication system for

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

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a kayaking session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive kayaking environment
- problem-solving skills to:

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  - plan kayaking sessions according to participant's needs and characteristics
  - address participant difficulties in developing kayaking techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable body of water
  - monitor and evaluate progress
  - organise participants into manageable groups for kayaking
- language and literacy skills to:
  - produce kayaking and instructional plans for the kayaking session
  - complete post-session participant and self evaluations
- personal kayaking skills to a high level of technical correctness to demonstrate and explain kayaking techniques to participants
- swimming skills to remove self from danger after a capsize and to manoeuvre kayak while in paddling gear
- river reading skills, such as direction and speed of flow, currents, eddies and other hydrological features that may impact on paddling and safety
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing kayaking on flat and undemanding water.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of kayaking sessions
- information about local location to assist in the planning process and enable management of potential kayaking hazards, and any special restrictions applying to the location
- equipment types, characteristics and technology used for kayaking on flat and undemanding water, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing and footwear requirements for kayaking to ensure comfort and safety
- care and maintenance of kayaking equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- kayaking techniques and common communication systems used between craft on rivers to reduce risk during kayaking
- technical kayaking knowledge, such as paddling, capsizing and rolling techniques used on flat and undemanding water
- hydrology and river features such as currents, banks, change in gradient and volume, and how these might impact on the kayaking session
- swimming techniques to swim out of trouble and manoeuvre kayak while in water
- communication systems and signals used on rivers
- navigation techniques to determine location and direction

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- weather and environmental information to ascertain possible conditions and their effect on the session
- hazards commonly experienced on flat and undemanding water and ways to avoid or negotiate these
- emergency procedures, rescues, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for kayaking sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve kayaking performance • applies and modifies instructional techniques and or activities to cater for a range of individual learning styles • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of kayaking activities that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance Assessment must also ensure access to: • resources and information regarding participants and location to plan, instruct and document kayaking sessions • a flat and undemanding body of water suitable for the conduct of instructional sessions • a group of participants to take part in the kayaking session • kayaking, navigation, communication, safety, first

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aid and teaching equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all kayaking activities during the session
- observation of safe kayaking instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of kayaking session plans
- third-party reports from a supervisor detailing performance.

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

- SISOCNE202A Perform deep water rescues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:

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

Session's aims and objectives may include:

- developing kayaking skills
- education
- developments
- therapy
- fitness targets
- recreation.

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Instructional plan may include:	• kayaking activities and drills • duration of activities and drills.
Kayaking plan may include:	• aims and objectives • date, time and duration • location, equipment and resources • instructor and participant ratios • safety requirements • risk management plan.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations
Organisational policies and procedures may include:	• occupational health and safety • time and budget constraints • use and maintenance of equipment • communication protocols • confidentiality of participant information • instructor and participant ratios • international river grading system • code of ethics.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Flat and undemanding water may include:	• sheltered and calm waters • minimal wind and water movement • easy access to shore.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.

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Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Contingency plans may include:	• change in weather and conditions • equipment failure.
Equipment may include:	• personal flotation device • paddle with leash • spray deck • wet suit or wet weather gear • ropes • tie down straps • safety and first aid equipment • pumps • sponges • paddle float
Resources may include:	• food and water • clothing and footwear • teaching aids.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• kayaking techniques • safety procedures • responsible and safe behaviour.
Safety procedures may include:	• capsizing procedures • symptoms, treatment and prevention of common kayaking risks • communication systems • use of safety and rescue equipment.
Instructional techniques may include:	• simple to complex • part to whole • chronological

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	• known to unknown • D.E.D.I.C.T. • E.D.I.C.T. • I.D.E.A. • orientate, enhance, synthesise.
Required knowledge may include:	• kayaking skills and techniques • river features and hydrology • minimal impact practices • risk and hazard management • communication systems used in kayaking.
Kayaking skills may include:	• stroke techniques • directing and manoeuvring a kayak in a controlled manner • capsizing and rolling procedures.
Safety and rescue procedures may include:	• emergency response • group management in emergency situations.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Kayaking

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SISOKYK408A Instruct kayaking skills on Grade 2 water

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct kayaking on Grade 2 water. This unit focuses on planning, instructing and evaluating an instructional kayaking session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in a kayaking activity on Grade 2 water.

Application of the Unit

This unit applies to those working as white water kayaking instructors who are responsible for planning, implementing and evaluating instructional sessions for groups of participants on Grade 2 water.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a kayaking	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current kayaking knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***kayaking plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with kayaking on ***Grade 2 water*** and minimise ***risks***, according to organisational policies and procedures, to ensure safety of participants. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check working condition. 2.2. Check equipment for safety and suitability, according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the kayaking session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable communication system for

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ELEMENT	PERFORMANCE CRITERIA
	participants to use while kayaking. 3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour. 3.5. Check and confirm that all participant equipment is fitted and adjusted.
4. Instruct kayaking session.	4.1. Conduct warm-up and or introductory activities for participants to reduce the risk of injury. 4.2. Monitor individual participant's performance during kayaking session. 4.3. Apply clear and accurate ***instructional techniques*** to impart ***activity specific knowledge***, ***kayaking skills*** and ***safety and rescue procedures***. 4.4. Allow time for cooling down at the end of the session, and inform participants of opportunities to further develop their kayaking skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Evaluate ***relevant aspects*** of kayaking session, and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future kayaking instructional sessions.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a kayaking session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive kayaking environment
- problem-solving skills to:
  - plan suitable kayaking sessions according to participant's needs and characteristics
  - address participant difficulties in developing kayaking techniques

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    - anticipate and respond to non-routine situations
- planning and organising skills to:
    - source, allocate and coordinate resources, equipment and a suitable body of water
    - monitor and evaluate progress
    - organise participants into manageable groups for kayaking
- language and literacy skills to:
    - produce kayaking and instructional plans for the kayaking session
    - complete post session participant and self evaluations
- personal kayaking skills to a high level of technical correctness to demonstrate and explain kayaking techniques to participants
- swimming skills to remove self from danger after a capsize and to manoeuvre kayak while in paddling gear
- river reading skills, such as direction and speed of flow, currents, eddies and other hydrological features that may impact on paddling and safety
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of kayaking sessions
- information about local location to assist in the planning process and enable management of potential kayaking hazards, and any special restrictions applying to the location
- equipment types, characteristics and technology used for kayaking on Grade 2 water, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing and footwear requirements for kayaking to ensure comfort and safety
- care and maintenance of kayaking equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- kayaking techniques and common communication systems used between craft on rivers to reduce risk during kayaking
- technical kayaking knowledge, such as paddling, capsizing and rolling techniques used on Grade 2 water
- hydrology and river features including currents, banks, change in gradient and volume, and how these might impact on the kayaking session
- swimming techniques to swim out of trouble and manoeuvre kayak while in water
- communication systems and signals used on rivers
- navigation techniques to determine location and direction
- weather and environmental information to ascertain possible conditions and their effect on the session
- hazards that commonly experienced on Grade 2 water and ways to avoid or

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negotiate these
- emergency procedures, rescues, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for kayaking sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve kayaking performance • applies and modifies instructional techniques and or activities to cater for a range of individual learning styles • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of kayaking activities that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance Assessment must also ensure access to: • resources and information regarding participants and location to plan, instruct and document kayaking sessions • a Grade 2 body of water suitable for the conduct of instructional sessions • a group of participants to take part in the kayaking session • kayaking, navigation, communication, safety, first aid and teaching equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all kayaking activities during the session
- observation of safe kayaking instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of kayaking session plans
- third-party reports from a supervisor detailing performance.

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

- SISOWWR302A Perform white water rescues and recoveries.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:

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

Session's aims and objectives may include:

- developing kayaking skills
- education
- development
- therapy
- fitness targets
- recreation.

Instructional plan may include:

- kayaking activities and drills
- duration of activities and drills.

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Kayaking plan may include:

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

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- time and budget constraints
- use and maintenance of equipment
- communication protocols
- confidentiality of participant information
- instructor and participant ratios
- international river grading system
- code of ethics.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- group management hazards.

Grade 2 water may include:

- rivers with moving water
- rapids with waves less than 1metre
- low ledges and drops, and easy eddies.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment and course failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings

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	• event warnings • river levels • synoptic charts • high and low tide predictions.
Contingency plans may include:	• change in weather and conditions • equipment failure.
Equipment may include:	• personal flotation device • paddle with leash • spray deck • wet suit or wet weather gear • ropes • tie down straps • safety and first aid equipment • pumps • sponges • paddle float
Resources may include:	• food and water • clothing and footwear • teaching aids.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• kayaking techniques • safety procedures • responsible and safe behaviour.
Safety procedures may include:	• capsizing procedures • symptoms, treatment and prevention of common kayaking risks • communication systems • use of safety and rescue equipment.
Instructional techniques may include:	• simple to complex • part to whole • chronological • known to unknown • D.E.D.I.C.T. • E.D.I.C.T. • I.D.E.A.

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	• orientate, enhance, synthesise
Required knowledge may include:	• kayaking skills and techniques • river features and hydrology • minimal impact practices • risk and hazard management • communication systems used in kayaking.
Kayaking skills may include:	• stroke techniques • directing and manoeuvring a kayak in a controlled manner • capsizing and rolling procedures.
Safety and rescue procedures may include:	• emergency response procedures • group management in emergency situations.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Kayaking

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SISOKYK409A Guide kayaking trips on Grade 3 water

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on day and or overnight kayaking trips on Grade 3 water. This unit focuses on the application of planning skills to make suitable arrangements to lead a group on a kayaking trip.

Application of the Unit

This unit applies to those working as kayaking guides who are responsible for planning, implementing and evaluating day and or overnight kayaking trips on Grade 3 water.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a kayaking trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a trip ***plan***, according to participant's needs, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select a location that is suitable for participants and meets ***trip objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with kayaking on ***Grade 3 water*** and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine trip plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the trip. 1.7. Inform ***appropriate authorities*** before and after commencing the kayaking trip.
2. Select equipment for the group.	2.1. Select ***kayaks*** and ***equipment*** according to contextual issues and organisational policies and procedures, and check serviceability. 2.2. Assess kayaks and equipment for safety and suitability, and adjust and fit according to manufacturer's specifications. 2.3. Check safety and rescue equipment to ensure suitability to the group and planned trip. 2.4. Waterproof, pack and fasten equipment that is not required on hand and prepare kayak for transportation if required.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the kayaking trip in a manner suitable to the participants. 3.2. Demonstrate correct packing of a kayak, and kayaking techniques where required. 3.3. Establish a suitable communication system for participants to use while kayaking.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Outline ***safety procedures*** and confirm that all participant equipment is fitted, adjusted and attached.
4. Lead the group and monitor progress.	4.1. Provide direction and advice to group while navigating. 4.2. Identify potential hazards and determine how they can be overcome or avoided throughout trip. 4.3. Monitor individual participant's performance and provide appropriate feedback. 4.4. Evaluate paddling pace and spacing between kayaks throughout trip and alter accordingly. 4.5. Implement appropriate modifications to trip in regard to all ***variable factors*** that are monitored.
5. Select and maintain a temporary site as required.	5.1. Access local area knowledge and use it to identify a suitable ***temporary site*** according to relevant legislation and organisational policies and procedures. 5.2. Arrange shelter according to prevailing weather conditions, and comfort and safety of group. 5.3. Maintain minimal impact to environment during overnight stay, and return site to original standard on departure.
6. Complete post trip responsibilities.	6.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 6.2. Evaluate ***relevant aspects*** of kayaking trip. 6.3. Identify potential areas of improvement for future kayaking trips. 6.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a kayaking trip that meets their needs
  - convey information about the safety aspects of the trip
  - interact with participants to create a safe and positive kayaking environment
- problem-solving skills to:

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  - make decisions affecting trip
  - respond to non-routine situations
  - manage the group effectively
- planning and organising skills to source, allocate and coordinate resources, equipment and a suitable body of Grade 3 water with access to land for possible overnight stay
- language and literacy skills to:
  - produce a plan for the kayaking trip
  - complete post trip participant and self evaluations
- numeracy skills to navigate a route to a chosen destination
- personal kayaking skills on Grade 3 water to a high level of technical correctness to demonstrate and explain kayaking techniques to participants
- swimming skills to remove self from danger after a capsize and to manoeuvre kayak while in paddling gear
- river reading skills, such as direction and speed of flow, currents, eddies and other hydrological features that may impact on paddling and safety
- first aid and emergency response and rescue skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- minimal impact codes to enable protection of the environment
- international river grading system to understand conditions and appropriateness of the river to the level of participants
- information about local area to assist in the planning process and enable management of potential kayaking hazards, and any special restrictions applying to the area
- equipment types, characteristics and technology used for kayaking on Grade 3 water, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for kayaking, such as wet weather gear to maintain warmth and sun protection to minimise sunburn and heat stroke
- care and maintenance of kayaking equipment to ensure prolonged life span and safety requirements
- waterproofing techniques used to keep equipment, that is not required on hand, dry during kayaking
- importance of a personal flotation device in keeping a person afloat and their head above water
- stroke, rolling and capsizing techniques used on Grade 3 water
- hydrology and river features including currents, banks, change in gradient and volume, and how these might impact on the kayaking experience
- swimming techniques to swim out of trouble and manoeuvre kayak while in water
- communication systems and signals used on rivers

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- navigation applicable to river trips
- principles of nutrition to maintain health during kayaking
- setting up and removal of camping equipment, if required to stay overnight
- weather and environmental information to identify forecast conditions and their effect on the kayaking trip
- hazards, obstacles and risks associated with kayaking on Grade 3 water, and how to avoid or negotiate these
- emergency response and rescue procedures appropriate for kayaking, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors group in a safe and professional manner • applies contingency management techniques to make adjustments to deal with a range of problems or variable factors that may arise during kayaking trips • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the safe guiding of groups on kayaking trips in locations that reflect local conditions and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to plan, guide and document kayaking trip • a body of Grade 3 water suitable for the participants • a suitable overnight site, if required • participants to take part in the kayaking trip • a suitable and safe method of transport, if required, to drive kayak to and from activity location • kayaking, navigation, overnight, first aid and safety and rescue equipment.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning and guiding processes and interacting with a group of participants, including conveying information for safe participation
- oral and or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of kayaking trip
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- review of kayaking trip plans
- third-party reports from a supervisor detailing performance.

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

- SISOOPS204A Use and maintain an overnight or temporary site.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- previous experience
- physical development
- age
- injuries and illnesses.

Plan may include:

- aims and objectives
- date, time and duration of trip
- location, equipment and resources
- guide and participant ratios
- group management
- risk and contingency management plans.

Relevant legislation may include:

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

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	• marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • time and budget constraints • use and maintenance of equipment • communication protocols • confidentiality of participant information • guide and participant ratios • international river grading system • code of ethics.
Trip objectives may include:	• self improvement • meeting people • fitness targets • adventure and recreation.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Grade 3 water may include:	• rivers with broken, moving water • rapids with waves 1-2metre • stoppers, strong eddies, exposed rocks.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts

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	• high and low tide predictions.
Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • essential nutrients • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Appropriate authorities may include:	• waterways departments • surf rescue • authorities • supervisors.
Kayaks may include:	• single or double closed kayaks • single or double sit-on-top kayaks.
Equipment may include:	• personal flotation device • paddle with leash • spray deck • wet suit or wet weather gear • ropes • tie down straps • safety and first aid equipment • pumps • sponges • paddle float.
Relevant information may include:	• safety procedures • logistical details • kayaking techniques • responsible and safe behaviour.
Safety procedures may include:	• capsizing procedures • boundaries • symptoms, treatment and prevention of common kayaking risks • communication systems • use of safety and rescue equipment.

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Variable factors may include:

- change of weather and conditions
- equipment failure
- participant's needs.

Temporary site may include:

- rest stops
- activity sites
- temporary or overnight shelter
- tent.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Kayaking

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SISOKYK510A Instruct kayaking skills on Grade 3 water

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct kayaking on Grade 3 water. This unit focuses on planning, instructing and evaluating an instructional kayaking session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in a kayaking activity on Grade 3 water.

Application of the Unit

This unit applies to those working as white water kayaking instructors who are responsible for planning, implementing and evaluating instructional sessions for groups of participants on Grade 3 water.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a kayaking session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current kayaking knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***kayaking plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with kayaking on ***Grade 3 water*** and minimise ***risks***, according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check working condition. 2.2. Check equipment for safety and suitability, according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the kayaking session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable communication system for participants to use while kayaking.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour.
	3.5. Check and confirm that all participant equipment is fitted and adjusted.
4. Instruct a kayaking session.	4.1. Conduct warm up and or introductory activities for participants to reduce the risk of injury.
	4.2. Apply ***instructional techniques*** to impart ***required knowledge***, ***kayaking skills*** and ***safety and rescue procedures***.
	4.3. Observe participants during kayaking, and adjust or refine individual and or group technique as required.
	4.4. Allow time for cooling down at the end of the session, and inform participants of opportunities to further develop their kayaking skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.
	5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required.
	5.3. Evaluate ***relevant aspects*** of kayaking session, and determine the level of learning achieved.
	5.4. Identify potential areas of improvement for future kayaking instructional sessions.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a kayaking session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive kayaking environment
- problem-solving skills to:
  - plan a suitable kayaking session according to participant's needs and characteristics
  - address participant difficulties in developing kayaking techniques
  - anticipate and respond to non-routine situations

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- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable body of water
  - monitor and evaluate progress
  - organise participants into manageable groups for kayaking
- language and literacy skills to:
  - produce kayaking and instructional plans for the kayaking session
  - complete post session participant and self evaluations
- personal kayaking skills to a high level of technical correctness to demonstrate and explain kayaking techniques to participants
- swimming skills to remove self from danger after a capsize and to manoeuvre kayak while in paddling gear
- river reading skills, such as direction and speed of flow, currents, eddies and other hydrological features that may impact on paddling and safety
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing kayaking on Grade 3 water.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of kayaking sessions
- information about local location to assist in the planning process and enable management of potential kayaking hazards, and any special restrictions applying to the location
- equipment types, characteristics and technology used for kayaking on Grade 3 water, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing and footwear requirements for kayaking to ensure comfort and safety
- care and maintenance of kayaking equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- kayaking techniques and common communication systems used between craft on rivers to reduce risk during kayaking
- technical kayaking knowledge, such as paddling, capsizing and rolling techniques used on Grade 3 water
- hydrology and river features including currents, banks, change in gradient and volume, and how these might impact on the kayaking session
- swimming techniques to swim out of trouble and manoeuvre kayak while in water
- communication systems and signals used on rivers
- navigation techniques to determine location and direction
- weather and environmental information to ascertain possible conditions and their effect on the session
- hazards commonly experienced on Grade 3 water and ways to avoid or negotiate

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these
- emergency procedures, rescues, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for kayaking session to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve kayaking performance • uses and modifies instructional techniques and or activities to cater for a range of individual learning styles • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of kayaking activities that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance Assessment must also ensure access to: • resources and information regarding participants and location to plan, instruct and document kayaking sessions • a Grade 3 body of water suitable for the conduct of instructional sessions • a group of participants to take part in the kayaking session • kayaking, navigation, communication, safety, first aid and teaching equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all kayaking activities during the session
- observation of safe kayaking instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of kayaking session plans
- third-party reports from a supervisor detailing performance.

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

- SISOWWR403A Perform complex white water rescues and recoveries.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:

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

Session's aims and objectives may include:

- developing kayaking skills
- education
- development
- therapy
- fitness targets
- recreation.
-

Instructional plan may include:

- kayaking activities and drills
- duration of activities and drills.

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Kayaking plan may include:

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

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- time and budget constraints
- use and maintenance of equipment
- communication protocols
- confidentiality of participant information
- instructor and participant ratios
- emergency and safety procedures
- international river grading system
- code of ethics.

Hazards may include:

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

Grade 3 water may include:

- rivers with broken, moving water
- rapids with waves 1-2metre
- stoppers, strong eddies, exposed rocks.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment and course failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts

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	• maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Contingency plans may include:	• change in weather and conditions • equipment failure.
Equipment may include:	• personal flotation device • paddle with leash • spray deck • wet suit or wet weather gear • ropes • tie down straps • safety and first aid equipment • pumps • sponges • paddle float.
Resources may include:	• food and water • clothing and footwear • teaching aids.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• risk and hazard prevention and management • kayaking techniques • safety procedures • responsible and safe behaviour.
Safety procedures may include:	• capsizing procedures • rolling procedures • communication systems • use of safety and rescue equipment.
Instructional techniques may include:	• simple to complex • part to whole • chronological • known to unknown • D.E.D.I.C.T.

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	• E.D.I.C.T. • I.D.E.A. • orientate, enhance, synthesise
Required knowledge may include:	• kayaking skills and techniques • river features and hydrology • minimal impact practices • risk and hazard management • communication systems used in kayaking.
Kayaking skills may include:	• stroke techniques • directing and manoeuvring a kayak in a controlled manner • capsizing and rolling procedures.
Safety and rescue procedures may include:	• emergency response procedures • group management in emergency situations • symptoms, treatment and prevention of common kayaking risks.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Kayaking

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SISOKYS201A Demonstrate simple sea kayaking skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in a sea kayaking activity under supervision. This unit focuses on the demonstration of sea kayaking skills, such as the ability to control and manoeuvre a sea kayak in controlled conditions.

Application of the Unit

This unit applies to those working as assistant sea kayaking instructors or support staff under supervision in a range of controlled conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the sea kayaking activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the ***conditions of the activity***. 1.2. Identify an appropriate ***activity site*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information***. 1.4. Identify possible ***hazards*** associated with the activity and minimise ***risks*** as advised by the supervisor.
2. Select equipment.	2.1. Select ***craft*** and ***equipment*** according to ***contextual issues*** and check to ensure that it is in good working condition. 2.2. Fit and adjust equipment to ensure comfort, safety and suitability to the participant and sea kayak. 2.3. Select personal clothing for the activity and identify the design and or construction features that make it appropriate. 2.4. Waterproof and pack equipment that is not required on hand and stow or fasten in a suitable manner. 2.5. Prepare equipment, where required, for safe transportation to activity location.
3. Apply control and manoeuvring techniques.	3.1. Embark and disembark the sea kayak while maintaining stability. 3.2. Direct the sea kayak in a controlled manner. 3.3. Demonstrate a range of ***sea kayak strokes*** 3.4. Apply efficient ***stroke technique*** to minimise injury while directing the sea kayak, using the rudder if fitted.
4. Apply capsize procedures	4.1. Exit the sea kayak in a controlled manner, and recover paddles and other equipment, following a capsize. 4.2. Manoeuvre the upturned sea kayak to shore or to rescue craft and empty out water, with assistance if required. 4.3. Demonstrate deep water re-entry techniques or take the sea kayak ashore.

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ELEMENT	PERFORMANCE CRITERIA
5. Secure sea kayak.	5.1. Apply suitable methods to secure the sea kayak to the shore or jetty. 5.2. Secure the sea kayak, where appropriate, for road transport using suitable methods.
6. Evaluate the sea kayaking activity	6.1. Evaluate ***relevant aspects*** of the sea kayaking activity. 6.2. Identify improvements for future sea kayaking experiences.

Required Skills and Knowledge

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

Required skills

- teamwork skills to work with others to lift, carry and secure sea kayaks safely
- communication skills to interact with supervisor, other participants and rescue crew to maintain a positive and safe environment
- listening skills to follow instructions and directions from the supervisor and rescue crew
- planning and organising skills to select and allocate sea kayaking equipment
- swimming skills to swim 50 metres whilst clothed and wearing a personal flotation device type 2 approved to relevant Australian and or International Standards
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable the safe conduct of all sea kayaking activities
- types of craft and equipment, characteristics and technology used for sea kayaking, the advantages and disadvantages of the range of craft and equipment, and factors affecting appropriate selection
- clothing requirements for sea kayaking, such as wet weather gear to maintain warmth and dryness or sun protection to minimise sunburn and heat stroke
- importance of a personal flotation device in keeping a person afloat and their head above water
- stroke and directing techniques to control and manoeuvre the sea kayak
- principles of nutrition to maintain health during activity
- weather and environmental information to ascertain possible conditions and their affect on the activity
- sea features, such as currents, waves and tides, and how these might impact on the

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sea kayaking experience
- purpose and importance of safety features of craft
- emergency and rescue procedures appropriate for the craft and location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements according to the conditions and duration of the sea kayaking activity • demonstrates control and manoeuvring techniques, such as maintaining sufficient blade angle throughout strokes to direct the sea kayak • applies capsizing technique and follows rescue procedures to prepare for emergency situations • evaluates and reflects on own sea kayaking performance to identify strengths and weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple basic sea kayaking activities in controlled conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, such as weather sources, to plan and select equipment for the sea kayaking activity • a suitable body of water, such as a sheltered beach with winds below 10 knots, seas less than one metre, and surf no higher than half a metre • a qualified leader or supervisor • sea kayaking and safety and rescue equipment • a suitable and safe method of transport, if required to transport sea kayak to and from activity location.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral and or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all sea kayaking activities
- observation of safe participation and demonstration of sea kayaking skills and techniques
- written and or verbal self evaluation
- third-party reports from a supervisor detailing performance.

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

- SISONAV201A Demonstrate navigation skills in a controlled environment

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Conditions will be controlled and may include:	• winds no more than 10 knots or 19km per hour • seas less than 1.0 metre • surf no higher than 0.5 metre.
Activity site may include:	• sea • beach • harbour • estuary.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations

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	• marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards • slippery or unstable shore • poor posture, poor technique • poor carrying techniques • loose or insecure craft when being transported. • other craft.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Craft may include:	• single or double sea kayaks • estuary sea kayaks.
Equipment may include:	• personal flotation device • paddle with leash

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- spray deck
- wet suit or wet weather gear
- ropes
- tie down straps
- safety and first aid equipment
- pumps
- sponges
- paddle float.

Contextual issues may include:

- weather conditions, including tide times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Sea kayak strokes may include:

- forward and reverse
- J
- sweep
- draw
- support

Stroke technique may include:

- use of trunk rotation
- correct posture
- use of leg drive
- hand placement on paddle
- blade placement in water
- blade depth in water
- paddle blade angle throughout stroke
- paddle entry and exit points
- movement of top hand through the stroke
- lean or edge of the craft
- smooth transfer between different strokes
- edging or leaning.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique

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- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Sea Kayaking

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SISOKYS302A Demonstrate sea kayaking skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to paddle a sea kayak in controlled conditions. This unit focuses on the demonstration of effective and efficient sea kayaking skills.

Application of the Unit

This unit applies to those working as assistant sea kayaking guides or support staff under supervision in a range of controlled conditions.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for a sea kayaking activity.	1.1. Identify ***food and water requirements*** according to ***principles of nutrition*** and the ***conditions of the activity***. 1.2. Identify an appropriate ***activity site*** and course to take according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information***. 1.4. Identify potential ***hazards*** associated with the activity and manage ***risks*** as advised by the supervisor.
2. Select equipment.	2.1. Select ***craft*** and ***equipment*** according to ***contextual issues*** and check to ensure that it is in good working condition. 2.2. Fit and adjust equipment to ensure comfort, safety and suitability to the participant and sea kayak. 2.3. Select personal clothing for the activity and identify the design and or construction features that make it appropriate. 2.4. Waterproof and pack equipment that is not required on hand and stow or fasten in a suitable manner. 2.5. Prepare equipment, where required, for safe transportation to activity location.
3. Apply control and manoeuvring techniques.	3.1. Embark and disembark the sea kayak while maintaining stability. 3.2. Direct the sea kayak in a controlled manner. 3.3. Apply efficient ***stroke technique*** to minimise injury while directing the sea kayak, using the rudder if fitted. 3.4. Apply navigation skills to determine location and follow planned course during the activity.
4. Apply capsize procedures.	4.1. Exit the sea kayak in a controlled manner, and recover paddles and other equipment, following a capsize. 4.2. Manoeuvre the upturned sea kayak to shore or to rescue craft and empty out water, with assistance if required. 4.3. Apply deep water re-entry techniques.

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ELEMENT	PERFORMANCE CRITERIA
5. Perform deep water rescue.	5.1. Determine most appropriate ***rescue method*** to use according to ***situational variances***, ***relevant legislation***, and ***organisational policies and procedures***. 5.2. Select ***equipment*** and human resources available to perform a rescue according to organisational policies and procedures. 5.3. Deliver concise directions to the capsized person or persons and any others assisting in the rescue. 5.4. Manoeuvre rescue ***craft*** into a suitable position to enable a safe rescue. 5.5. Perform rescue in a safe manner according to situation, conditions and organisational policies and procedures. 5.6. Assist the rescuee back into their craft as required. 5.7. Determine most appropriate ***rescue method*** to use according to ***situational variances***, ***relevant legislation***, and ***organisational policies and procedures***.
6. Secure sea kayak.	6.1. Apply suitable methods to secure the sea kayak to the bank, shore or jetty. 6.2. Secure the sea kayak, where appropriate, for road transport using suitable methods.
7. Evaluate the sea kayaking activity	7.1. Evaluate ***relevant aspects*** of the sea kayaking activity. 7.2. Identify improvements for future sea kayaking experiences.

Required Skills and Knowledge

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

Required skills

- teamwork skills to work with others to lift, carry and secure sea kayaks safely
- communication skills to interact with supervisor, other participants and rescue crew to maintain a positive and safe environment deliver clear, concise directions to the capsized person and any other assistants involved with the rescue
- listening skills to follow instructions and directions from the supervisor and rescue crew
- planning and organising skills to select and allocate relevant sea kayaking equipment
- swimming skills to swim 50 metres whilst clothed and wearing a personal flotation device

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that complies with State or Territory maritime regulations
- rescue skills to perform a deep water rescue
- paddling skills to safely manoeuvre craft close to capsized person or persons
- first aid and emergency response skills appropriate to the location to enable personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all sea kayaking activities to enable safe conduct of all deep water rescue activities
- types of craft and equipment, characteristics and technology used for sea kayaking, the advantages and disadvantages of the range of craft and equipment, and factors affecting appropriate selection
- clothing requirements for sea kayaking, such as wet weather gear to maintain warmth and dryness or sun protection to minimise sunburn and heat stroke
- importance of a personal flotation device in keeping a person afloat and their head above water
- stroke and directing techniques to control and manoeuvre the sea kayak efficiently
- navigation techniques to determine location and direction
- principles of nutrition to maintain health during activity
- application of basic weather and environmental information to ascertain possible conditions and their affect on the activity
- common hazards and their risks associated with sea and river craft activities and how to negotiate these
- rescue procedures suitable to the deep water conditions and experience of the participant
- rescue equipment commonly used in deep water rescues
- sea features, such as currents, waves and tides, and how these might impact on the sea kayaking experience on the deep water rescue
- purpose and importance of safety features of craft
- emergency and rescue procedures appropriate for the craft and location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements according to the conditions and duration of the sea kayaking activity

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- paddles the sea kayak demonstrating efficient and clean strokes and manoeuvres while maintaining control of the sea kayak
- demonstrates correct paddling techniques
- applies capsize technique and follows rescue procedures
- identifies hazards and risks associated with deep water rescues and select suitable rescue method
- demonstrates suitable craft position and rescue techniques suitable to the conditions
- adapts to situational variances or issues that may arise during deep water rescues
- evaluates and reflects on own sea kayaking performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in multiple sea kayaking activities in controlled conditions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information, such as weather sources, to plan and select equipment for the sea kayaking activity
- a suitable body of water, such as beach with winds below 16 knots, seas less than one metre, and surf no higher than half a metre
- sea kayaking, navigating, safety and rescue equipment
- a suitable and safe method of transport, if required to transport sea kayak to and from activity location.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all sea kayaking activities
- observation of safe participation and demonstration of all strokes and manoeuvres while maintaining control of the sea kayak at all times
- written and or verbal self evaluation.
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the

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industry sector, workplace and job role is recommended, for example:

- SISONAV201A Demonstrate navigation skills in a controlled environment
- SISOOPS201A Minimise environmental impact

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Controlled Conditions may include:	• sheltered areas • ease of access to the shore • winds to moderate (16knots, 29kph) • within 400m of the shore • seas less than 1.0 metre • surf no higher than 0.5 metre.
Activity site may include:	• sea • beach • harbour • estuary.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media

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- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards
- slippery or unstable shore
- poor posture, poor technique
- poor carrying techniques
- loose or insecure craft when being transported.
- other craft
- rips.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Craft may include:

- single sea kayaks
- double sea kayaks

Equipment may include:

- personal flotation device
- paddle with leash
- spray deck
- wet suit or wet weather gear
- ropes
- tie down straps
- safety and first aid equipment
- pumps
- sponges

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- paddle float.

Contextual issues may include:

- weather conditions, including tide times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Stroke technique may include:

- use of trunk rotation
- correct posture
- use of leg drive
- hand placement on paddle
- blade placement in water
- blade depth in water
- paddle blade angle throughout stroke
- paddle entry and exit points
- movement of top hand through the stroke
- lean or edge of the craft
- smooth transfer between different strokes
- edging or leaning

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

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Competency Field

Sea Kayaking

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SISOKYS303A Guide sea kayaking trips in easy to moderate conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on day and or overnight sea kayaking trips in easy to moderate conditions. This unit focuses on the application of planning skills to make suitable arrangements to lead a group on a sea kayaking trip.

Application of the Unit

This unit applies to those working as sea kayaking guides who are responsible for planning, implementing and evaluating day and or overnight sea kayaking trips in easy to moderate conditions.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a sea kayaking trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a trip ***plan***, according to ***relevant legislation*** and ***organisational policies and procedures***, to meet participant's needs. 1.3. Select a location that is suitable for participants and meets ***session's aims and objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with sea kayaking in ***easy to moderate conditions*** and manage ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine trip plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the trip. 1.7. Inform ***appropriate authorities*** before and after the sea kayaking trip.
2. Select equipment for the group.	2.1. Select ***sea kayaks*** and ***equipment*** according to contextual issues and organisational policies and procedures, and check serviceability. 2.2. Assess sea kayaks and equipment for safety and suitability, and adjust and fit according to manufacturer's specifications. 2.3. Check safety and rescue equipment to ensure suitability to the group and planned trip. 2.4. Waterproof, pack and fasten equipment that is not required on hand and prepare sea kayak for transportation if required.
3. Brief participants.	3.1. Communicate instructions and ***relevant information***

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ELEMENT	PERFORMANCE CRITERIA
	about the sea kayaking trip in a manner suitable to the participants.
	3.2. Demonstrate packing of a sea kayak and sea kayaking techniques where required.
	3.3. Establish a suitable communication system for participants to use while sea kayaking.
	3.4. Outline ***safety procedures*** and confirm participants are properly equipped for the sea kayaking trip.
4. Lead the group and monitor progress.	4.1. Provide clear and concise direction and advice to group while navigating.
	4.2. Identify potential hazards and manage their associated risks.
	4.3. Evaluate paddling pace and spacing between sea kayaks throughout trip and alter accordingly.
	4.4. Implement appropriate modifications to trip in regard to all ***variable factors*** that are monitored.
	4.5. Respond accordingly to any emergency or non-routine situation.
5. Complete post trip responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.
	5.2. Evaluate ***relevant aspects*** of sea kayaking trip.
	5.3. Identify potential areas of improvement for future sea kayaking trips.
	5.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a sea kayaking trip
  - convey information about the safety aspects of the trip
  - interact with participants to create a safe and positive sea kayaking environment
- problem-solving skills to:
  - make decisions affecting trip
  - respond to non routine situations
  - manage the group effectively

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- planning and organising skills to source, allocate and coordinate resources, equipment and a suitable body of water with access to land for possible overnight stay
- language and literacy skills to:
  - produce a plan for the sea kayaking trip
  - complete post trip participant and self evaluations
- literacy and numeracy skills to read and interpret information on a sea chart and to calculate times and distances for the legs of a sea kayaking trip
- effective and efficient personal sea kayaking skills in moderate conditions to demonstrate and explain sea kayaking techniques to participants
- swimming skills to remove self from danger after a capsize and to manoeuvre sea kayak while in paddling gear
- navigate a sea kayaking trip along a certain route and or to a chosen destination
- first aid and emergency response and rescue skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- minimal impact codes to enable protection of the environment
- information about local area to assist in the planning process and enable management of potential sea kayaking hazards and any special restrictions applying to the area
- sea and weather reading and assessment, such as the effect of tide, current, wind and local conditions on the sea kayaking activity
- equipment types, characteristics and technology used for sea kayaking in moderate conditions, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for sea kayaking, such as wet weather gear to maintain warmth and sun protection to minimise sunburn and heatstroke
- care and maintenance of sea kayaking equipment to ensure prolonged life span and safety requirements
- importance of a personal flotation device in keeping a person afloat and their head above water
- stroke, rolling and capsizing techniques used in moderate conditions
- swimming techniques to swim out of trouble and manoeuvre sea kayak while in water
- communication systems and signals used in sea kayaking
- principles of nutrition to maintain health during sea kayaking
- coastal navigation, chart reading and compass use applicable to sea kayaking in moderate conditions
- reading and assessment of the weather at sea to understand the dynamics and effect of the tide, current and wind conditions
- risks associated with sea kayaking in moderate conditions, and how to manage the

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risks
- emergency response and rescue procedures appropriate for sea kayaking, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors group in a safe and professional manner • applies contingency management techniques to make adjustments in response to changing conditions or variable factors that may arise during sea kayaking trips • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure guiding of groups on sea kayaking trips that are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to plan, guide and document sea kayaking trip • a suitable sea kayaking location with easy to moderate sea conditions • a suitable overnight site, if required • participants to take part in the sea kayaking trip • a suitable and safe method of transport, if required, to transport sea kayaks to and from activity location • sea kayaking, navigation, overnight, first aid and safety and rescue equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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- observation of planning and guiding processes and interacting with a group of participants, including conveying information for safe participation
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of sea kayaking trip
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- review of sea kayaking trip plans
- third-party reports from a supervisor detailing performance.

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

- SISOOPS304A Plan for minimal environmental impact
- SISOOPS303A Interpret weather for marine environments
- SISOOPS204A Use and maintain a temporary overnight site
- PUAOPE002A Operate communications systems and equipment

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- previous experience
- physical development
- age
- injuries and illnesses.

Plan may include:

- aims and objectives
- date, time and duration of trip
- location, equipment and resources
- guide and participant ratios
- safety requirements
- risk and contingency management plans.

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Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- equal opportunity
- privacy
- working with children
- environmental regulations
- marine legislation.

Organisational policies and procedures may include:

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

Session's aims and objectives may include:

- developing sea kayaking skills
- education
- development
- therepy
- fitness targets
- recreation.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards
- slippery or unstable shore
- poor posture, poor technique
- poor carrying techniques
- loose or insecure craft when being transported.
- other craft.

Easy to moderate conditions may include:

- areas where the coastline may be simple areas not involving overfalls, tidal races, difficult landings or open crossings
- minimum winds 11 knots, according to the Beaufort Moderate scale
- breaking overtopping waves up to 1.0 m
- surf from 0.5 to 1.0 m
- crossings to 4nm.

Risks may include:

- hypothermia
- heat exhaustion
- injuries

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- exhaustion
- lost party or party member
- equipment failure
- capsize.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Food and water requirements may include:

- menu planning and preparation
- range of foods.

Principles of nutrition may include:

- food groups
- dietary guidelines
- individual food requirements and allergies.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size
- type of sea kayak.

Appropriate authorities may include:

- waterways departments
- surf rescue
- authorities
- supervisors.

Sea kayaks may include:

- single sea kayaks
- double sea kayaks.

Equipment may include:

- personal floatation device
- paddle with leash
- spray deck
- wet suit or weather gear

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- ropes
- tie down straps
- safety and first aid equipment
- pumps
- sponges
- paddle float
- sea kayaking equipment
- navigation equipment
- communication equipment
- repair equipment.

Relevant information may include:

- Bureau of Meteorology
- media
- land managers and agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge
- safety procedures
- logistical details
- risk management
- sea kayaking techniques
- responsible and safe behaviour.

Safety procedures may include:

- group launch and land
- group movement and spacing
- group signals (emergency actions)
- capsize procedures
- use of safety and rescue equipment
- foreseeable hazards and their associated risks and management techniques
- communication systems.

Variable factors may include:

- change of weather and conditions
- equipment failure
- participant's needs.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique

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- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Sea Kayaking

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SISOKYS304A Demonstrate sea kayaking skills in moderate to difficult conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply sea kayaking skills in moderate to difficult conditions. This unit focuses on the application of sea kayaking skills such as capsizing, rolling, navigating, and reading and assessing sea conditions.

Application of the Unit

This unit applies to those working as sea kayaking guides or assistants under supervision in a range of moderate sea conditions with minimum winds11 to 16 knots.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide
1. Plan a sea kayaking activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues***. 1.2. Identify an appropriate activity location according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plan. 1.4. Identify potential ***hazards*** associated with the activity and determine a ***contingency plan*** to manage ***risks***.
2. Select equipment.	2.1. Select sea kayak and ***equipment*** according to contextual issues and organisational policies and procedures, and check working condition. 2.2. Fit and adjust equipment according to manufacturer's specifications to ensure efficient posture, comfort, safety and suitability to the participant and sea kayak. 2.3. Select personal equipment for the activity according to the design and or construction features that make it appropriate. 2.4. Select ***safety and rescue equipment*** appropriate to the activity location. 2.5. Prepare sea kayak for transportation if required. 2.6. Waterproof, pack and fasten equipment that is not required on hand, and prepare sea kayak for launch
3. Control sea kayak in moderate sea conditions.	3.1. ***Embark and disembark*** the sea kayak whilst maintaining stability. 3.2. Apply efficient ***strokes*** and ***paddling techniques*** to cross to manoeuvre the sea kayak across, into and down wind. 3.3. Use waves and ***moderate to difficult sea conditions*** to assist in turning the sea kayak. 3.4. Apply suitable stroke and technique to move the sea kayak sideways, and avoid hazards. 3.5. Manoeuvre the sea kayak to form a raft, when

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ELEMENT	PERFORMANCE CRITERIA
	required, and disperse from raft efficiently.
4. Plan and conduct a sea kayak trip.	4.1. Plan a sea kayaking trip including activity site, distance and duration and after reading and assessing the weather and sea conditions. 4.2. Ensure sufficient equipment and personal requirements are in order, according to relevant legislation and organisational policies and procedures. 4.3. Apply ***navigation techniques*** throughout sea kayaking trip. 4.4. Maintain appropriate communication with other paddlers.
5. Roll a sea kayak in surf of up to one metre.	5.1. Determine ***roll techniques*** appropriate to sea kayaking in moderate to difficult conditions. 5.2. Perform a roll and maintain calm whilst upside down in moderate to difficult conditions. 5.3. Regain paddling position promptly, on completion of roll.
6. Apply capsize procedures.	6.1. Exit the sea kayak, when rolling is not possible, in a controlled manner following capsize. 6.2. Maintain appropriate body position in the water to minimise injury and entrapment. 6.3. Demonstrate safe and efficient ***deep water rescue procedures*** in moderate to difficult conditions.
7. Evaluate sea kayaking activity.	7.1. Evaluate ***relevant aspects*** of the sea kayaking activity. 7.2. Identify improvements for future sea kayaking experiences.

Required Skills and Knowledge

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

Required skills

- planning and organising skills to select and allocate sea kayaking equipment
- problem-solving skills to determine stroke, capsizing and rolling techniques based on weather and sea conditions
- literacy and numeracy skills to:
  - read and interpret information on a sea chart and to calculate times and

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distances for the legs of a sea kayaking trip

- communication skills to interact with other paddlers and rescue crew to maintain a positive and safe environment
- sea and weather reading and assessment skills, such as the affect of tide, current, wind and local conditions on the sea kayaking activity
- sea kayak handling skills to apply a range of strokes and paddling techniques to control the craft
- manage risks and hazards safely in moderate to difficult conditions
- swimming skills to swim swimming skills to swim 50 metres whilst clothed and wearing personal flotation device that complies with State or Territory maritime regulations
- first aid, emergency response and rescue skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all kayaking activities
- minimal impact codes to enable protection of the environment
- types of sea kayaks and equipment, characteristics and technology used for sea kayaking in moderate to difficult conditions, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection
- clothing requirements for sea kayaking such as wet weather gear to maintain warmth and sun protection to minimise sunburn and heat stroke
- waterproofing techniques used to keep equipment, that is not required on hand, dry during sea kayaking
- importance of a personal flotation device in keeping a person afloat and their head above water
- stroke, rolling and capsizing techniques used in moderate sea conditions
- swimming techniques to swim out of trouble and manoeuvre sea kayak while in water
- communication systems and signals used in sea kayaking
- coastal navigation, chart reading and compass use applicable to sea kayaking trips
- principles of nutrition to maintain health during sea kayaking
- reading and assessment of the weather at sea to understand the dynamics and impact of the tide, current and wind conditions
- weather and environmental information to identify forecast conditions and their effect on the activity
- hazards, obstacles and risks commonly experienced when sea kayaking in moderate to difficult conditions and ways to avoid or negotiate these
- emergency and rescue procedures appropriate for sea kayaking in moderate to difficult conditions, to ensure risk minimisation to self and group.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements according to the conditions and duration of the kayaking activity • applies knowledge of weather and sea conditions to plan and navigate a sea kayaking trip and makes decisions regarding negotiation of hazards and safety of self and group • demonstrates control of strokes, capsizing and rolling techniques, and participates in rescues in moderate sea conditions • evaluates and reflects on own sea kayaking performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in sea kayaking activities that are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, such as weather sources, to plan and select equipment for the sea kayaking activity • suitable sea kayaking locations with winds of moderate sea conditions of 11-16 knots and breaking or overtopping waves up to 1 metre • sea kayaking, navigation, first aid and safety and rescue equipment • a suitable and safe method of transport, if required to drive sea kayak to and from activity location
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the planning and review process • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all sea kayaking

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activities
- observation of safe participation and demonstration of sea kayaking skills, such as capsizing and rolling a sea kayak
- third-party reports from a supervisor detailing performance.

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

- SISOOPS303A Interpret weather for marine environments.
- SISOOPS204A Use and maintain a temporary overnight site
- SISOKYS406A Plan and navigate a sea kayaking inshore passage
- SISOKYS302A Demonstrate sea kayaking skills

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations

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	• marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency and safety procedures • minimal impact codes • camp fire regulations • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards • slippery or unstable shore • poor posture, poor technique • poor carrying techniques • loose or insecure craft when being transported. • other craft.
Contingency plan may include:	• alternate routes • exit points • spare equipment in case of delay, loss, illness, injury or damage.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion

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- lost party or party member
- equipment failure.

Equipment may include:

- personal flotation device
- paddle with leash
- spray deck
- wet suit or wet weather gear
- ropes
- tie down straps
- safety and first aid equipment
- pumps
- sponges
- paddle float.

Safety and rescue equipment include:

- tow lines
- pumps or bailers
- paddle float
- sponge
- communication equipment:
  - flares
  - radios
  - waterproofed mobile phones
  - V sheets
  - Emergency positioning indicating radio beacon - EPIRB

Embark and disembark may include:

- off beaches
- jetties and pontoons
- in tidal current
- in small surf.

Strokes may include:

- forward and reverse
- J
- sweep
- draw
- support

Paddling techniques may include:

- use of trunk rotation
- correct posture
- use of leg drive
- hand placement on paddle
- blade placement in water
- blade depth in water
- paddle blade angle throughout stroke
- paddle entry and exit points
- movement of top hand through the stroke

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	• lean or edge of the craft • smooth transfer between different strokes • edging or leaning.
Moderate to difficult sea conditions may include:	• areas of exposed coastline with currents, difficult landings, or open crossings • open crossings with wind speeds of 17-21 knots • wave heights of at least 1.0metre • surf up to 2.0metres • distances beyond 4 nautical miles from the nearest shore.
Navigation techniques may include:	• using a sea chart • reading charts on open water • calculating times and distances for the legs of a sea kayaking trip allowing for sea conditions • taking navigational fixes from known landmarks using a chart and compass • understanding of transits and distances off • following a bearing, and allowing for sea conditions.
Roll techniques may include:	• sweep • brace • C to C • Pawlatta or extended paddle
Deep water rescue procedures may include:	• capsize and rescues, as rescuer and rescuee • towing a rescuee with and without support • being towed as a rescuee • rolling • paddle float rescue.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • directing techniques • rescue techniques employed.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Sea Kayaking

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SISOKYS406A Plan and navigate a sea kayaking inshore passage

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and navigate an inshore passage for a sea kayak and determine the sea kayak's position. This includes the use of coastal navigational charts to plan and conduct the passage and the application of coastal navigational techniques to fix a position.

Application of the Unit

This unit applies to those working as sea kayaking guides and or instructors who are required to plan and navigate inshore passages for sea kayaks.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan route for inshore voyage.	1.1. Select ***instrumentation and equipment*** for navigation and position fixing. 1.2. Handle, use and store coastal navigational equipment and ***documentation*** according to ***organisational policies and procedures***, to ensure continued availability, utility and length of life. 1.3. Determine the route for an inshore voyage after considering the possible navigational ***hazards***. 1.4. Identify, record and develop actions to deal with critical points along the proposed route of the voyage. 1.5. Determine potential navigational problems that may occur along the planned inshore route and develop a ***contingency plan*** for dealing with them.
2. Conduct an inshore passage.	2.1. Interpret sea and weather conditions and apply ***meteorological information*** to make decisions on direction. 2.2. Identify navigational hazards and fix the position to enable decisions to be made on course direction. 2.3. Make required alterations to the course according to ***prevailing circumstances***, organisational policies and procedures and ***relevant legislation***.
3. Fix sea kayak group's position within a limited area.	3.1. Select a primary ***position fixing technique*** and fix sea kayak's position according to prevailing conditions. 3.2. Check for ***errors*** and make appropriate corrections and allowances to derived courses and bearings. 3.3. Apply time interval between fixes and regular verification of primary position fixing appropriate to the prevailing navigational conditions. 3.4. Record position of group according to relevant legislation and organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- literacy skills to read and interpret maps, records, navigational charts of inshore

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waters, and topographic and speciality maps
- planning and organising skills to:
  - obtain instrumentation, documentation, records and navigation equipment
  - plan and navigate a sea kayaking inshore passage
- communication skills to interact with other participants to maintain a positive and safe sea kayaking environment while navigating an inshore passage
- numeracy skills to navigate, fix and calculate grid and magnetic bearings, courses, distances and positions
- problem-solving skills to:
  - determine instrumentation and equipment required for position fixing
  - deal with errors that may occur
- sea kayaking skills to apply a range of stroke, paddling and rolling techniques to control, stabilise and manage risks and hazards associated with navigating inshore passages
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all sea kayaking and navigation activities
- navigation techniques, instrumentation, documentation and equipment used to determine distance, location, direction and potential hazards during navigating an inshore passage
- features of navigation equipment, their use and factors that affect accuracy
- sea kayaking techniques and common communication systems used between sea craft to reduce risk during sea kayaking
- technical sea kayaking knowledge such as paddling, capsizing and rolling techniques used to navigate and determine a route for an inshore voyage
- reading and assessment of weather and sea conditions to understand the dynamics and effect of the tide, current and wind conditions
- risks commonly associated with navigating a sea kayaking inshore passage and ways to avoid or negotiate these
- emergency response and rescue procedures appropriate for sea kayaking, to ensure the management of risk.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and selects navigation instrumentation and equipment suitable to the location and sea and weather conditions • applies knowledge of weather and sea conditions to plan and navigate a sea kayaking inshore passage, and makes decisions regarding negotiation of hazards and safety of self and group • demonstrates position fixing while undergoing a sea kayaking voyage, and makes decisions regarding contingency arrangements where required.
Context of and specific resources for assessment	Assessment must ensure participation in sea kayaking inshore voyages and activities that are of sufficient breadth and duration to demonstrate competency and consistency of performance. • Assessment must also ensure access to: • resources and information such as maps and charts for local area • suitable sea kayaking locations that allow for planning and navigating of inshore passages • sea kayaking, rescue, first aid and navigation equipment • a suitable and safe method of transport, if required, to transport sea kayak to and from activity location.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the planning and review process with evidence of reference to navigation and instrumentation resources and equipment • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all aspects of planning and navigating a sea kayaking inshore passage • observation of safe participation and demonstration of navigation skills, such as fixing position • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOKYS304A Demonstrate sea kayaking skills in

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moderate to difficult conditions
- SISOOPS303A Interpret weather for marine environments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Instrumentation and equipment may include:
- Global Positioning System
- magnetic compass
- scale measure
- Portland square
- watch
- pencil
- parallel ruler
- dividers
- protractor.

Documentation may include:
- Australia Pilot
- tide book
- Notices to Mariners
- maritime regulations
- navigational charts
- topographic and specialty maps
- operational orders
- coastal guides

Organisational policies and procedures may include:
- occupational health and safety
- use and maintenance of equipment
- communication protocols
- chart and publication publisher's instructions
- code of ethics.

Hazards may include:
- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards

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	• slippery or unstable shore • poor posture, poor technique • poor carrying techniques • loose or insecure craft when being transported. • other craft.
Contingency plan may include:	• alternate routes, exit points • spare equipment in case of delay, loss, illness, injury or damage.
Meteorological information may include:	• marine forecast • synoptic charts • daily and weekly forecasts including warnings, maximum and minimum temperatures and rainfall predictions • satellite images • high and low tide predictions.
Prevailing circumstances may include:	• weather and sea conditions • navigational hazards • buoyage and signage • overall passage plan requirements.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Position fixing technique may include:	• visual such as landmarks and range marks, cross bearings and transits • aids to navigation such as lights and buoys • dead reckoning • Global Positioning System
Errors may include:	• random • instrument • system • data.

Unit Sector(s)

Outdoor Recreation

Competency Field

Sea Kayaking

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SISOKYS407A Instruct sea kayaking in easy to moderate conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct sea kayaking in easy to moderate conditions. This unit focuses on planning, instructing and evaluating an instructional sea kayaking session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in a sea kayaking activity in easy to moderate conditions.

Application of the Unit

This unit applies to those working as sea kayaking instructors who are responsible for planning, implementing and evaluating instructional sessions for groups of participants in easy to moderate sea conditions.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a sea kayaking session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current sea kayaking knowledge and skills in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***sea kayaking plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with sea kayaking in ***easy to moderate conditions*** and manage ***risks***, according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check working condition. 2.2. Check equipment for safety and suitability, according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the sea kayaking session in a manner appropriate to the participants. 3.2. Establish a suitable communication system for participants to use while sea kayaking.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour.
	3.4. Check and confirm that all participant equipment is fitted and adjusted.
4. Instruct a sea kayaking session.	4.1. Conduct introductory activities for participants to reduce the risk of injury.
	4.2. Apply clear and accurate ***instructional techniques*** to impart ***activity specific knowledge***, ***sea kayaking skills*** and ***safety and rescue procedures***.
	4.3. Inform participants of opportunities to further develop their sea kayaking skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.
	5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required.
	5.3. Evaluate ***relevant aspects*** of sea kayaking session and determine the level of learning achieved.
	5.4. Identify potential areas of improvement for future sea kayaking instructional sessions.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a sea kayaking session
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive sea kayaking environment
- problem-solving skills to:
  - plan sea kayaking sessions according to participant's needs and characteristics
  - observe and correct sea kayaking technique faults
  - anticipate and respond to non routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and suitable sea conditions
  - monitor and evaluate progress

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  - organise participants into manageable groups for sea kayaking
- language and literacy skills to:
  - produce sea kayaking and instructional plans for the sea kayaking session
  - read and interpret information on a sea chart
  - complete post session participant and self evaluations
- numeracy skills to calculate times and distances for the legs of a sea kayaking trip
- effective and efficient personal sea kayaking skills in moderate conditions to demonstrate and explain canoeing techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing sea kayaking.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of sea kayaking sessions
- information about location to assist in the planning process and enable management of potential sea kayaking hazards, and any special restrictions applying to the location
- sea and weather reading and assessment, including the effect of tide, current, wind and local conditions on the sea kayaking activity
- equipment types, characteristics and technology used for sea kayaking in easy to moderate conditions, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing and footwear requirements for sea kayaking to ensure comfort and safety
- care and maintenance of sea kayaking equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- sea kayaking techniques and common communication systems used between sea craft to reduce risk during sea kayaking
- technical sea kayaking knowledge such as paddling, capsizing and rolling techniques used in easy to moderate sea conditions
- reading and assessment of the weather and sea conditions to understand the dynamics and effect of the tide, current and wind conditions
- swimming techniques to swim out of trouble and manoeuvre sea kayak while in water
- communication systems and signals used in sea kayaking
- navigation techniques to determine location and direction
- weather and environmental information to ascertain possible conditions and their effect on the session
- risks associated with sea kayaking in easy to moderate conditions, and how to manage them
- emergency response and rescue procedures appropriate for sea kayaking, to ensure risk minimisation to self and group.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

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

Context of and specific resources for assessment

Assessment must ensure instruction of sea kayaking activities that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding participants and location to plan, instruct and document sea kayaking sessions
- a location with easy to moderate sea conditions suitable for the conduct of instructional sessions
- group of participants to take part in the sea kayaking session
- sea kayaking, navigation, communication, safety, first aid and teaching equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and

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characteristics
- oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all sea kayaking activities during the session
- observation of safe sea kayaking instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of sea kayaking session plans
- third-party reports from a supervisor detailing performance.

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

- SISOKYS406A Plan and navigate a sea kayaking inshore passage.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:
- age
- cultural and situational factors
- previous experience and knowledge
- physical development
- injuries and illnesses.

Session's aims and objectives may include:
- developing sea kayaking skills
- education
- development
- therapy
- fitness targets
- recreation.

Instructional plan may include:
- sea kayaking activities and drills
- duration of activities and drills.

Sea kayaking plan may include:
- aims and objectives
- date, time and duration
- location, equipment and resources

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- instructor to participant ratios
- safety requirements
- risk management plan.

Relevant legislation may include:

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

Organisational policies and procedures may include:

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

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards
- slippery or unstable shore
- poor posture, poor technique
- poor carrying techniques
- loose or insecure craft when being transported.
- other craft.

Easy to moderate conditions may include:

- areas where the coastline may be simple areas not involving overfalls, tidal races, difficult landings or open crossings
- minimum winds 11 knots, according to the Beaufort Moderate scale
- breaking overtopping waves up to 1.0 m
- surf from 0.5 to 1.0 m
- crossings to 4nm.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies

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	• coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Contingency plans may include:	• alternate routes, exit points • spare equipment in case of delay, loss, illness, injury or damage.
Equipment may include:	• personal flotation device • paddle with leash • spray deck • wet suit or wet weather gear • ropes • tie down straps • safety and first aid equipment • pumps • sponges • paddle float.
Resources may include:	• teaching aids • examples of equipment • navigation equipment and documentation.
Contextual issues may include:	• weather conditions, including tide times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• hazard identification and risk management • sea kayaking techniques • safety procedures • responsible and safe behaviour • local facilities.
Safety procedures may include:	• group launch and land • group movement and spacing

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	• group signals (emergency actions) • capsize procedures • use of safety and rescue equipment • foreseeable hazards and their associated risks and management techniques • communication systems.
Instructional techniques may include:	• part to whole • sequential • known to unknown • D.E.D.I.C.T • demonstrate • explain • demonstrate • instruct • critique • test • E.D.I.C.T • explain • demonstrate • instruct • critique • test • I.D.E.A • introduce • demonstrate • explain • apply • orientate, enhance, synthesise
Activity specific knowledge may include:	• posture and injury prevention • sea kayaking equipment • sea kayaking skills and techniques • sea kayak navigation • sea kayak rescue • sea features and conditions • weather understanding • minimal impact practices • risk management • communication systems used in sea kayaking.
Sea kayaking skills may include:	• stroke techniques • directing and manoeuvring a sea kayak in a controlled manner • capsizing and rolling procedures.

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Safety and rescue procedures may include:	• emergency response procedures • group management in emergency situations.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Sea Kayaking

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SISOKYS408A Guide sea kayaking trips in moderate to difficult conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on day and or overnight sea kayaking trips in moderate to difficult conditions. This unit focuses on the application of planning skills to make suitable arrangements to lead a group on a sea kayaking trip.

Application of the Unit

This unit applies to those working as sea kayaking guides who are responsible for planning, implementing and evaluating day and or overnight sea kayaking trips in moderate to difficult conditions.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a sea kayaking trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a trip ***plan***, according to ***relevant legislation*** and ***organisational policies and procedures***, to meet participant's needs. 1.3. Select a location that is suitable for participants and meets ***Session's aims and objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with sea kayaking in ***moderate to difficult conditions*** and manage ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine trip plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the trip. 1.7. Inform ***appropriate authorities*** before and after the sea kayaking trip.
2. Select equipment for the group.	2.1. Select ***sea kayaks*** and ***equipment***, according to contextual issues and organisational policies and procedures, and check serviceability. 2.2. Assess sea kayaks and equipment for safety and suitability, and adjust and fit according to manufacturer's specifications. 2.3. Check safety and rescue equipment to ensure suitability to the group and planned trip. 2.4. Waterproof, pack and fasten equipment that is not required on hand and prepare sea kayak for transportation if required.
3. Brief participants.	3.1. Communicate instructions and ***relevant information***

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ELEMENT	PERFORMANCE CRITERIA
	about the sea kayaking trip in a manner suitable to the participants.
	3.2. Demonstrate correct packing of a sea kayak and sea kayaking techniques where required.
	3.3. Establish a suitable communication system for participants to use while sea kayaking.
	3.4. Outline ***safety procedures*** and confirm participants are properly equipped for the sea kayaking trip.
4. Lead the group and monitor progress.	4.1. Provide direction and advice to group while navigating.
	4.2. Identify potential hazards and decide how they can be overcome or avoided throughout trip.
	4.3. Evaluate paddling pace and spacing between sea kayaks throughout trip and alter accordingly.
	4.4. Implement appropriate modifications to trip in regard to all ***variable factors*** that are monitored.
	4.5. Respond accordingly to any emergency or non routine situation.
5. Complete post trip responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.
	5.2. Evaluate ***relevant aspects*** of sea kayaking trip.
	5.3. Identify potential areas of improvement for future sea kayaking trips.
	5.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a sea kayaking trip
  - convey information about the safety aspects of the trip
  - interact with participants to create a safe and positive sea kayaking environment
- problem-solving skills to:
  - make decisions affecting trip
  - respond to non-routine situations
  - manage the group effectively

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- planning and organising skills to source, allocate and coordinate resources, equipment and a suitable body of water with access to land for possible overnight stay
- language and literacy skills to:
  - produce a plan for the sea kayaking trip
  - complete post trip participant and self evaluations
- literacy and numeracy skills to read and interpret information on a sea chart and to calculate times and distances for the legs of a sea kayaking trip
- effective and efficient personal sea kayaking skills in difficult conditions to demonstrate and explain sea kayaking techniques to participants
- swimming skills to remove self from danger after a capsize and to manoeuvre sea kayak while in paddling gear
- first aid and emergency response and rescue skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities performed during sea kayaking trip
- minimal impact codes to enable protection of the environment
- information about local area to assist in the planning process and enable management of potential sea kayaking hazards, and any special restrictions applying to the area
- sea and weather reading and assessment, such as the effect of tide, current, wind and local conditions on the sea kayaking activity
- equipment types, characteristics and technology used for sea kayaking in difficult conditions, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for sea kayaking, such as wet weather gear to maintain warmth and sun protection to minimise sunburn and heatstroke
- care and maintenance of sea kayaking equipment to ensure prolonged life span and safety requirements
- waterproofing techniques used to keep equipment, that is not required on hand, dry during sea kayaking
- importance of a personal flotation device in keeping a person afloat and their head above water
- stroke, rolling and capsizing techniques used in difficult conditions
- swimming techniques to swim out of trouble and manoeuvre sea kayak while in water
- communication systems and signals used in sea kayaking
- principles of nutrition to maintain health during sea kayaking
- coastal navigation, chart reading and compass use applicable to sea kayaking in difficult conditions
- reading and assessment of the weather at sea to understand the dynamics and effect of the tide, current and wind conditions
- risks associated with sea kayaking in difficult conditions and how to manage the

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risks
- emergency response and rescue procedures appropriate for sea kayaking, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors group in a safe and professional manner • applies contingency management techniques to make adjustments to deal with a range of problems or variable factors that may arise during sea kayaking trips • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the safe guiding of groups on sea kayaking trips that reflect the needs and characteristics of a range of participants and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to plan, guide and document sea kayaking trip • a suitable sea kayaking location with moderate to difficult sea conditions • a suitable overnight site, if required • participants to take part in the sea kayaking trip • a suitable and safe method of transport, if required, to transport sea kayaks to and from activity location • sea kayaking, navigation, overnight, first aid and safety and rescue equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- observation of planning and guiding processes and interacting with a group of participants, including conveying information for safe participation
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of sea kayaking trip
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- review of sea kayaking trip plans
- third-party reports from a supervisor detailing performance.

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

- SISOOPS202A Use and maintain a temporary overnight site
- SISOOPS303A Interpret weather for marine environments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- previous experience
- physical development
- age
- injuries and illnesses.

Plan may include:

- aims and objectives
- date, time and duration of trip
- location, equipment and resources
- safety requirements
- risk and contingency management plans

Relevant legislation may include:

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

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	• marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • time and budget constraints • use and maintenance of equipment • communication protocols • confidentiality of participant information • guide and participant ratios • camp fire regulations • code of ethics.
Session's aims and objectives may include:	• developing sea kayaking skills • education • development • therapy • fitness targets • recreation.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards • slippery or unstable shore • poor posture, poor technique • poor carrying techniques • loose or insecure craft when being transported. • other craft.
Moderate to difficult conditions may include:	• Areas of exposed coastline with currents, difficult landings, or open crossings • open crossings with wind speeds of 17-21 knots • wave heights of at least 1.0metre • surf up to 2.0metres • Distances beyond 4 nautical miles from the nearest shore.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure • capsize.

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Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Food and water requirements may include:

- menu planning and preparation
- range of foods.

Principles of nutrition may include:

- food groups
- dietary guidelines
- individual food requirements and allergies.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Appropriate authorities may include:

- waterways departments
- surf rescue
- authorities
- supervisors.

Sea kayaks may include:

- single sea kayaks
- double sea kayaks.

Equipment may include:

- personal flotation device
- paddle with leash
- spray deck
- wet suit or wet weather gear
- ropes
- tie down straps
- safety and first aid equipment
- pumps
- sponges

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	• paddle float.
Relevant information may include:	• safety procedures • logistical details • risk management • sea kayaking techniques • responsible and safe behaviour.
Safety procedures may include:	• group launch and land • group movement and spacing • group signals (emergency actions) • capsize procedures • use of safety and rescue equipment • foreseeable hazards and their associated risks and management techniques • communication systems.
Variable factors may include:	• change of weather and conditions • equipment failure • participant's needs.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Sea Kayaking

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SISOKYS409A Instruct sea kayaking in moderate to difficult conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct sea kayaking in moderate to difficult conditions. This unit focuses on planning, instructing and evaluating an instructional sea kayaking session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in a sea kayaking activity in moderate to difficult conditions.

Application of the Unit

This unit applies to those working as sea kayaking instructors who are responsible for planning, implementing and evaluating instructional sessions for groups of participants in moderate to difficult sea conditions.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a sea kayaking session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current sea kayaking knowledge and skills in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***sea kayaking plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with sea kayaking in ***moderate to difficult conditions*** and manage ***risks***, according to organisational policies and procedures, to ensure safety of participants. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources***, according to ***contextual issues*** and organisational policies and procedures, and check working condition. 2.2. Check equipment for safety and suitability, according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the sea kayaking session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the

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ELEMENT	PERFORMANCE CRITERIA
	session. 3.3. Establish a suitable communication system for participants to use while sea kayaking. 3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour. 3.5. Check and confirm that all participant equipment is fitted and adjusted.
4. Instruct a sea kayaking session.	4.1. Conduct introductory activities for participants to reduce the risk of injury. 4.2. Apply clear and accurate ***instructional techniques*** to impart ***activity specific knowledge***, ***sea kayaking skills*** and ***safety and rescue procedures***. 4.3. Inform participants of opportunities to further develop their sea kayaking skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Evaluate ***relevant aspects*** of sea kayaking session and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future sea kayaking instructional sessions.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a sea kayaking session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive sea kayaking environment
- problem-solving skills to:
  - plan a sea kayaking session according to participant's needs and characteristics
  - observe and correct sea kayaking technique faults
  - anticipate and respond to non-routine situations
- planning and organising skills to:

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  - source, allocate and coordinate resources, equipment and suitable sea conditions
  - monitor and evaluate progress
  - organise participants into manageable groups for sea kayaking
- language and literacy skills to:
  - produce sea kayaking and instructional plans for the sea kayaking session
  - complete post session participant and self evaluations
- numeracy skills to:
  - read and interpret information on a sea chart
  - calculate times and distances for the legs of a sea kayaking trip
- effective and efficient personal sea kayaking skills in difficult conditions to demonstrate and explain canoeing techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing sea kayaking in moderate to difficult conditions.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of sea kayaking sessions
- information about location to assist in the planning process and enable management of potential sea kayaking hazards, and any special restrictions applying to the location
- sea and weather reading and assessment, including the effect of tide, current, wind and local conditions on the sea kayaking activity
- equipment types, characteristics and technology used for sea kayaking in moderate to difficult conditions, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing and footwear requirements for sea kayaking to ensure comfort and safety
- care and maintenance of sea kayaking equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- sea kayaking techniques and common communication systems used between sea craft to reduce risk during sea kayaking
- technical sea kayaking knowledge such as paddling, capsizing and rolling techniques used in moderate to difficult sea conditions
- reading and assessment of the weather and sea conditions to understand the dynamics and effect of the tide, current and wind conditions
- swimming techniques to swim out of trouble and manoeuvre sea kayak while in water
- communication systems and signals used in sea kayaking
- navigation techniques to determine location and direction
- weather and environmental information to ascertain possible conditions and their effect on the session

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- risks commonly associated with sea kayaking in moderate to difficult conditions, and ways to manage them
- emergency response and rescue procedures appropriate for sea kayaking, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for sea kayaking session to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve sea kayaking performance in moderate to difficult conditions • applies and modifies instructional techniques and or activities to cater for a range of individual learning styles • evaluates and reflects on own instructional performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of sea kayaking activities that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to plan, instruct and document sea kayaking sessions • a location with moderate to difficult sea conditions suitable for the conduct of instructional sessions • a group of participants to take part in the sea kayaking session • sea kayaking, navigation, communication, safety, first aid and teaching equipment.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all sea kayaking activities during the session
- observation of safe sea kayaking instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of sea kayaking session plans
- third-party reports from a supervisor detailing performance.

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

- SISOOPS303A Interpret weather for marine environments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:

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

Session's aims and objectives may include:

- developing sea kayaking skills
- education
- development
- therapy
- fitness targets
- recreation.

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Instructional plan may include:	• sea kayaking activities and drills • duration of activities and drills.
Sea kayaking plan may include:	• aims and objectives • date, time and duration • location, equipment and resources • instructor to participant ratios • safety requirements • risk management plan.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • time and budget constraints • use and maintenance of equipment • communication protocols • confidentiality of participant information • instructor to participant ratios • code of ethics.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards • slippery or unstable shore • poor posture, poor technique • poor carrying techniques • loose or insecure craft when being transported. • other craft.
Moderate to difficult conditions may include:	• Areas of exposed coastline with currents, difficult landings, or open crossings • open crossings with wind speeds of 17-21 knots • wave heights of at least 1.0metre • surf up to 2.0metres • Distances beyond 4 nautical miles from the nearest shore.
Risks may include:	• hypothermia • heat exhaustion • injuries

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- exhaustion
- lost party or party member
- equipment failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Contingency plans may include:

- alternate routes, exit points
- spare equipment in case of delay, loss, illness, injury or damage.

Equipment may include:

- personal flotation device
- paddle with leash
- spray deck
- wet suit or wet weather gear
- ropes
- tie down straps
- safety and first aid equipment
- pumps
- sponges
- paddle float.

Resources may include:

- teaching aids
- examples of equipment
- navigation equipment and documentation.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant information may

- hazard identification and risk management

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include:

- sea kayaking techniques
- safety procedures
- responsible and safe behaviour
- local facilities.

Safety procedures may include:

- group launch and land
- group movement and spacing
- group signals (emergency actions)
- capsize procedures
- use of safety and rescue equipment
- foreseeable hazards and their associated risks and management techniques
- communication systems.

Instructional techniques may include:

- part to whole
- sequential
- known to unknown
- D.E.D.I.C.T
- demonstrate
- explain
- demonstrate
- instruct
- critique
- test
- E.D.I.C.T
- explain
- demonstrate
- instruct
- critique
- test
- I.D.E.A
- introduce
- demonstrate
- explain
- apply
- orientate, enhance, synthesise

Activity specific knowledge may include:

- posture and injury prevention
- sea kayaking equipment
- sea kayaking skills and techniques
- sea kayak navigation
- sea kayak rescue
- sea features and conditions
- weather understanding
- minimal impact practices

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	• risk management • communication systems used in sea kayaking.
Sea kayaking skills may include:	• stroke techniques • directing and manoeuvring a sea kayak in a controlled manner • capsizing and rolling procedures.
Safety and rescue procedures may include:	• emergency response procedures • group management in emergency situations
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Sea Kayaking

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SISOMBK201A Demonstrate basic off-road cycling skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in off-road cycling activities under supervision. This unit focuses on the demonstration of basic off-road cycling skills on gravel roads and single tracks with easy to intermediate terrain.

Application of the Unit

This unit applies to those working as assistant off-road cycling guides or support staff under supervision in controlled conditions, including easy to intermediate terrain.

This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCYT202A Demonstrate basic cycling skills

Employability Skills Information

This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the off-road ride.	1.1. Identify ***food and water requirements*** according to ***principles of nutrition***, ride duration and what is able to be carried on a cyclist. 1.2. Select routes that minimise damage to the environment according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Identify potential ***hazards*** and ***obstacles*** associated with off-road cycling and procedures to minimise ***risks***.
2. Select and check equipment.	2.1. Select and set up a ***bicycle*** ensuring it is ***correctly proportioned*** according to rider and ***terrain*** requirements. 2.2. Select off-road cycling ***equipment*** and protective clothing and footwear according to expected weather conditions. 2.3. Use ***spares and tools*** to perform routine checks and maintenance on the bicycle. 2.4. Identify ***comfort items*** to improve ride. 2.5. ***Load*** an off-road bicycle on to a vehicle, where required.
3. Apply basic off-road cycling skills.	3.1. Adopt a comfortable cadence for the terrain encountered to enable safe and efficient ***riding skills***. 3.2. Maintain a straight line when riding on straight gravel roads. 3.3. Adopt correct posture for descents, uphill riding and bumps, potholes, ruts, rocks, logs, man-made objects. 3.4. Navigate route and apply efficient ***cornering techniques***. 3.5. Adjust tyre pressure according to the terrain and organisational policies and procedures. 3.6. Survey track to identify and negotiate hazards and obstacles, minimise risks and take measures to guard personal and group safety. 3.7. Conduct routine and non-routine bicycle ***maintenance*** checks and repairs.
4. Evaluate the cycling activity.	4.1. Evaluate ***relevant aspects*** of the off-road cycling activity. 4.2. Identify improvements for future off-road cycling

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ELEMENT	PERFORMANCE CRITERIA
	activities.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - negotiate hazards and obstacles
  - modify cycling technique to account for changes in terrain
  - conduct pre and post cycling checks and maintenance on bicycle
- planning and organising skills to source and allocate bicycle and equipment to enable safe off-road cycling
- problem-solving skills to navigate the chosen route
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures and rider etiquette to enable safe conduct of all off road cycling activities
- minimal impact cycling codes to ensure protection of the environment
- equipment and bicycle types, construction features, characteristics and technology used for off-road cycling
- personal and protective cycling gear and the design and or construction features that make it appropriate for off-road cycling activities
- maintenance tools and spare parts to conduct routine and non routine maintenance checks and repairs
- cycling techniques applicable to different terrain
- hazards, obstacles and risks associated with off-road cycling and how to negotiate these
- weather and environmental information to ascertain possible conditions and their effect on the activity
- emergency and first aid procedures relevant to the location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans equipment and supply requirements according to the conditions • applies riding skills to safely negotiate route and identify and negotiate hazards, obstacles and risks while maintaining personal and group safety • uses tools and spare parts to perform routine and non-routine checks and maintenance on the bicycle to ensure it is correctly proportioned and in safe working order • evaluates and reflects on own off-road cycling performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple off-road cycling activities on easy to intermediate terrain types to demonstrate competency and consistency of performance Assessment must also ensure access to: • an off-road cycling location with gravel roads, single tracks and easy to intermediate terrain to allow cyclist to demonstrate a variety of techniques • a qualified leader or supervisor • off-road cycling, navigation, tools, spare parts and safety equipment • resources and information to plan and prepare for the activity.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral and or written questioning to assess knowledge of potential hazards, obstacles and risks associated with off-road cycling • observation of safe participation and demonstration of off-road cycling techniques over easy to intermediate terrain • observation of dealing with hazards, obstacles and contingencies, such as bicycle or equipment failure and change in conditions • observation of conducting routine and non-routine bicycle maintenance checks and repairs

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- third-party reports from a supervisor detailing performance.

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

- SISONAV201A Demonstrate navigation skills in a controlled environment
- SISONAV302A Apply navigation skills in an intermediate environment.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of bicycle and equipment • communication protocols • code of ethics.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects

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	• stinging trees and nettles • dense vegetation • group management hazards.
Obstacles may include:	• creeks • tree branches • ruts • logs • rocks • bumps • berms • depressions and pot holes • bridges • drainage grates • loose surface.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Bicycle may include:	• cross country mountain bike • full rigid - no suspension • head tail - front suspension only • full suspension • mountain bikes
Correctly proportioned may include:	• frame size • saddle position and height • handlebar height and width • distance from saddle to handlebars • position of gears and breaks • suspension set up.
Terrain may include:	• easy to intermediate terrain with moderate inclines • sloping terrain • small sections of rocky areas and sand • gravel roads and single tracks • ruts • shallow water crossings, with smooth bottom • small tree roots and logs • man made features.
Equipment may include:	• helmet

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- gloves
- protective eyewear
- lights
- reflectors
- bright and protective clothing
- bell
- hydration system
- maps
- first aid kit for off-road cycling.

Spares and tools may include:

- hanger
- tube
- tyre levers
- puncture repair kit
- mini pump
- allen keys
- multi-tool.

Comfort items may include:

- gloves
- padded shorts
- glasses or goggles.

Load may include:

- trailer
- roof rack
- bike rack.

Riding skills may include:

- ascending
- descending
- controlled line
- braking
- cornering
- changing gears.

Cornering techniques may include:

- lofting front wheel
- picking your line
- braking early
- start wide
- outside foot down
- looking as far ahead as possible
- entering wide
- cutting to the apex
- exiting wide with outside pedal down.

Maintenance may include:

- repairing punctures
- lubricating chain
- cleaning
- adjusting gears.

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- adjusting brakes
- cleaning cables.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Mountain Biking

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SISOMBK302A Apply advanced off-road cycling skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in off-road cycling activities. This unit focuses on the application of advanced off-road cycling skills on unmaintained gravel roads and rough single tracks with intermediate to expert terrain.

Application of the Unit

This unit applies to those working as off-road cycling guides or instructors in a range of conditions, including intermediate to expert terrain with unmaintained gravel roads and tracks.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCYT202A Demonstrate basic cycling skills

SISOMBK201A Demonstrate basic off-road cycling skills

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the off-road ride.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the duration of the ride. 1.2. Research and determine ***route*** for the off-road ride according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ride plans. 1.4. Identify potential ***hazards*** and ***obstacles*** associated with off-road cycling and procedures to minimise ***risks***. 1.5. Establish a suitable communication system to use when riding in a group and organise a reliable support vehicle and driver where required. 1.6. Determine access, availability of public transport and parking, if necessary from both entry and exit points of ride.
2. Select, use and maintain off-road cycling equipment.	2.1. Select personal and ***protective clothing*** and identify design and or construction features that make it appropriate, according to contextual issues. 2.2. Select suitable ***bicycle*** and ***equipment*** according to their ***features*** appropriate to the proposed off-road cycling conditions. 2.3. Fit and adjust bicycle ***proportions*** and personal equipment according to personal requirements and organisational policies and procedures. 2.4. Conduct ***pre-ride maintenance checks*** and correct any deficiencies. 2.5. Attach equipment and ***accessories*** to bicycle and secure off-road bicycle to vehicle, where required.
3. Undertake off-road ride.	3.1. Adopt appropriate posture and maintain control and balance at all times when riding off-road on intermediate to expert terrain. 3.2. Apply off-road cycling ***techniques and skills*** in a smooth, safe and energy efficient manner according

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ELEMENT	PERFORMANCE CRITERIA
	to ***terrain and conditions***.
	3.3. Navigate route and negotiate ***difficult situations*** according to relevant legislation and organisational policies and procedures.
	3.4. Communicate with cyclists, motorists and other users, and apply trail etiquette.
	3.5. Pace cycling and adopt safe group or bunch riding techniques to maintain group cohesion.
	3.6. Negotiate hazards and obstacles safely and take measures to guard personal and group safety.
4. Maintain and repair off-road cycling equipment in the field.	4.1. Identify and use cycling ***tools and spare parts*** and an in -field repair kit to deal with ***routine problems and or repairs*** according to manufacturer's specifications and organisational policies and procedures.
	4.2. Determine measures to deal with non-routine problems and or repairs.
5. Complete post trip responsibilities.	5.1. Remove mud and dirt from off-road bicycle and spray all moving parts with appropriate lubricant.
	5.2. Examine off-road bicycle for any defects and repair or arrange for repair in a timely manner according to organisational policies and procedures.
	5.3. Store off-road bicycle in appropriate manner.
	5.4. Evaluate ***relevant aspects*** of the off-road cycling activity and record details according to organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - safely negotiate hazards and obstacles
  - modify cycling technique to account for changes in terrain and gradient
  - conduct pre and post cycling checks and maintenance on off-road bicycle
- planning and organising skills to source and allocate off-road bicycle and equipment
- communication skills to interact with other cyclists and motorists to maintain personal and group safety

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- problem-solving skills to navigate the chosen route
- first aid and emergency response skills appropriate to the off-road location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures and rider etiquette to enable safe conduct of all off road cycling activities
- minimal impact cycling codes to ensure protection of the environment
- equipment and bicycle types, construction features, characteristics and technology used for off-road cycling
- personal and protective cycling gear and the design and or construction features that make it appropriate for off-road cycling activities
- maintenance tools and spare parts to conduct routine and non-routine maintenance checks and repairs
- communication methods used between cyclists and motorists
- cycling techniques applicable to different terrain and gradient
- hazards, obstacles and risks associated with off-road cycling and how to negotiate these
- weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency and first aid procedures relevant to the off-road location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies off-road riding skills and trail etiquette to negotiate route and modifies technique to account for difficult situations and changes in terrain and weather while maintaining personal and group safety • uses tools and spare parts to perform routine and non-routine checks, maintenance and repairs on the off-road bicycle to ensure it is correctly proportioned and in safe working order • evaluates and reflects on own off-road cycling performance to identify strengths, weaknesses and areas that need improvement.

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Context of and specific resources for assessment	Assessment must ensure participation in multiple off-road cycling activities on intermediate to expert terrain types to demonstrate competency and consistency of performance Assessment must also ensure access to: • an off-road cycling location with unmaintained gravel roads and rough single tracks with intermediate to expert terrain • a support vehicle where required • off-road cycling, navigation, tools, spare parts and safety equipment • resources and information to plan and prepare for the activity.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral and or written questioning to assess knowledge of planning requirements and potential hazards, obstacles and risks associated with off-road cycling • observation of safe participation and demonstration of off-road cycling techniques over intermediate to expert terrain • observation of conducting routine and non-routine bicycle maintenance checks and repairs • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISONAV302A Apply navigation skills in an intermediate environment.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements	• menu planning and preparation

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may include:	• range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Route may include:	• single track • steep hills • long downhills • technical riding • adequate entry and exit points.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use, maintenance and storage of bicycle and equipment • communication protocols • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation

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	• group management hazards.
Obstacles may include:	• bridges • water on road • tree branches • sticks • rocks • bumps • depressions and pot holes • drainage grates.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Protective clothing may include:	• helmets • gloves • riding shoes • glasses or goggles • padded shorts.
Bicycle may include:	• hardtail or full suspension off-road bicycle.
Equipment may include:	• safety and first aid equipment • navigation equipment • tools and spare parts • in-field repair kit.
Features may include:	• frame strength • thickness of tyres • gear ratios • comfort items • additional features.
Proportions may include:	• handlebar height • saddle position and height • distance from saddle to handlebars.
Pre-ride maintenance checks may include:	• tyres • rims • hubs • spokes • brake cables and pads • headset bearings • stem extension bolts

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- bottom bracket
- crank axle bearing
- chain
- gears
- frame.

Accessories may include:

- trip computers
- pumps
- lights
- panniers and racks
- locks
- storage systems.

Techniques and skills may include:

- using front and back brakes
- maintaining cadence or efficient use of gear ratios
- transferring weight to steer bike
- climbing techniques
- descending techniques
- jumping over obstacles
- cornering.

Terrain and conditions may include:

- long, steep inclines and declines
- loose surface
- cross slope riding involving irregular terrain
- difficult water crossings
- bush tracks
- irregular sandy or muddy terrain
- very rough rocky ground
- snow and ice
- slippery inclines and declines.

Difficult situations may include:

- encountering traffic
- fording rivers or streams
- riding in headwinds
- negotiating bumps and potholes
- hazardous trail conditions.

Tools and spare parts may include:

- allen keys
- tyre levers
- spare tube and spare tyre
- patch key set
- basic spanner set and or shifters
- lubricants
- pump
- lock

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- spare nuts and bolts
- spoke key
- chainbreaker
- crank puller and crank wrench
- spare chain and spokes
- cone spanners
- spare cables
- lights.

Routine problems and or repairs may include:

- flat tyre
- broken spokes
- loose screws
- broken chain
- squealing brakes
- slipping chain
- weak brakes
- steering out of alignment
- uneven pedalling
- broken or bent tyre rim
- broken seat post
- clogged or broken gears and derailleurs.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

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Competency Field

Mountain Biking

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SISOMBK303A Guide off-road cycle tours

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on off-road day cycling tours. This unit focuses on the application of planning skills to make suitable arrangements to safely guide groups on off-road cycling tours.

Application of the Unit

This unit applies to off-road cycling guides who are responsible for planning, implementing and evaluating off-road day cycling tours for groups of participants. This unit also applies to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOMBK302A Apply advanced off-road cycling skills

SISONAV302A Apply navigation skills in an intermediate environment

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan an off-road cycle tour for participants.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a tour ***plan*** according to participant's needs, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select an off-road cycling route to suit abilities and ***group objectives*** according to relevant legislation and organisational policies and procedures. 1.4. Identify potential ***hazards*** and ***obstacles*** associated with off-road cycling and procedures to minimise ***risks***. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine tour plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the tour.
2. Select and check equipment.	2.1. Select off-road touring ***bicycles*** and ***equipment*** according to contextual issues, organisational policies and procedures, and proposed cycling conditions. 2.2. Perform routine pre-departure checks on bicycles and equipment, and correct any deficiencies. 2.3. Check safety and repair equipment to ensure suitability to the group and the off-road cycle tour. 2.4. Ensure bicycles are adjusted, in good working order and suitable to participants and the off-road cycle tour.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the off-road cycle tour in a manner suitable to the participants. 3.2. Outline logistical details and safety procedures for the tour. 3.3. Establish a suitable communication system for participants to use during off-road cycle tour. 3.4. Inform participants of procedures in case of separation from the group according to organisational policies and procedures. 3.5. Check and confirm participants are properly

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ELEMENT	PERFORMANCE CRITERIA
	equipped for the off-road cycle.
4. Lead an off-road cycle tour.	4.1. Evaluate cycling conditions and provide direction and advice to group during the off-road tour. 4.2. Monitor individual and group progress, including cycling posture, techniques and rate of travel appropriate to conditions, and provide ongoing feedback. 4.3. Monitor ***variable factors*** and implement appropriate modifications to tour. 4.4. Respond to any emergency or non-routine situation, according to organisational policies and procedures. 4.5. Conduct routine and non-routine bicycle ***maintenance*** checks and repairs in the field.
5. Complete post tour responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Evaluate ***relevant aspects*** of the off-road cycle tour. 5.3. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan an off-road cycling tour that meet their needs
  - convey information about the safety and logistical aspects of the tour
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan suitable off-road cycling tours according to participant's needs and abilities
  - make decisions about potential hazards, obstacles and risks that may affect tours
  - conduct pre and post tour checks and maintenance on bicycles
  - modify aspects of tour according to all variable factors and non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate equipment and location with suitable route
  - organise participants into manageable groups for off-road cycling

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- language and literacy skills to:
  - produce a plan for the cycle tour
  - complete post-tour participant and self evaluations
- first aid, maintenance and emergency response skills appropriate to off-road cycling to enable initial response in emergencies.

Required knowledge

- legislation and organisational policies and procedures and rider etiquette to enable safe conduct of all off-road cycle touring activities
- minimal impact cycling codes to ensure protection of the environment
- location specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the area
- equipment and bicycle types, construction features, characteristics and technology used for off-road cycling
- personal and protective cycling gear and the design and or construction features that make it appropriate for off-road cycling activities
- maintenance tools and spare parts to conduct routine and non-routine maintenance checks and repairs
- communication methods used between cyclists and motorists
- off-road cycling techniques used according to different terrain and gradient
- hazards, obstacles and risks associated with off-road cycle touring and how to negotiate these
- weather and environmental information to ascertain possible conditions and their affect on the activity
- principles of nutrition to maintain health and energy during the cycle tour
- emergency and first aid procedures relevant to the location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors groups in a safe and professional manner • applies contingency management techniques to deal with a range of problems or variable factors that may arise during off-road cycling tours • encourages and responds to group feedback and

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	evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the safe guiding of groups in off-road cycle touring activities in locations with suitable terrain to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an off-road cycling location with suitable terrain to guide participants • participants to take part in off-road cycle tour • off-road cycling, navigation, tools, spare parts and safety equipment • resources and information regarding participants and location to plan, guide and document off-road cycling tours for a variety of participants.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning and guiding processes and interacting with participants, including conveying information for safe participation • oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all off-road cycling activities throughout tour • observation of dealing with contingencies such as changing weather conditions and equipment failure • review of off-road cycling tour plans • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Condition of participants may include:	• previous experience • physical development • age • injuries and illnesses.
Plan may include:	• aims and objectives • date, time and duration • location, route, equipment and resources • safety and emergency requirements.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of bicycles and equipment • communication protocols • assessment procedures • time and budget constraints • confidentiality of participant information • code of ethics.
Group objectives may include:	• self improvement • meeting people • fitness targets • adventure and recreation.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Obstacles may include:	• bridges • water • tree branches • bumps • depressions and pot holes • drainage grates.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member

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- equipment and course failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Food and water requirements may include:

- menu planning and preparation
- range of foods.

Principles of nutrition may include:

- food groups
- dietary guidelines
- individual food requirements and allergies.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Bicycles may include:

- off-road bicycle
- hybrid bicycle
- mountain bikes.

Equipment may include:

- safety and first aid equipment
- navigation equipment
- tools and spare parts
- in-field repair kit.

Relevant information may include:

- logistical details
- risk and hazard prevention and management
- off-road cycling techniques
- responsible and safe behaviour.

Variable factors may include:

- change of weather
- equipment failure

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- cycling conditions.

Maintenance may include:

- brake checks and adjustment
- gear checks and adjustment
- wheel alignment
- chain lubrication
- tyre pressure
- seat and handlebar adjustment
- bearing adjustments
- bottom bracket replacement
- tube replacement or repair
- tyre replacement
- cleaning
- chain replacement
- cable replacement.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Mountain Biking

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SISOMBK404A Instruct off-road cycling skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct off-road cycling activities. This unit focuses on planning, instructing and evaluating an instructional off-road cycling session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in off-road cycling activities.

Application of the Unit

This unit applies to off-road cycling instructors who are responsible for planning, implementing and evaluating instructional off-road cycling sessions for groups of participants. This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOCYT202A Demonstrate basic cycling skills

SISOMBK201A Demonstrate basic off-road cycling skills

SISOMBK302A Apply advanced off-road cycling skills

SISONAV302A Apply navigation skills in an intermediate environment

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan an off-road cycling session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current off-road cycling knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop an ***off-road cycling plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Select a site and route for the session according to participant's needs, session's aims, relevant legislation and organisational policies and procedures. 1.6. Identify potential ***hazards*** and ***obstacles*** associated with off-road cycling and minimise ***risks*** according to organisational policies and procedures. 1.7. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access off-road ***bicycles***, ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures. 2.2. Check bicycles and equipment for safety and suitability according to relevant legislation and manufacturer's recommendations. 2.3. Correct any bicycle and equipment deficiencies and adjust to ensure personal comfort. 2.4. Check contents of first aid and repair kits to ensure their suitability to the location and activity 2.5. Arrange, where required, protective and or safety clothing for each participant.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the off-road cycling session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information

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ELEMENT	PERFORMANCE CRITERIA
	and feedback as required during the session. 3.3. Establish a suitable communication system for participants to use while participating in cycling activities. 3.4. Inform participants of known and anticipated hazards, safety procedures and appropriate behaviour. 3.5. Check and confirm that all participants' bicycles and equipment are fitted and adjusted, and clothing and footwear is suitable.
4. Instruct a cycling session.	4.1. Conduct introductory activities for participants to reduce the risk of injury. 4.2. Apply clear and accurate ***instructional techniques*** to impart ***activity specific cycling knowledge***, off-road cycling skills, and safety procedures. 4.3. Monitor individual participant's performance during cycling session. 4.4. Observe participants during off-road cycling activities and adjust or refine individual and or group technique as required. 4.5. Monitor and assess instructional activities and associated risks, and modify where required according to organisational policies and procedures. 4.6. Demonstrate procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 4.7. Inform participants of opportunities to further develop their off-road cycling skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Apply feedback and assessment to evaluate ***relevant aspects*** of the off-road cycling session and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future off-road cycling instructional sessions.

Required Skills and Knowledge

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

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Required skills

- communication skills to:
  - consult with participants to plan appropriate off-road cycling sessions
  - convey information about safety aspects
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan off-road cycling sessions according to participant's needs and characteristics
  - address participant difficulties in developing techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - allocate and coordinate bicycles, resources, equipment and a suitable site and route
  - monitor and evaluate progress
  - organise participants into manageable groups for cycling
- language and literacy skills to:
  - produce off-road cycling and instructional plans for the session
  - complete post session participant and self evaluations
- emergency response skills appropriate to the site to enable initial response to emergencies while instructing off-road cycling activities.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of off-road cycling session
- minimal impact cycling codes to enable protection of the environment
- cycling codes and rider etiquette to understand cyclist's rights and responsibilities, and maintain safety of other cyclists and motorists
- site specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the area
- equipment and bicycle types, construction features, characteristics and technology used for off-road cycling
- personal and protective cycling gear and the design and or construction features that make it appropriate for off-road cycling activities
- instruction techniques and theories applicable to a range of ages and learning abilities
- off-road cycling techniques and common communication methods used between participants to reduce risk during activities
- maintenance tools and spare parts to conduct bicycle checks and repairs
- weather and environmental information to ascertain possible conditions and their affect on the session
- hazards, obstacles and risks associated with off-road cycling and how to negotiate these

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- safety, emergency and first aid procedures relevant to the site to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for off-road cycling sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve off-road cycling performance • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of off-road cycling activities that are appropriate to the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an off-road cycling location with suitable terrain for the conduct of instructional sessions • participants to take part in off-road cycling sessions • off-road cycling, navigation, tools, spare parts, safety and teaching equipment • resources and information regarding participants and location to plan, instruct and document off-road cycling sessions for a variety of participants.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning processes, such as consulting with participants to determine their needs and characteristics • oral or written questioning to assess application of

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relevant legislation and organisational policies and procedures to enable safe conduct of all off-road cycling activities
- observation of safe off-road cycling instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of off-road cycling session plans
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:
- age
- cultural and situational factors
- previous experience and knowledge
- physical development
- injuries and illnesses.

Session's aims and objectives may include:
- developing off road cycling skills
- education
- development
- therapy
- fitness targets
- recreation.

Instructional plan may include:
- off-road cycling activities
- duration of activities.

Off-road cycling plan may include:
- aims and objectives
- date, time and duration
- site, equipment and resources
- safety requirements.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- working with children

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	• equal opportunity • privacy • environmental regulations • cycling codes.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of bicycles and equipment • assessment procedures • time and budget constraints • communication protocols • confidentiality of participant information • environmental regulations • code of ethics.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Obstacles may include:	• bridges • water on road • tree branches • bumps • depressions and pot holes • drainage grates.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels

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	• synoptic charts • high and low tide predictions.
Contingency plans may include:	• change in weather and or conditions • equipment failure • unavailability of equipment or suitable site.
Bicycles may include:	• off-road bicycle • hybrid bicycle • mountain bikes.
Equipment may include:	• safety and first aid equipment • navigation equipment • tools and spare parts • in-field repair kit.
Resources may include:	• clothing and footwear • food and water • teaching aids.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• safety procedures • risk and hazard prevention and management • off-road cycling techniques • responsible and safe behaviour.
Instructional techniques may include:	• simple to complex • part to whole • chronological • known to unknown • D.E.D.I.C.T • demonstrate • explain • demonstrate • instruct • critique • test • E.D.I.C.T • explain • demonstrate • instruct

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	• critique • test • I.D.E.A • introduce • demonstrate • explain • apply •
Required cycling knowledge may include:	• off-road cycling skills and techniques • minimal impact practices appropriate to off-road cycling • risk management.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Mountain Biking

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SISONAV201A Demonstrate navigation skills in a controlled environment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to navigate in controlled environments where there are significant landmarks.

Application of the Unit

This unit applies to those working as assistant outdoor recreation guides, such as bushwalking or skiing, under supervision, in controlled environments that are reliably marked on maps and are obvious on the ground, snow or in the water.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for navigation.	1.1. Obtain and become familiar with ***map or maps*** for the activity. 1.2. Identify ***symbols and information*** contained on the map and how these may be used in navigation. 1.3. Apply information contained on the map to plan an efficient route or course and consider all ***relevant factors***. 1.4. Obtain and identify features of a compass and how it is used to maintain a designated course. 1.5. Calculate grid and magnetic bearings using a map and compass. 1.6. Obtain ***additional information*** to assist in navigation from the map. 1.7. Identify emergency or contingency escape routes.
2. Navigate in controlled environments.	2.1. Orientate map to ***surroundings*** with and without the use of a compass. 2.2. Follow a route in ***controlled environments***, demonstrating use of ***navigation aids*** according to ***relevant legislation*** and ***organisational policies and procedures***. 2.3. Apply ***techniques for estimating distance*** travelled. 2.4. Maintain, where necessary, a compass course while bypassing an ***obstacle***. 2.5. Identify unknown features in the field using map and compass. 2.6. Select a route or course for the surroundings and conditions.
3. Evaluate navigations.	3.1. Evaluate ***relevant aspects***. 3.2. Identify improvements for future navigations.

Required Skills and Knowledge

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

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Required skills

- literacy skills to:
  - read and interpret maps
  - follow instructions and procedures
- planning and organising skills to:
  - obtain navigation equipment
  - plan a route or course
- communication skills to interact with group leader and other participants to maintain a positive and safe environment while navigating
- numeracy skills to navigate and calculate grid and magnetic bearings and distances using a map and compass.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- different types of maps, and their advantages and disadvantages to enable appropriate map selection
- map features, including symbols, contour lines, scales, grid lines and legends to enable effective map reading
- features of a compass, their use and factors that affect compass accuracy
- route planning and factors that should be considered, such as weather and type of terrain
- navigation techniques in controlled environments to determine distance, location, direction and potential hazards.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan a route in controlled environments and demonstrates navigation techniques to orientate and follow directions • seeks advice and feedback from leader to improve skills and ensure safety of self and group • evaluates and reflects on own navigation performance to identify strengths, weaknesses and areas that need improvement.

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Context of and specific resources for assessment	Assessment must ensure participation in navigation activities in controlled environments that are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable outdoor location, with tracks that are reliably marked on maps, are obvious on the ground and are inspected on a regular basis that align with Class 4 Tracks within the Australian Standard for Walking Tracks • navigation equipment such as map or maps, compass and activity specific equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the planning and review process with evidence of reference to resources and aids • oral or written questioning to assess knowledge of navigation techniques • observation of safe participation and demonstration of navigation skills, such as maintaining a compass course while bypassing an obstacle • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOBWG201A Bushwalk in controlled environments or • SISOSKT201A Demonstrate basic cross country skiing skills or • SISORAF201A Demonstrate rafting skills on moving water.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Map or maps may include:	• cadastral and topographic maps • charts • guide books and diagrams.
Symbols and information may include:	• grid lines and numbers • contour lines • scale • map legend • topographic features • markers and beacons • water depth.
Relevant factors may include:	• type of terrain and gradient • weather conditions • experience • hazards • access to required resources and facilities.
Additional information may include:	• altitude gain or loss • distance • gradient • travelling time • magnetic bearings • water depth.
Surroundings may include:	• ground or terrain • snow conditions • bodies of water • beacons and markers • natural formations • landmarks • man-made features.
Controlled environments may include:	• areas reliably marked on maps • areas obvious on the ground or snow or water • tracks align with Class 4 Tracks within the Australian Standard for Walking Tracks.
Navigation aids may include:	• track and creek junctions and crossings • survey markers • beacons • track markers • cairns

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- paths
- lines
- signs
- arrows
- compass
- man-made objects or features
- transits.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment
- communication protocols
- code of ethics.

Techniques for estimating distance may include:

- time
- observation of surroundings
- pacing.

Obstacles may include:

- rivers
- logs
- rocks
- gullies
- trees
- snow conditions
- exposed areas.

Relevant aspects may include:

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

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Unit Sector(s)

Outdoor Recreation

Competency Field

Navigation

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SISONAV302A Apply navigation skills in an intermediate environment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to navigate in uncontrolled environments within an activity-specific context. This includes areas with few obvious visible landmarks, minimal clearance and limited modifications made to the natural surface and where the changes in weather and visibility may occur.

Application of the Unit

This unit applies to outdoor recreation guides or instructors working for private outdoor adventure companies and or school based outdoor education programs, such as holiday programs and camps. Activities requiring navigation may include bushwalking, skiing, snowboarding, off - highway motorcycling or mountain biking in uncontrolled environments with few obvious visible landmarks, minimal clearance and signage, limited modifications made to the natural surface and may include terrain and man-made hazards, such as cliff lines or dense forests.

This unit may also apply to navigation on difficult or trackless waterways where there are few obvious visible waterway landmarks and the craft may be affected by wind and or currents and tides.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for navigation.	1.1. Obtain and become familiar with appropriate ***map or maps*** for the activity. 1.2. Identify ***symbols and information*** contained on the map that may be used in navigation. 1.3. Apply information contained on the map to plan an efficient route or course according to specific activity requirements, ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Obtain and identify essential features of a compass and how it is used to maintain a designated course. 1.5. Calculate grid and magnetic bearings using a map and compass. 1.6. Prepare a ***navigation data sheet***, and identify emergency or contingency escape routes.
2. Navigate in uncontrolled environments.	2.1. Apply ***navigation techniques*** to orientate map to ***surroundings*** with a compass and identify factors that affect accuracy. 2.2. Follow a route in remote, ***uncontrolled environments***, demonstrating use of ***navigation aids*** according to relevant legislation and organisational policies and procedures. 2.3. Apply ***techniques for estimating distance*** travelled. 2.4. Maintain, where necessary, a compass course while bypassing an ***obstacle***. 2.5. Identify unknown features in the field using map and compass. 2.6. Demonstrate technique to fix position and identify unknown features when lost.

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ELEMENT	PERFORMANCE CRITERIA
3. Evaluate navigations	3.1. Evaluate ***relevant aspects*** of navigation. 3.2. Identify improvements or modifications for future navigations in uncontrolled environments.

Required Skills and Knowledge

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

Required skills

- literacy skills to:
  - read and interpret maps
  - follow instructions and procedures
  - develop a navigation data sheet
- planning and organising skills to:
  - obtain navigation equipment
  - plan and follow routes and courses
- numeracy skills to navigate and calculate grid and magnetic bearings and distances using a map and compass
- problem-solving skills to:
  - maintain a compass course while bypassing an obstacle
  - fix position and determine current location when lost in uncontrolled environments.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- different types of maps, sources of error and accuracy, and their advantages and disadvantages to enable selection of appropriate maps
- map features, including symbols, contour lines, scales, grid lines and legends to enable effective map reading
- features of a compass, their use and factors that affect compass accuracy
- route planning and factors that should be considered, such as weather and type of terrain
- navigation techniques in uncontrolled environments to determine distance, location, direction and potential obstacles
- techniques for estimating distance travelled, determining position when lost and navigating around obstacles.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies relevant process to plan a route in uncontrolled environments and demonstrates navigation techniques to orientate and follow directions
- navigates around obstacles in uncontrolled environments while maintaining a compass course
- evaluates and reflects on own navigation performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in navigation activities in uncontrolled environments that are of sufficient breadth and duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a suitable outdoor location with uncontrolled environments within an activity-specific context that align with Class 5 Tracks within the Australian Standards for Walking Tracks
- navigation equipment such as map or maps, compass, GPS and activity-specific equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of navigation techniques used to maintain a course in uncontrolled environments
- observation of safe participation and demonstration of navigation skills, such as maintaining a compass course while bypassing an obstacle and identifying unknown features when lost
- third-party reports from a supervisor detailing performance.

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

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- SISOBWG302A Apply intermediate bushwalking skills.

or

- SISOMBK302A Apply advanced off-road cycling skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Map or maps may include:

- cadastral and topographic maps
- charts
- hydrographic
- aerial photographs
- guide books and diagrams
- satellite imagery
- digital map
- sketch maps.

Symbols and information may include:

- grid lines and numbers
- contour lines
- magnetic variation
- scale
- map legend
- topographic features
- markers and beacons
- water depth.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant legislation may include:

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

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Organisational policies and procedures may include:	• occupational health and safety • communication protocols • use and maintenance of equipment • code of ethics.
Navigation data sheet may include:	• grid reference points • grid and magnetic bearings • distances • estimated travelling times • height gain or loss • gradient • identifiable features • escape routes.
Navigation techniques may include:	• use of compass • linear features • point features • attack points • aiming off • collecting features • spiral search • sweep search • backbearings and resections • use of Global Positioning Systems (GPS).
Surroundings may include:	• ground or terrain • snow conditions • bodies of water • beacons and markers • natural formations • landmarks • man-made features.
Uncontrolled environments may include:	• limited modifications to the natural surface • minimal clearance along the track and signage • terrain and man-made hazards • tracks align with Class 5 Tracks within the Australian Standards for Walking Tracks • areas of water where there are few obvious visible landmarks.
Navigation aids may include:	• track and creek junctions and crossings • survey markers • beacons • track markers • cairns

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- paths
- lines
- signs
- arrows
- watch
- weather charts
- man-made objects or features
- transits.

Techniques for estimating distance may include:

- time
- observation of surroundings
- relation to features
- pacing.

Obstacles may include:

- logs
- rocks
- gullies
- trees
- varying snow conditions
- exposed areas
- thick vegetation
- drops and climbs
- marshes and bogs
- fog
- rivers, lakes and dams.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

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Competency Field

Navigation

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SISONAV403A Navigate in uncontrolled environments

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to Navigate in uncontrolled environments within an activity-specific context. This includes areas which are totally natural with no modifications made to the natural surface and where the onset of extreme environmental conditions may have a significant adverse impact upon the activity.

Application of the Unit

This unit applies to adventure guides or outdoor leaders working for private outdoor adventure companies and or school based outdoor education programs, such as holiday programs and camps. Activities requiring navigation may include bushwalking, skiing and snowboarding in unmodified landscapes in extreme environmental conditions which are totally natural with no modifications made to the natural surface, no clearance or signage, indistinct track alignment and are not managed for public risk.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for navigation.	1.1. Obtain and become familiar with appropriate ***map or maps*** for the activity. 1.2. Identify ***symbols and information*** contained on the map that may be used in navigation. 1.3. Apply information contained on the map to plan an efficient route or course according to specific activity requirements, ***contextual issues***, ***relevant legislation***, and ***organisational policies and procedures***. 1.4. Obtain and identify essential features of a compass and how it is used to maintain a designated course. 1.5. Calculate grid and magnetic bearings using a map and compass. 1.6. Prepare a ***navigation data sheet*** and identify emergency or contingency escape routes.
2. Navigate in unmodified landscapes.	2.1. Apply ***navigation techniques*** to orientate map to ***surroundings*** with a compass and identify factors that affect accuracy. 2.2. Follow a route in ***unmodified landscapes***, demonstrating use of a combination of ***navigation aids*** according to relevant legislation and organisational policies and procedures. 2.3. Apply ***techniques for estimating distance*** travelled in the absence of identifying features. 2.4. Maintain, where necessary, a compass course while bypassing an ***obstacle***. 2.5. Identify unknown features and ***hazards*** in ***extreme environmental conditions*** using navigation aids. 2.6. Fix position using a combination of navigation techniques and identify unknown features when lost.
3. Evaluate navigations.	3.1. Evaluate ***relevant aspects*** of navigation. 3.2. Identify improvements or modifications for future navigations in unmodified landscapes in extreme environmental conditions.

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Required Skills and Knowledge

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

Required skills

- literacy skills to:
  - read and interpret maps
  - follow instructions and procedures
  - develop a navigation data sheet
- planning and organising skills to:
  - obtain navigation equipment
  - plan and follow routes and courses
- numeracy skills to calculate grid and magnetic bearings and distances using a map and compass in conditions of poor visibility
- problem-solving skills to:
  - make prompt decisions
  - maintain a compass course while bypassing an obstacle
  - fix position and determine current location when lost in unmodified landscapes in extreme environmental conditions.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- different types of maps, sources of error and factors affecting accuracy in extreme environmental conditions to enable appropriate map selection and use
- map features, including symbols, contour lines, scales, grid lines and legends to enable efficient map reading
- features of a compass, their use and factors that affect compass accuracy
- route planning and factors that should be considered when navigating in unmodified landscapes in extreme environmental conditions
- navigation techniques in unmodified landscapes to determine distance, location, direction and potential obstacles and hazards
- techniques for estimating distance travelled, determining position when lost and navigating around obstacles in unmodified landscapes.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan a route in unmodified landscapes and demonstrates navigation techniques to orientate and follow directions in extreme environmental conditions • navigates around obstacles and hazards in unmodified landscapes while maintaining a compass course • evaluates and reflects on own navigation performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in navigation activities in unmodified landscapes that are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable outdoor location with unmodified landscapes within an activity-specific context that align to Class 6 Tracks within the Australian Standard for Walking Tracks • navigation equipment such as map or maps, compass, GPS and activity-specific equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of navigation techniques used to maintain a course in unmodified landscapes • observation of safe participation and demonstration of navigation skills, such as maintaining a compass course while bypassing an obstacle and fixing position when lost • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOBWG404A Bushwalk in unmodified landscapes.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Map or maps may include:	• cadastral and topographic maps • charts • hydrographic • aerial photographs • guide books and diagrams.
Symbols and information may include:	• grid lines and numbers • contour lines • magnetic variation • scale • map legend • topographic features • markers and beacons • water depth.
Contextual issues may include:	• weather conditions, including times • seasons • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • communication protocols • use and maintenance of equipment • code of ethics.
Navigation data sheet may include:	• grid reference points • grid and magnetic bearings • distances • estimated travelling times

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- height gain or loss
- gradient
- identifiable features
- escape routes.

Navigation techniques may include:

- use of compass
- linear features
- point features
- attack points
- aiming off
- collecting features
- spiral search
- sweep search
- backbearings and resections
- use of Global Positioning Systems (GPS)
- use of stars and sun
- use of natural features.

Surroundings may include:

- snow conditions
- bodies of water
- beacons and markers
- natural formations
- landmarks
- man-made features.

Unmodified landscapes include:

- uncleared tracks
- unsigned
- terrain and man-made hazards
- tracks not managed for public risk
- tracks align with Class 6 Tracks within the Australian Standard for Walking Tracks.

Navigation aids may include:

- track and creek junctions and crossings
- survey markers
- beacons
- track markers
- cairns
- paths
- lines
- signs
- arrows
- watch
- weather charts
- man-made objects or features
- transits.

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Techniques for estimating distance may include:	• time • observation of surroundings • relation to features if present • pacing.
Obstacles may include:	• logs • rocks • gullies • snow conditions • exposed areas • thick vegetation • drops and climbs • marshes and bogs • fog • rivers, lakes and dams.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Extreme environmental conditions may include:	• very poor visibility • severe weather • unexpected and sudden weather changes.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Navigation

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SISOODR201A Assist in conducting outdoor recreation sessions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to assist in the conduct of outdoor recreation sessions under the direct supervision of a responsible person. This unit focuses on the application of skills to contribute to the safe conduct of outdoor recreation sessions and undertake monitoring of personal performance.

Application of the Unit

This unit applies to those who work as assistant outdoor leaders or assistant instructors under direct supervision and in field locations.

This unit applies to assistant outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Access the session plan.	1.1. Confirm the ***aim*** of the ***session*** and ***logistical arrangements*** with the ***responsible person***. 1.2. Contribute ***suggestions*** towards the session and clarify points which are not clear with a responsible person. 1.3. Confirm final arrangements with the person responsible for the session. 1.4. Check working order and suitability of equipment for the session according to instructions of responsible person and ***organisational policies and procedures***.
2. Assist in preparing participants.	2.1. Check ***participants'*** dress or equipment for suitability in consultation with the responsible person. 2.2. Assist participants to understand rules, codes and organisational health and safety requirements. 2.3. Assist clients for the session according to organisational policies and procedures. 2.4. Refer any ***situations and or occurrences*** outside of the area of responsibility to the responsible person.
3. Assist in conducting and supervising the session.	3.1. Respond to participant queries and difficulties according to organisational policies and procedures. 3.2. Assist participants to gain skills, techniques and knowledge according to ***relevant legislation*** and organisational policies and procedures. 3.3. Assist participants to use equipment according to directions of responsible person and organisational policies and procedures. 3.4. Monitor equipment for damage and refer damaged equipment to the responsible person as required. 3.5. Refer any points of knowledge, skill or technique beyond own level of ability to the responsible person according to organisational policies and procedures. 3.6. Monitor participants' performance and remind participants of the rules and codes as required. 3.7. Reinforce techniques and skills as directed by the responsible person.
4. Assist in preparing	4.1. Assist clients according to organisational policies

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ELEMENT	PERFORMANCE CRITERIA
participants to end the session.	and procedures. 4.2. Check issued equipment for wear and tear and refer any problems to the responsible person. 4.3. Encourage clients to provide feedback on session to the responsible person. 4.4. Explain time, location and content of future sessions to participants.
5. Assist in evaluating the session.	5.1. Seek feedback on session from participants and convey to appropriate staff. 5.2. Provide personal feedback on the outcomes of the session to the responsible person. 5.3. Review own work performance and identify potential improvements in consultation with the responsible person.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - contribute suggestions for the sessions
  - clarify and confirm arrangements with responsible staff
  - interact with participants
  - convey information about the session and feedback from participants
- problem-solving skills to:
  - identify and report problems related to
  - implement contingencies in response to situations arising beyond area or responsibility
- self management skills to:
  - recognise and act within boundaries of role and responsibilities
  - review and evaluate session outcomes in relation to personal performance
- literacy skills to interpret and seek clarification on session plans.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of the outdoor recreation session
- potential hazards associated with the session to enable safe conduct of the session
- techniques and skills appropriate to the session to ensure participant needs are

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safely met according to their abilities and needs
- safe and appropriate dress and equipment to enable safe conduct of activities according to session requirements
- techniques appropriate to the session or activity to enable safe conduct of activities according to session requirements
- safety standards for equipment to enable correct use by participants.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies, confirms and carries out assigned duties according to own level of responsibility and refers to appropriate personnel regarding areas outside level of responsibility • carries out allocated tasks according to instructions of responsible person and reports any difficulties in carrying out arrangements for the planned session to the appropriate personnel • interacts with participants positively and conveys necessary information about essential aspects of the session to enable and encourage participants to fully participate and provide feedback on the session • contributes to the evaluation of the session, suggests how it could be improved and reflects on own work performance.
Context of and specific resources for assessment	Assessment must ensure participation in multiple outdoor recreation sessions that demonstrate ways in which the candidate supports the conduct of the sessions and to ensure competency and consistency of performance. Assessment must also ensure access to: • a range of outdoor recreation environments and programs with provision to assist with suitable tasks, activities and equipment • equipment and resources required for the conduct of the sessions • participants with varying needs • outdoor recreation environments

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- responsible staff
- documentation such as session plans and organisational policies and procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interacting with a range of participants, including conveying information for safe participation in sessions and assisting in conduct and supervision of sessions according to own level of responsibility
- observation of dealing with contingencies such as situations arising beyond area or responsibility
- oral or written questioning to assess knowledge of techniques and activity skills in relation to assisting to conduct a session
- third-party reports from a supervisor detailing appropriate work performance.

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

- SISXOHS101A Follow occupational health and safety policies
- relevant activity specialisation units.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Aim may include:

- self improvement
- fitness targets
- lifestyle adjustments
- comfort or discomfort levels
- social.

Session may include:

- a task, activity, exercise or outdoor experience
- a component of a sequenced program of individual sessions

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	• individual or group.
Responsible person may include:	• supervisor • activity leader.
Logistical arrangements may include:	• site or location • equipment • food requirements • water needs and usage • clothing requirements • access to facilities.
Suggestions may include:	• content of activity • methods of working with participants • timing and sequencing of component parts of session.
Organisational policies and procedures may include:	• occupational health and safety • responsibilities of staff • incident reporting • staff behaviour.
Participants may include:	• experienced • inexperienced • adults • children.
Situations and or occurrences may include:	• hazards associated with the activity • problems with equipment.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.

Unit Sector(s)

Outdoor Recreation

Competency Field

Outdoor Recreation

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SISOODR302A Plan outdoor recreation activities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to independently plan team outdoor activities for an environment where extreme environmental conditions are not likely to occur. This unit focuses on the application of planning skills to plan outdoor recreation activities that take into account participant needs, logistical and resourcing requirements in order to plan safe outdoor activities.

Application of the Unit

This is unit applies to those working in an outdoor recreation environment. This may include those working under supervision as logistics coordinators who may be responsible for coordinating activities in or out of the field with a focus on planning and directing rather than actively leading activities.

This may include outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify participant needs and expectations.	1.1. Consult with ***participants*** to determine ***session's aims and objectives*** and activity preferences. 1.2. Identify any ***special requirements*** according to participants needs. 1.3. Advise participants of any reasons why they should not participate in the activities. 1.4. Recommend participants seek external assistance where appropriate.
2. Prepare a plan for an outdoor activity.	2.1. Identify a range of ***information sources*** and gather ***relevant information*** to plan an outdoor activity according to ***organisational policies and procedures***. 2.2. Identify ***equipment*** and ***resources*** appropriate for the activity according to organisational policies and procedures. 2.3. Consult with colleagues to identify activity objectives. 2.4. Design an ***activity plan*** to meet the identified needs and abilities of participants according to ***relevant legislation*** and organisational policies and procedures. 2.5. Seek agreement on the plan from colleagues, participants and organisations as required. 2.6. Complete appropriate ***documentation***.
3. Coordinate and allocate activity resources.	3.1. Evaluate the suitability of sites or locations and select according to activity objectives and organisational policies and procedures. 3.2. Confirm selection of sites or location with colleagues and participants. 3.3. Identify and check availability of equipment appropriate for the activity and participants needs and abilities according to organisational policies and

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ELEMENT	PERFORMANCE CRITERIA
	procedures. 3.4. Organise and confirm availability of appropriate ***resource requirements*** for the activity in consultation with appropriate staff, support personnel, organisations and participants.
4. Identify and document contingency plans.	4.1. Identify potential ***non-routine situations*** that may arise during the activity. 4.2. Identify current equipment and resources that can be improvised to address non-routine situations. 4.3. Identify means to acquire new or additional resources if required. 4.4. Modify the activity plan, as required, to accommodate the use of ***improvised equipment*** or circumstances.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants and elicit information to determine appropriate outdoor activities to meet participant needs
  - source, interpret and confirm information to inform planning
  - seek feedback on the plan from participants and colleagues
- problem-solving skills to:
  - plan an outdoor activity according to participant's needs, abilities and risk factors
  - develop contingency plans to deal with changing situations
- planning and organising skills to source and coordinate resources and equipment necessary for planned outdoor activities
- language and literacy skills to produce and document a plan for an outdoor activity.

Required knowledge

- legislation and organisational policy and procedures to enable safe conduct of the activity and the safe use of equipment and materials
- philosophies and principles of community development to enable inclusive practices
- reasons for individual participation in an outdoor activity to ensure this information is included in planning to meet participants needs

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- risk analysis processes to enable evaluation and response to potential risks and possible impact of planned outdoor activities
- activity-specific knowledge of identified outdoor activity to enable planning that maximises benefits to participants
- factors affecting the selection of equipment used in outdoor activities to ensure appropriate use of equipment for specific outdoor activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • carries out logistical and operational aspects of planning tasks responsibly and safely using a participant centred approach • plans outdoor recreation activities safely and in a manner that meets the needs and views of a range of participants and complies with relevant legislative and organisational requirements • applies contingency management techniques to anticipate a range of problems and issues that may arise during an outdoor recreation activity • coordinates and allocates activity resources to optimise their availability and use by participants.
Context of and specific resources for assessment	Assessment must ensure application of planning skills to plan outdoor recreation activities on multiple occasions that take into account participant needs, logistical and resource requirements on sufficient occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a range of participants, outdoor locations and colleagues • equipment, resources and information to plan outdoor recreation activities • documentation such as activity plans.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- observation of planning and resourcing of an outdoor recreation activity including the development of an activity plan
- observation of planning for contingencies to deal with non-routine situations that may arise during the activity
- oral or written questioning to assess knowledge of activity skills in relation to activity objectives
- portfolio containing evidence of activity plans and documentation
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

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

- Activity specialisations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants may include:	• experienced • inexperienced • adults • children.
Session's aims and objectives may include:	• developing outdoor recreation skills • education • development • therapy • fitness targets • recreation.
Special requirements may include:	• age • medical condition • physical condition.
Information sources may include:	• individuals • organisations

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	• participants • recorded information • parents.
Relevant information may include:	• season • activity location • length of activity • time of day • weather conditions • numbers, ages and gender of participants • staff, physical and financial resources.
Organisational policies and procedures may include:	• occupational health and safety • staff selection • collection and use of information • privacy • time constraints and scheduling requirements • budget allocation • hire of equipment • environmental impact • transport arrangements.
Equipment may include:	• outdoor equipment • personal equipment • safety equipment • group equipment • communication equipment.
Resources may include:	• physical • human • financial • transport and related logistical requirements.
Activity plan may include:	• length of activity • participant size and ability • condition of terrain, activity location or medium • equipment and resources • characteristics of group members • supervision requirements • budget • activity constraints • strategies for minimal environmental impact.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations

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	• marine regulations.
Documentation may include:	• activity plans • permit forms.
Resource requirements may include:	• food • water • clothing.
Non-routine situations may include:	• lost or damaged equipment • unseasonal weather conditions • injuries • emergencies • communication breakdowns • phobias and panic in other group members.
Improvised equipment may include:	• repaired equipment • protective clothing • shelters • first aid resources • emergency response resources.

Unit Sector(s)

Outdoor Recreation

Competency Field

Outdoor Recreation

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SISOODR303A Guide outdoor recreation sessions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to guide a non-instructional outdoor activity session for participants. This unit focuses on the application of skills to lead and monitor sessions in a safe manner. It requires the ability to utilise resources to ensure the welfare and satisfaction of participants and to facilitate and maintain group cooperation and interaction during the session.

Application of the Unit

This unit applies to outdoor guides working in a controlled outdoor recreation environment with limited supervision and within clearly defined constraints such as type of site or group. It may also apply to those working as assistants with a more experienced leader in potentially non-routine or more complex activities.

This unit may also apply to outdoor recreation guides working for outdoor education or adventure providers, volunteer groups, not for profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Access the session plan.	1.1. Confirm the ***aim*** of the ***session*** with relevant staff. 1.2. Confirm participant needs and ***special requirements***. 1.3. Confirm ***logistical arrangements*** with relevant staff according to ***relevant legislation***. 1.4. Clarify points that are not clear with relevant staff. 1.5. Confirm arrangements and ***resources*** with appropriate staff, organisations and ***participants***. 1.6. Assess and confirm that specific risks are within acceptable limits.
2. Prepare participants for the session.	2.1. Conduct relevant assessments to determine the ***condition*** of participants in consultation with relevant support personnel according to ***organisational policies and procedures*** and relevant legislation. 2.2. Communicate instructions and ***relevant information*** to participants in a suitable manner. 2.3. Check aspects of participants' dress or ***equipment*** which may be unsuitable for the session. 2.4. Issue equipment and modify and or check condition for use by different participant groups.
3. Lead the group and monitor progress.	3.1. Provide and reinforce ***direction and advice*** to the group during the session. 3.2. Demonstrate appropriate and safe techniques according to the proposed session. 3.3. Identify and monitor potential ***hazards*** during the session and take action as required according to organisational policies and procedures. 3.4. Monitor individual participant's ***performance and safety*** and provide feedback on techniques and usage of equipment. 3.5. Implement appropriate modifications to the session

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ELEMENT	PERFORMANCE CRITERIA
	in response to ***changing conditions***.
	3.6. Encourage feedback and questioning from group members.
	3.7. Respond to emergency or ***non routine situations*** according to organisational policies and procedures.
4. Conclude the session.	4.1. Collect and check issued equipment for damage and wear according to organisational policies and procedures.
	4.2. Provide participants the opportunity to give feedback and identify further needs.
	4.3. Return the environment or facility to a condition acceptable for future use.
	4.4. Supervise participants' departure in a manner appropriate to the situation.
5. Evaluate the session.	5.1. Determine ***areas*** and methods of evaluation.
	5.2. Acknowledge feedback from participants and other staff.
	5.3. Identify areas where session could be improved and ways of obtaining this improvement.
	5.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - clarify and confirm arrangements for the session with relevant staff
  - interact with participants
  - convey information about the session
  - seek feedback from participants
- problem-solving skills to:
  - identify problems related to sessions
  - implement contingencies in response to non-routine situations
- planning and organising skills to:
  - access and implement the session plan
  - monitor progression of participants

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  - make modifications as required
- literacy skills to interpret and seek clarification on session plans
- activity-specific skills for identified planned outdoor recreation activities.

Required knowledge

- legislation and organisational policies and procedures to enable the safe conduct of the outdoor recreation session
- potential hazards associated with the session to enable prompt detection and control
- techniques and skills appropriate to the session to enable participant needs to be safely met according to their abilities and needs
- activity and site-specific Codes of Practice and guidelines to enable the session to be conducted according to these practices and guidelines
- conflict resolution strategies for dealing with group and individual situations to enable the group to function cohesively
- reasons for participation in an outdoor recreation activity to enable participant goals to be met through the session
- risk analysis processes to enable accurate evaluation of the risk of planned outdoor recreation activities
- activity-specific knowledge of identified planned outdoor recreation activities to enable these to match participants' capabilities
- safe and appropriate dress and equipment for the outdoor recreation session
- techniques appropriate to the session or activity to enable minimisation of injury
- equipment safety standards to enable safe use of equipment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- leads outdoor recreation sessions responsibly, using communication strategies and a participant centred approach to encourage participation and interaction
- applies negotiation and contingency management techniques to deal with a range of problems and issues that may arise during the session and makes adjustments in response to changing situations
- evaluates and reflects on own work performance to identify ways in which session outcomes and benefits

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	to participants can be improved.
Context of and specific resources for assessment	Assessment must ensure the safe guiding of groups in outdoor recreation sessions that reflect the needs of a range of participants to demonstrate competency and consistency of performance Assessment must also ensure access to: • controlled outdoor environments relevant to local requirements and specific activities • equipment and resources required for the outdoor activity including a suitable outdoor location, support staff and participants • documentation such as activity plans and checklists relating to equipment checks where appropriate.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of guiding an outdoor activity and interacting with a range of participants, including conveying information for safe participation in the activity and obtaining participant feedback • observation of dealing with contingencies such as changing weather conditions, unavailability of equipment or participant performance • oral or written questioning to assess knowledge of factors that may influence participant performance in the outdoor session • evidence of self evaluation of performance • third-party reports from a supervisor detailing appropriate work performed by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • Relevant activity specialisations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Aim may include:	• self improvement • fitness targets • lifestyle adjustments • comfort or discomfort levels • social.
Session may include:	• a task, game, activity or exercise in which the extent of instruction is minimal • a component of a sequenced program of individual sessions
Special requirements may include:	• age • medical condition • physical condition.
Logistical arrangements may include:	• site or location • equipment and resources • food requirements • water needs and usage • clothing requirements • access to facilities.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Resources may include:	• physical • human • financial • transport and related logistical requirements.
Participants may include:	• experienced • inexperienced • adults • children.
Condition may include:	• physical • emotional • psychological.
Organisational policies and procedures may include:	• occupational health and safety • assessment of participants • privacy • time constraints and scheduling requirements • budget allocation • hire of equipment • environmental impacts

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	• transport arrangements.
Relevant information may include:	• logistical details • personal equipment requirements • safety procedures • clothing requirements • common injuries • preventative measures for common injuries • objectives and nature of the trip • rules and codes • responsible behaviour.
Equipment may include:	• first aid kit • protective clothing • session-specific participant requirements • equipment required by the session organiser.
Direction and advice may include:	• how to negotiate a hazard • working in small groups to complete tasks.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Changing conditions may include:	• weather • participant needs • equipment failure.
Non routine situations may include:	• lost or damaged equipment • unseasonal weather conditions • injuries • emergencies • communication breakdowns • phobias and panic in other group members.
Areas may include:	• original aims and objectives • client satisfaction • suitability and safety of facilities and equipment • content, structure and processes of the activity • personal and group objectives • personal performance.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Outdoor Recreation

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SISOODR404A Manage risk in an outdoor activity

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake an organisational risk management process within the context of outdoor adventure activities, in order to make judgements about the safe level of risk in relation to challenge and the competence of participants. It includes applying and evaluating organisational risk management strategies to lessen the potential impact of unacceptable risks.

Application of the Unit

This unit applies to those who work in a range of roles and settings across the outdoor recreation sector, such as those who are responsible for planning and organising outdoor recreation programs and activities which can include complex and non-routine situations. Work would be undertaken autonomously with some responsibility for leadership and guidance of others. Work would be performed in field locations with varied contexts requiring contingency planning.

Those working in such roles would include adventure guides, outdoor leaders, program developers, trip leaders and logistics coordinators.

This may include outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Define the outdoor adventure experience and its link to risk.	1.1. Undertake research to identify the value of using and or experiencing risk as part of the adventure experience. 1.2. Identify ***conditions*** that contribute to an adventure experience. 1.3. Identify the nature and or ***types of risk as they relate to outdoor adventure experiences***. 1.4. Identify factors that affect an individual's perception of risk in an outdoor activity and how an individual's perception of risk and of their own competence can change in a specified situation. 1.5. Analyse the interplay between different levels of risk and competence and all possible combinations as part of the ***adventure experience paradigm***. 1.6. Determine the implications of these interactions for outdoor leaders in terms of providing safe, but challenging outdoor experiences. 1.7. Identify and access tools to assist in the analysis of ***factors which contribute to accidents in outdoor adventure activities***.
2. Establish the context of the risk management.	2.1. Select an outdoor activity that reflects program objectives and a ***suitable level of challenge*** for participants, with respect to the relationship between risk and competence. 2.2. Identify and assess the competence of participants for the selected outdoor activity. 2.3. Determine the acceptable degree of difficulty and risk, based on the activity aims and objectives, the conditions and the competence of the clients and leaders. 2.4. Access and analyse the organisational risk management plan for the outdoor activity.

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Identify ***risk management strategies*** for the outdoor activity according to ***organisational policies and procedures***.
3. Apply risk management during an outdoor activity.	3.1. Utilise a system that traces the relationship between each risk, its contributing hazards, the likelihood of the risk eventuating and the resultant consequence(s) in order to determine whether the level of risk is acceptable. 3.2. Advise participants of ***risk factors*** requiring activity modification. 3.3. Monitor the activity and adjust if risk to participants becomes unacceptable according to organisational policies and procedures.
4. Evaluate risk management of the outdoor activity.	4.1. Evaluate the risk management plan for the activity following the conduct of the activity to determine aspects requiring modification. 4.2. Develop a strategy to address issues raised as a result of the evaluation. 4.3. Evaluate own performance as a risk manager and obtain feedback in order to identify perceived strengths and areas for improvement.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - balance the relationship between level of risk and level of challenge
  - manage risks for an adventure activity within the parameters of the organisational risk management plan
- planning and organising skills to:
  - implement and monitor risk management strategies for an adventure activity
  - make changes in response to unacceptable risk levels and evaluation outcomes
- literacy and numeracy skills to access and analyse required risk assessment information, including the relationship between risk and competence and the value of experiencing risk as part of outdoor adventure activities
- communication skills to:
  - lead review of the risk management of outdoor activities
  - convey information to participants on risk factors associated with adventure

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activities
- self management skills to reflect on own performance and identify areas of improvement.

Required knowledge

- legislation and organisational risk management plan and procedures to enable risks associated with outdoor activities to be assessed and addressed so that outdoor activities can be undertaken safely
- accident or incident analysis as a tool in risk management planning to enable appropriate responses
- first aid knowledge appropriate to the activity and location
- terms used in contemporary risk management, and their relationship to each other applicable to an outdoor recreation context
- concept of 'optimal arousal' and or a 'flow state' in relation to risk taking to enable understanding of the psychology of risk taking
- reasons why people usually engage in outdoor activities that involve risk
- models that illustrate the consequences of the match or mismatch of real and perceived risk, from low to high levels
- the role of risk theory in outdoor activities to enable understanding of the balance between risk and challenge
- activity specific knowledge to undertake the activity
- emergency or incident procedures to decrease the consequences should an accident occur.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies knowledge of the role of risk in outdoor adventure activities to select activities that promote a suitable level of risk and challenge in relation to participant skill
- applies organisational risk management strategies to conduct the activity safely
- applies contingency management techniques to deal with a range of problems and issues that may arise during the outdoor activity, including changing levels of risk, and takes action to address these

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	• reviews the conduct of the activity in relation to the management of risk and makes appropriate improvements.
Context of and specific resources for assessment	Assessment must ensure evaluation and management of risk in multiple outdoor activities in an environment that reflects the candidate's current or intended work role to demonstrate competency and consistency of performance. Assessment must also ensure access to: • outdoor environments and locations appropriate to the specific activity • participants to take part in outdoor adventure programs • resources and equipment to implement risk control measures • organisational risk management plans and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of application of organisational risk management strategies to outdoor activities and locations • oral or written questioning to assess knowledge of risk theory in outdoor adventure activities • third-party reports from a supervisor detailing work performance over multiple applications. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • activity-specific guiding units • SISRSK301A Undertake risk analysis of activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Conditions may include:	• freedom of choice • state of mind • intrinsic motivation • uncertainty of outcome.
Types of risk as they relate to outdoor adventure experiences may include:	• environmental • cultural • physical • psychological • social • absolute, real and perceived risk.
Adventure experience paradigm may include:	• exploration and experimentation • adventure • peak adventure • misadventure • devastation and disaster.
Factors which contribute to accidents in outdoor adventure activities may include:	• unobserved or underestimated unsafe conditions • unsafe acts • errors of judgement • familiarisation with the situation or environment • risk shifts within groups due to risk taking behaviour of bolder and influential members • unwillingness to accept responsibility for bad or negative situations.

Suitable level of challenge may include:	• the interplay of risk and competence:
	  • situational risk
	  • personal competence
	  • emotional competence.

Risk management strategies may include:	• setting ground rules • communicating • demonstrating skills and techniques • role modelling • choosing own level of challenge • postponing or modifying or cancelling activity.
Organisational policies and procedures may include:	• occupational health and safety • risk management plan • equipment use and maintenance • reporting and record-keeping • communication protocols.
Risk factors may include:	• unforeseen risk

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- changes in participant response to risk
- changes in environmental conditions
- changes in participant psychological responses.

Unit Sector(s)

Outdoor Recreation

Competency Field

Outdoor Recreation

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SISOODR405A Develop and coordinate programs incorporating outdoor activities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to plan and coordinate non-instructional programs incorporating outdoor adventure activities for a diversity of needs and situations. This unit focuses on the application of adventure programming skills to develop an outdoor program that takes into account participant needs, other relevant information and resourcing requirements. It also includes the evaluation of programs with a view to identifying improvements for future programs.

Application of the Unit

This unit applies to those working autonomously in an outdoor recreation environment. This may include those working as program developers in a program logistics role who may be responsible for coordinating activities in or out of the field with a focus on planning and directing rather than actively leading activities.

This may include Outdoor Recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify participant needs and expectations.	1.1. Clarify the ***preferences***, ***needs and expectations*** of ***participants***. 1.2. Agree on identified needs with participants. 1.3. Identify any special requirements according to participants needs. 1.4. Advise participants of any reasons why they should not participate in a given program. 1.5. Recommend participants seek external assistance where appropriate.
2. Plan an adventure program of outdoor activity programs.	2.1. Identify a range of ***information sources*** and gather ***relevant information*** to plan a ***program*** of outdoor activity sessions according to ***organisational policies and procedures***. 2.2. Identify ***equipment*** and ***resources*** appropriate for the program and participants needs and abilities. 2.3. Identify and select staff required for the program according to workplace policies and procedures. 2.4. Identify program objectives, timelines and resources to meet identified participant needs and enhance client participation and motivation. 2.5. Encourage participants or their representatives to contribute to program design. 2.6. Design a ***program plan*** to meet the identified needs and abilities of participants according to ***relevant legislation*** and organisational policies and procedures. 2.7. Seek agreement on the program plan with staff, participants and organisations, and complete ***documentation***.
3. Organise and allocate program resources.	3.1. Obtain budget allocation from responsible person or persons. 3.2. Identify discrepancies or problems within budget

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ELEMENT	PERFORMANCE CRITERIA
	allocation and refer to the ***responsible person***.
	3.3. Identify and organise a ***venue or venues*** appropriate for the program, participant's needs and their abilities.
	3.4. Confirm availability of appropriate resources and equipment with appropriate staff, ***support personnel***, organisations and participants.
	3.5. Confirm arrangements to support the planned sequencing and safety of the program.
	3.6. ***Brief*** support personnel according to relevant legislation and workplace policies and procedures.
	3.7. Monitor participant numbers to ensure they remain within limits that are safe and maximise program benefit for all participants.
4. Coordinate the program.	4.1. Advise participants on ***physical resource requirements*** for the program.
	4.2. Explain hire and deposit charges and conditions to participants, where appropriate.
	4.3. Arrange for equipment to be safely modified and or conditioned for use by different participant groups.
	4.4. Liaise with staff conducting the programs to identify any ***problems or difficulties***.
5. Evaluate the effectiveness of the program.	5.1. Determine ***criteria*** upon which the evaluation will be conducted.
	5.2. Seek and acknowledge feedback from ***relevant stakeholders*** involved in the program.
	5.3. Evaluate all relevant components of the program according to criteria and record outcomes.
	5.4. Discuss evaluation outcomes with relevant staff and note ideas for the improvement of future programs.
	5.5. Use the evaluation outcomes to identify personal development objectives.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants and elicit information required to determine activities

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to meet participant needs,
    - source, interpret and confirm information to inform program planning
    - seek feedback from stakeholders
- problem-solving skills to:
    - plan a program, according to participant's needs, abilities and risk factors, that is sufficiently flexible to allow alterations to cope with unforeseen changes
    - analyse feedback to identify improvements to programs
- planning and organising skills to source, allocate and coordinate resources and equipment necessary for a planned outdoor activities
- teamwork skills to liaise with support personnel and other appropriate staff and organisations to plan and resource the program
- language and literacy skills to produce and document a program plan
- numeracy skills to work within a budget and hire equipment
- self-management skills to review and reflect on own work performance to facilitate personal development.

Required knowledge

- legislation and organisational policy and procedures to enable the physical and emotional safety of participants
- participant needs and expectations to plan an outdoor recreation program
- reasons for individual participation in a sport and or recreation program and reasons for discontinuation
- reasons affecting ability to participate in an activity to enable safe and appropriate program development
- risk analysis processes in order to ensure possible risks associated with an organised outdoor recreation program have been identified and appropriate action taken
- principles and theories of adventure programming and its use in education such as the role of sequencing in adventure programming and the key considerations in relation to identifying and sequencing a range of suitable activities to achieve program outcomes and enhance participation and client motivation
- activity-specific knowledge relevant to the activity sessions within the outdoor recreation program
- survey techniques for use with a diversity of stakeholders
- evaluation processes to enable program and self evaluation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- carries out tasks responsibly, using a client-centred approach to maximise participation and interaction
- allocates and coordinates program resources efficiently within budgetary constraints to optimise their use by participants
- applies effective contingency management techniques to deal with a range of problems and issues that may arise during the program such as participation levels and staff behaviour
- evaluates and reflects on own work performance to identify ways in which program outcomes and benefits to participants can be improved.

Context of and specific resources for assessment

Assessment must ensure planning and coordination of outdoor programs on multiple occasions which reflect the needs and views of a range of participants to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a venue, facility or location appropriate to the activity
- relevant support staff, equipment and resources
- documentation such as program plans and organisational risk management plans.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning and resourcing a program, including developing a program plan
- observation of interacting with a range of participants and staff, including collecting and conveying information relevant to the program
- observation of dealing with contingencies such as the changes in the availability of equipment or venues
- oral or written questioning to assess knowledge of techniques and activity skills in relation to program aims and community development principles
- portfolio containing evidence of outdoor activity program planning and evaluation
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the

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industry sector, workplace and job role is recommended, for example:

- SISOODR404A Manage risk in an outdoor activity.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Preferences, ***needs and expectations*** may include:	• physical • emotional • motivational • psychological • individual • group.
Participants may include:	• experienced • inexperienced • adults • children.
Information sources may include:	• individuals • organisations • participants • recorded information • parents.
Relevant information may include:	• needs and expectations of organisation and participants • numbers, ages and gender of participants • previous experience and developmental stage of participants • available time • staff, physical and financial resources • cultural and political influences • emergency procedures • safe and responsible behaviour.
Program may include:	• a sequence of tasks, games, activities or exercises in which the extent of instruction is minimal • a sequenced program of individual sessions

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	running sequentially or simultaneously, for individuals or groups.
Organisational policies and procedures may include:	• occupational health and safety • privacy • reporting of hazards and risks • risk management • staff briefing procedures.
Equipment may include:	• first aid kit • program-specific equipment.
Resources may include:	• physical • human • financial • transport and related logistical requirements.
Program plan may include:	• aims and objectives • date and time • physical, human and financial resources • adventure programming principles • logistics • risk management • level of supervision required • staff responsibilities.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Documentation may include:	• program plan • notes about participants.
Responsible person may include:	• supervisor • manager • finance manager • chief executive officer.
Venue or venues may include:	• outdoor activity site or location.
Support personnel may include:	• teachers • carers • assistant staff • parents.
Brief may include:	• extent and limitations of responsibilities • special requirements of participants • expectations regarding attitudes to participants.

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Physical resource requirements may include:	• food and water • clothing • personal equipment • safety equipment • sun protection • personal first aid requirements • medication.
Problems or difficulties may include:	• equipment failure • participant behaviour • participant numbers.
Criteria may include:	• number of participants • participant satisfaction • suitability and safety of facilities and equipment • program content and structure • personal and group objectives • personal performance.
Relevant stakeholders may include:	• participants • staff • colleagues • organisations.

Unit Sector(s)

Outdoor Recreation

Competency Field

Outdoor Recreation

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SISOODR506A Evaluate policy for an outdoor organisation

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to evaluate policy and procedures for an outdoor recreation business or organisation and to suggest modifications, where appropriate. This includes researching the need and purpose for policy and procedures, conducting consultative processes with appropriate staff to review policy, drafting new or modified policy, where required, and supporting implementation.

Application of the Unit

This unit applies to those working in management or leadership roles in the outdoor recreation sector with responsibilities for planning, implementing and evaluating outdoor recreation programs and activities across a range of activity areas. This could include operations managers, program managers or adventure guides.

This may include outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Determine the context of organisational policies and procedures.	1.1. Access and interpret ***relevant legislation*** that impacts on the operation of the outdoor organisation. 1.2. Establish the scope of ***policy and or procedures*** that contribute to enhanced organisational performance. 1.3. Identify and document the desired ***outcomes*** to be achieved through the implementation of policy and or procedures. 1.4. Determine the relationship between the policy and or procedures and the organisation's strategic or corporate plan and responsibilities.
2. Prepare to review current policy and or procedures.	2.1. Determine whether procedures exist for reviewing the impact of policy and or procedures on the organisation's performance. 2.2. Develop criteria to evaluate policy and or procedures as required, including timeframes for the evaluation process. 2.3. Identify and access ***resources*** required for the review of organisational policy and or procedures. 2.4. Identify ***relevant parties*** to be included in the review of organisational policy and or procedures. 2.5. Prepare terms of reference and guidelines for the review and make available to personnel contributing to the review.
3. Review the organisation's policy and procedures.	3.1. Identify and document the objectives of the policy and or procedures and rationale for their development. 3.2. Consult with ***appropriate personnel*** to determine whether the policy and or procedures comply with relevant legal and ethical responsibilities of the outdoor recreation organisation. 3.3. Determine whether the policy and or procedures clearly define individual responsibilities and duties in relation to the implementation of organisational objectives. 3.4. Determine whether the policy and or procedures incorporate responses to the possible impact of outside influences and changes in direction and or new trends. 3.5. Apply evaluation criteria to assess the effectiveness of the

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ELEMENT	PERFORMANCE CRITERIA
	policy and or procedures in achieving the organisation's business aims. 3.6. Seek ***feedback*** from relevant personnel to identify implementation issues in relation to specific areas and identify improvements to policy and or procedures. 3.7. Recommend, where appropriate, modifications to policy and or procedures.
4. Prepare draft policy and or procedures.	4.1. Draft new or modified policy and or procedures which comply with all relevant legislation and are consistent with organisational objectives, taking into account availability of resources and timeframes for implementation. 4.2. Identify personnel responsible for implementing policy and or procedures within the organisation. 4.3. Determine the feasibility of establishing a team or infrastructure to communicate details of policy and or procedures and implement them within the organisation. 4.4. Establish or modify performance management processes for monitoring the implementation of policy and or procedures within the organisation. 4.5. Establish a record keeping system to document issues which are relevant to the implementation of organisational policies and procedures.
5. Implement new or revised policy and or procedures.	5.1. Advise all relevant parties of their responsibilities under the new or modified policy and or procedures. 5.2. Provide education and training opportunities to all relevant parties as required to support implementation. 5.3. Monitor activities to ensure that policy and or procedures are adopted effectively. 5.4. Implement procedures for ongoing assessment of policy and or procedures within systems of work in the organisation or business.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - elicit information from key personnel to inform the evaluation of organisational policies and procedures

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    - seek feedback on implementation issues
- literacy skills to:
    - access, collate, interpret and document information to inform the review process and outcomes
- research and establish relevant information impacting on policy or procedure review
    - develop evaluation criteria for the review
    - draft and document new or modified policies and procedures
- problem-solving skills to:
    - identify and evaluate areas of non-compliance and issues impacting on implementation of policies and procedures
    - make recommendations on improvements to support the implementation of new or modified policies and procedures
- planning and organising skills to undertake preparation for the review process, such as staff and resources, within identified timeframes
- numeracy skills to conduct the review within time and budgetary constraints.

Required knowledge

- legislation impacting on the operations of an outdoor business or organisation to enable the development and implementation of policies and procedures to address the legal obligations of the business
- organisational policies and procedures of the outdoor business or organisation to enable the effectiveness of these to be assessed and improved
- strategic business and operational plans of the outdoor organisation or business to enable the development of policies and procedures to achieve business objectives
- data collection and research methods to enable the identification and collection of relevant data and information to inform the development of new policies
- internal organisational and management systems and external operating environments to enable understanding of the environment in which policies and procedures are implemented
- organisation's prime objectives, functions and operations and key activity areas and structures
- financial management and budgeting to enable the review to be completed within budgetary constraints.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- develops systemic review procedures to undertake an evaluation of policies and procedures of an outdoor organisation that complies with relevant legislation and aligns with organisational operational requirements and responsibilities
- accesses and clarifies information to inform conduct and outcomes of the review and development of new or modified organisational policies and procedures
- documents draft policies and procedures in a format consistent with organisational requirements and uses communication strategies to inform and support personnel with implementation
- applies contingency management techniques to ensure compliance of policies and procedures is maintained in light of organisational changes and emerging implementation issues or changes in business direction.

Context of and specific resources for assessment

Assessment must ensure leading of a policy review and continuous improvement process on multiple occasions, that is of sufficient breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- an outdoor recreation organisation or business with employees and or volunteers
- relevant legislative requirements for an outdoor organisation
- business information relevant to the management of the organisation
- relevant parties contributing to the review process.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of leadership of preparation and conduct of review process
- oral or written questioning to assess knowledge of relevant legislation impacting on the operations of an outdoor organisation
- portfolio of records and reports documenting evidence of review criteria and draft policies and procedures
- third-party reports from a supervisor detailing work performance.

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

- SISXOHS503A Establish and maintain Occupational Health and Safety systems.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant legislation may include:

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

Policy and or procedures may include:

- administration
- equal employment opportunity
- occupational health and safety
- performance assessment
- grievance
- training
- recruitment
- industrial relations
- dealing with media
- client confidentiality
- privacy
- staff dress
- staff code of behaviour
- client complaints
- records maintenance
- purchasing of supplies and equipment
- counselling or disciplinary processes.

Outcomes may include:

- customer service
- staff performance
- client satisfaction.

Resources may include:

- human
- physical

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	• financial.
Relevant parties may include:	• employees • clients • supporters • sponsors • members • volunteers • facility owners • government.
Appropriate personnel may include:	• waterways departments • surf rescue • authorities • supervisors. •
Feedback may include:	• verbal • written.

Unit Sector(s)

Outdoor Recreation

Competency Field

Outdoor Recreation

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SISOOPS201A Minimise environmental impact

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to implement minimal environmental impact practices while participating in and assisting in outdoor recreation activities under supervision.

Application of the Unit

This unit applies to those who work as assistants under direct supervision in a range of roles and settings across the outdoor recreation sector.

This may include outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Determine the environmental impacts of outdoor recreation activities.	1.1. Identify the ***impacts*** caused by participation in specific outdoor recreation activities. 1.2. Determine the possible ***causes*** of these impacts. 1.3. Identify the consequences of the impact on the environment. 1.4. Source and analyse information on key ***organisational practices and procedures*** used to reduce the environmental impact.
2. Adopt minimal impact practices.	2.1. Follow instructions of ***relevant personnel*** to apply ***minimal impact environmental practices*** and procedures during outdoor activities. 2.2. Use equipment in a manner that reduces impact on the natural environment. 2.3. Demonstrate appropriate behaviour toward the environment when interacting with staff and participants. 2.4. Utilise heritage or cultural sites according to ***relevant legislation*** and or directions from relevant personnel. 2.5. Report ***inappropriate environmental practices*** to relevant personnel.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - follow instructions to implement minimal environmental impact practices in outdoor activities
  - report inappropriate practices
- literacy skills to read and interpret organisational procedures to reduce environmental impact
- problem-solving skills to:
  - anticipate the consequences of outdoor recreation activities on the environment
  - implement strategies to reduce the potential impact.

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Required knowledge

- legislation and codes relating to environmental protection and cultural and heritage protection for the activity area and location to enable outdoor recreation activities to be undertaken responsibly
- area restrictions and resource management requirements to enable compliance during outdoor recreation activities
- basic ecological principles and interrelationships to enable understanding of potential causes and consequences of environmental impact
- organisational procedures for minimal environmental impact practices relevant to specific activities, sites or locations.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • utilises environmental resources responsibly and with minimal impact to participate in outdoor recreation activities • complies with general legislation, land managers requirements, industry codes and activity specific codes of practice to minimise environmental impact • applies contingency management techniques to deal with problems in implementing minimal environmental impact practices.
Context of and specific resources for assessment	Assessment must ensure implementation of minimal impact practices relevant to specific activities, sites and or locations while participating in outdoor recreation activities to demonstrate competency and consistency of performance, on multiple occasions. Assessment must also ensure access to: • an outdoor environment or site to participate in outdoor activity • relevant personnel • documentation such as organisational minimal environmental impact procedures and practices and relevant environmental protection legislation.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate's ability to implement minimal environmental practices while participating in and assisting in an outdoor activity
- written and oral questioning to assess knowledge of key environmental practices and procedures to minimise activity impact appropriate to the locality or site of the outdoor activity
- third-party reports from a supervisor detailing evidence of the candidate's implementation of minimal environmental impact practices during an outdoor activity.

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

- SISOODR201A Assist in conducting outdoor recreation sessions
- Activity specialisations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Impacts may include:

- pollution
- vegetation tramping and breakage
- breakage and dislodgment of rock and other formations
- compaction of soil and other deposits
- disturbance or removal of fauna
- introduction of new flora and fauna
- chemical alteration of environments
- damage to, or inappropriate behaviour in, cultural sites
- graffiti
- reduction in decomposing timber

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	• campfire scars • noise.
Causes may include:	• development of facilities and signs • increased use.
Organisational practices and procedures may include:	• restricting access • limiting group size • seasonal restrictions • use of permits • codes of ethics and conduct • heritage and cultural site protocols and guidelines.
Relevant personnel may include:	• supervisors • resource managers • peak activity groups • custodians.
Minimal impact environmental practices may include:	• avoidance of sensitive areas • site and route selection • limited party size • removal of rubbish • appropriate sanitation practices • use of fuel stoves • use of low impact equipment • keeping to marked tracks or routes • appropriate washing procedures • respect and protection of heritage and cultural sites • camp fire management and rehabilitation.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Inappropriate environmental practices may include:	• trampling over sensitive areas • leaving rubbish behind • accessing out of bounds areas • disturbing cultural sites.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Field Operations

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SISOOPS202A Use and maintain a temporary or overnight site

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to establish, use and maintain a temporary or overnight site. Temporary sites include sites used for rest stops, overnight camping and emergency shelters.

Application of the Unit

This unit applies to those working in a range of outdoor recreation environments that require use of temporary overnight sites.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Make logistical arrangements.	1.1. Access local area knowledge and ***information***, and use it to identify suitable ***temporary sites***. 1.2. Identify factors affecting site selection according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret detailed ***weather and environmental information***. 1.4. Identify ***hazards*** and potential ***human impact*** practices associated with the activity and apply ***risk*** minimisation as advised by the supervisor. 1.5. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the duration of the activity. 1.6. Address perishability of various foods, packaging, cooking and storage considerations when menu planning. 1.7. Identify and plan for emergency food and water requirements.
2. Select equipment.	2.1. Select ***equipment*** according to ***contextual issues*** and check its serviceability. 2.2. Select personal clothing and footwear, and identify the design and or construction features that make it appropriate.
3. Establish a shelter.	3.1. Arrange a ***shelter*** according to the prevailing weather and conditions, and ensure comfort and safety. 3.2. Erect a shelter in a manner to reduce ***impact on the natural environment*** according to relevant legislation and organisational policies and procedures.
4. Maintain a temporary site.	4.1. Take measures to remove or avoid hazards and minimise risk at the temporary site. 4.2. Identify the consequences of unhygienic practices and apply recommended procedures to mitigate potential health risks. 4.3. Clean individual and shared utensils according to organisational policies and procedures. 4.4. Identify and apply sanitation practices appropriate to the site to minimise health problems and

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ELEMENT	PERFORMANCE CRITERIA
	environmental impact. 4.5. ***Pack up*** and clean area when leaving according to relevant legislation and organisational policies and procedures.
5. Evaluate the activity.	5.1. Evaluate ***relevant aspects*** of using and maintaining an overnight site. 5.2. Identify improvements for future overnight stays.

Required Skills and Knowledge

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

Required skills

- literacy and numeracy skills to:
  - read and interpret legislation and organisational policies and procedures
  - analyse weather and environmental information
- planning and organising skills to:
  - allocate and select equipment for overnight stay
  - establish and erect shelter at an appropriate site
- communication skills to:
  - interact with other participants
  - work as a team to set up camp and maintain a positive and safe environment
- problem-solving skills to:
  - deal with unforeseen circumstances
  - keep warm and sheltered, in the case of extreme environmental conditions and or loss of equipment
  - handle and prepare food hygienically
  - apply minimal impact camping techniques
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of camping activities
- minimal impact camping and walking codes to ensure protection of environment
- equipment, clothing, footwear, food and water required for the duration of activity
- packing and maintenance techniques before, during and after the activity to protect personal and group equipment and ensure prolonged life
- principles of nutrition to maintain health and energy during activity

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- food and water in emergency situations to maintain health for prolonged periods
- food preparation and cooking methods used in outdoor environments
- sanitation procedures in outdoor environments to avoid contamination and illness
- types and purposes of different shelters to enable selection and use in various weather conditions
- weather and environmental information to ascertain possible conditions and their affect on the activity including life threatening conditions
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • makes logistical arrangements based on knowledge of the area and selects equipment and supply requirements according to the conditions and duration of the activity • applies camping techniques and adapts to contingencies that may arise, such as sudden change of weather • takes precautions to maintain physical well being of self and group, such as hygiene and sanitation procedures to prevent contamination and illnesses • evaluates and reflects on performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure establishment, use and maintenance of a temporary or overnight site on multiple occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding site to plan logistical arrangements • a suitable outdoor location • appropriate camping equipment.
Method of assessment	A range of assessment methods should be used to assess

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practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning logistical arrangements for the activity
- oral and or written questioning and reports to assess knowledge in relation to human impact on the environment
- observation of establishing and maintaining an overnight shelter
- observation of dealing with contingencies, such as repairing and or improvising on items of essential equipment in the case of breakage or loss.
- written and or verbal self evaluation.

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

- SISOOPS201A Minimise environmental impact
- Activity-specific units requiring the use and maintenance of a temporary or overnight site.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information may include:

- maps and charts
- guide books
- land managers and agencies.

Temporary sites may include:

- rest stops
- activity sites
- temporary or overnight shelter.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment
- camp fire regulations

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- emergency procedures
- code of ethics.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Hazards may include:

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

Human impact may include:

- pollution
- physical damage
- alteration to the environment
- visual
- noise
- damage to cultural heritage
- crowding.

Risk may include:

- hypothermia
- frostbite
- dehydration
- heat exhaustion
- hyperthermia
- injuries and illness
- insect bites and stings
- food poisoning
- lost party or party member
- falling trees and branches.

Food and water requirements may include:

- menu planning and preparation
- range of foods:
  - perishability
  - packaging

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- storage
- cooking methods.

Principles of nutrition may include:

- food groups
- dietary guidelines
- essential nutrients
- food preparation:
  - methods of cooking
  - safe food handling and hygiene practices
- individual food requirements and allergies.

Equipment may include:

- torch
- tent
- poles
- tarp
- sleeping bag
- cooking system and utensils
- pots and pans
- ropes
- plastic bags for rubbish
- first aid kit
- activity-specific equipment.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Shelter may include:

- tents
- bivvies
- snow caves
- lean-to
- mobile trailers and vans.

Impact on natural environment may include:

- soil
- plants
- water
- geology
- wildlife.

Pack up may include:

- gather all rubbish for removal
- wipe or clean gear.

Relevant aspects may include:

- objectives
- planning process

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Field Operations

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SISOOPS303A Interpret weather for marine environments

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to collect information from a weather map, make forecasts, and record and interpret weather and environmental information in a specific maritime location in order to apply this to the conduct of an aquatic activity at that location.

Application of the Unit

This unit applies to those working autonomously and with supervisory roles in various marine environments.

This may include outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Interpret information from a weather map.	1.1. Identify characteristics of ***map types*** and their different uses. 1.2. Identify differences between general forecasts and forecasts for marine environments. 1.3. Identify weather map ***symbols*** and associated weather ***conditions***. 1.4. Outline and justify a weather prediction over a multi-day period for a specific marine region using ***information*** gained from weather maps and forecasts.
2. Collect, record and interpret weather conditions in a specific marine region.	2.1. Identify major ***cloud types*** and altitude level. 2.2. Collect weather and environmental information at regular intervals for a specific area over a multi-day period. 2.3. Record weather ***data*** and identify ***patterns***. 2.4. Compare and identify the differences between current weather conditions and a current weather forecast. 2.5. Determine the possible effects of ***landforms*** on marine weather conditions. 2.6. Identify and explain season variations in weather patterns for a specific marine area. 2.7. Outline differences between large scale and localised weather conditions for a specific marine area.
3. Interpret weather and environmental information for aquatic activities at a specific marine location.	3.1. Determine the suitability and ***limitations*** of the activity in relation to the current local weather conditions and forecast. 3.2. Identify strategies to ensure the safety and well-being of individuals and or group in weather conditions according to ***relevant legislation*** and ***organisational policies and procedures***. 3.3. Identify the weather conditions commonly associated with the onset of life threatening ***weather hazards in a marine environment***. 3.4. Identify characteristics of life threatening weather hazards in a marine environment and their possible impact on recreational ***marine activities***.

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Required Skills and Knowledge

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

Required skills

- planning and organising skills to:
  - collect weather and environmental information at regular intervals
  - record and interpret weather and environmental information
  - justify suitability and safety of an activity area
- problem-solving skills to:
  - determine the impact of meteorological data on planned activities
  - predict and anticipate weather for a specific marine environment
  - compare the differences between various weather attributes
- literacy and numeracy skills to:
  - interpret and analyse weather and environment information
  - record weather data patterns.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of weather interpretation activities
- map types and symbols to predict weather for a specific marine area
- differences between general and marine forecasts to anticipate additional hazards and risks
- methods of predicting and forecasting weather to determine its impact on recreational marine activities
- influence of cloud types, local air masses, seasons, topography and landforms on the weather and the implications of these on marine activities
- methods of recording weather data to identify patterns and apply this information to plan safe marine activities
- life threatening marine weather hazards and their possible impact on recreational marine activities
- factors affecting global, regional and local climatic conditions and the impact of these on marine activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • makes weather predictions for a marine area using weather maps and forecasts, and identifies the difference between general and marine forecasts • assesses the short and long term implications of meteorological data on a specific marine activity.
Context of and specific resources for assessment	Assessment must ensure interpretation of weather signs in a variety of weather conditions in marine locations on multiple occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • meteorological data to read and interpret • a marine activity environment in which to conduct weather interpretation activities.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of the impact of meteorological data on planned activities • observation of interpreting weather for a specific marine environment using information gained from weather maps, predictions and forecasts • portfolio of weather predictions covering five day periods • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • Activity-specific units relevant to participation in aquatic outdoor recreation activities such as sea kayaking, surfing, personal water craft riding and SCUBA diving.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Map types may include:
- prognosis maps
- analysis maps.

Symbols may include:
- cyclones
- anti-cyclones
- depressions
- highs
- troughs
- ridges
- frontal bands
- isobars.

Conditions may include:
- cloud cover
- wind direction, speed and strength
- barometric pressure
- precipitation type and intensity
- wave direction and size
- sunshine trends and duration
- temperature range and intensity
- humidity trends.

Information may include:
- cloud cover
- wind direction and speed
- barometric pressure
- precipitation type and intensity
- wave size and form.

Cloud types may include:
- cirrus
- stratus
- cumulus
- nimbus.

Data may include:
- cloud cover
- wind direction and speed
- barometric pressure
- precipitation type and intensity
- wave size and form.

Patterns may include:
- wind direction and speed
- precipitation form and distribution
- sunshine trends and duration
- temperature range and intensity
- humidity trends
- anticyclones

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	• depressions.
Landforms may include:	• mountain ranges • large bodies of water • valleys • coastlines • islands.
Limitations may include:	• duration of the activity • intensity of activity • exposure to prevailing conditions • proximity to land and or sheltered water • ability of individual and or group • type of craft and or activity.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • risk management • minimal impact environmental codes • code of ethics.
Weather hazards in a marine environment may include:	• floods • cyclones • tidal waves • electrical storms • offshore winds, tides, currents.
Marine activities may include:	• sea kayaking • surfing • surf kayaking • wind surfing • sailing • SCUBA diving • snorkelling • personal water craft riding • coastal land travel.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Field Operations

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SISOOPS304A Plan for minimal environmental impact

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan outdoor activities to ensure that minimal environmental impact occurs. The planning requires consideration of the appropriate combination of an activity with a setting. This involves the learner making informed decisions about the selection of settings and the conduct of the activity during the planning phase.

For Indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Application of the Unit

This unit applies to those who work in a range of roles and settings across the sport and recreation sector.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify interrelationships between the natural environment and human activity.	1.1. Source information on ***ecological systems*** and their interrelationship to the activity setting. 1.2. Determine ***human impact*** of outdoor recreational activity on ecological systems and their interrelationships. 1.3. Consult with appropriate ***authorities*** to identify sensitive areas within the setting and aspects unique to it. 1.4. Liaise with ***stakeholders*** to identify ***parameters of use***. 1.5. Identify implications of parameters of use for planning of outdoor recreation activities within the setting.
2. Prepare a minimal impact plan for the activity and setting.	2.1. Analyse current environmental ***management strategies*** for the site implemented by resource managers. 2.2. Identify and assess the ***characteristics of the setting*** according to the proposed outdoor recreation activity. 2.3. Identify other uses of the setting, the relationship to current management strategies and the implications for offering appropriate recreation opportunities. 2.4. Identify ***minimal impact practices*** and procedures to reduce ***impact on the natural environment*** according to ***relevant legislation*** and ***organisational minimal impact policies and procedures***. 2.5. Develop and document a ***minimal impact plan*** for the activity according to relevant legislation and ***resource management principles*** for the setting.
3. Implement and monitor minimal impact plan.	3.1. Explain aims of minimal impact plan to activity participants. 3.2. Communicate ***unique aspects*** of the setting and

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ELEMENT	PERFORMANCE CRITERIA
	specific impacts likely to occur during an activity to participants in the activity. 3.3. Conduct activities according to minimal impact plan, relevant legislation and organisational policies and procedures. 3.4. Monitor effectiveness of minimal impact plan.
4. Evaluate minimal impact practices.	4.1. Identify ***techniques*** to determine the nature and degree of impact. 4.2. Evaluate the effectiveness of personal minimal impact practices using basic techniques. 4.3. Modify impact reduction strategies, where necessary, after evaluation.

Required Skills and Knowledge

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

Required skills

- communication and interpersonal skills to:
  - consult with authorities, landowners and or custodians regarding strategies to minimise the impact of outdoor activities on specific environments and settings
  - convey information to participants about participating in activities responsibly so that environmental impact is minimised
- problem-solving skills to:
  - identify and match strategies for minimal environmental impact within an outdoor activity to a particular environmental setting
  - develop sustainable solutions that meet the needs of all stakeholders
- language and literacy skills to:
  - read and analyse relevant legislation and organisational policies and procedures
  - develop and document an environmental minimal impact plan
  - source information on ecological systems
- planning and organising skills to:
  - plan goals and strategies to achieve minimal environmental impact for an outdoor activity
  - monitor and evaluate the outcomes of the plan.

Required knowledge

- legislation and organisational minimal impact policies and procedures relating to environmental protection and cultural and heritage protection for the activity area

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and location to enable outdoor recreation activities to be undertaken responsibly
- area restrictions and resource management requirements to enable compliance during outdoor recreation activities
- biological systems, their interrelationships and terminology used in relation to these to enable understanding of potential causes and consequences of environmental impact
- specific problems of fragile environments or threatened species to enable planning for minimal impact
- environmental management practices used by resource management authorities to minimise impact and factors affecting land management planning, such as limits or parameters of acceptable change to enable identification of appropriate strategies and development of appropriate minimal impact plan
- cultural protocols for making contact and communicating with people and organisations to enable effective consultation in relation to any specific cultural requirements for site access and protection
- roles and responsibilities of resource management agencies.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans outdoor recreation activities that balance the need to minimise environmental impact of recreational activities with appropriate activities and opportunities • applies contingency management techniques to deal with concerns over the degree of impact following recreational activities • adopts and models a responsible attitude towards the natural environment throughout activities.
Context of and specific resources for assessment	Assessment must ensure planning for minimal impact of outdoor activities by implementing environmental management strategies appropriate to local environments on sufficient occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an outdoor environment or site with access to land management personnel, stakeholders and participants

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- documentation such as organisational minimal environmental impact procedures and practices and relevant environmental protection legislation.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate's ability to implement minimal environmental practices while planning for an outdoor activity
- oral and written questioning to assess knowledge of key environmental management practices to minimise activity impact appropriate to the locality or site of the outdoor activity
- third-party reports from a supervisor detailing evidence of the candidate's planning and implementation of minimal environmental impact practices during an outdoor activity
- a portfolio of evidence of minimal impact plans for specific activities and settings.

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

- SISOODR302A Plan outdoor recreation activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Ecological systems may include:

- marine
- flora
- fauna
- wetlands
- community
- biosphere
- cycles
- food chains.

Human impact may include:

- introduced species

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- loss of habitat
- removal of species
- pollution
- physical damage
- alteration to the environment
- noise
- conflicts with other recreational users
- damage to cultural heritage
- crowding.

Authorities may include:

- cultural custodians
- local, state or federal government agencies.

Stakeholders may include:

- authorities
- landowners and or custodians
- relevant state and local government bodies
- land managers.

Parameters of use may include:

- times and duration
- number of users at any one time
- type of activities permitted
- restricted access.

Management strategies may include:

- dispersal of use
- concentration of use
- site hardening or shielding
- zoning
- size limitations
- noise restrictions
- speed restrictions

Characteristics of the setting may include:

- biological
- social
- managerial
- access regulations.

Minimal impact practices may include:

- avoidance of sensitive areas
- appropriate site and route selection
- limited party size
- removal of rubbish
- appropriate sanitation practices
- use of fuel stoves
- use of low impact equipment
- keeping to marked tracks or routes
- appropriate washing procedures
- respect and protection of heritage and cultural sites

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	• campfire management and rehabilitation.
Impact on the natural environment may include:	• soil • plants • water • geology • wildlife.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational minimal impact policies and procedures may include:	• restricting access • limiting group size • seasonal restrictions • use of permits • protocols for consulting stakeholders • codes of Ethics and Conduct • heritage and cultural site protocols and guidelines.
Minimal impact plan may include:	• activity aims to achieve minimal impact • management strategies to achieve minimal impact.
Resource management principles may include:	• economic • environmental • social.
Unique aspects may include:	• caves • archaeological, heritage and cultural sites • local traditions • protected areas • delicate or fragile formations and strata • flora and fauna with restricted distribution.
Techniques may include:	• identifying the extent or spatial scale of the impact • identifying intensity or severity of the impact • identifying duration of the impact • gauging stakeholder feedback or concerns.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Field Operations

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SISOOPS305A Provide first aid in a remote location

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required for the provision of first aid to a casualty in a remote or isolated area and their management over an extended period of time until medical assistance or evacuation of the casualty occurs.

Application of the Unit

This unit applies to those who will be providing first aid in remote settings within the outdoor recreation sector

This may include those undertaking a leadership role in outdoor recreation activities, such as bushwalking or other guided activities in remote locations.

This may also include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan and prepare for remote or isolated area.	1.1. Prepare for ***isolated or remote*** travel or work is undertaken, accounting for identified contingencies 1.2. Ensure appropriate ***communication equipment*** is selected to apply appropriate response in the given area 1.3. Obtain relevant first aid supplies to cover the identified contingencies of the area
2. Assess the situation.	2.1. Identify ***physical hazards*** and minimise according to Occupational Health and Safety requirements, ***organisational policies and procedures*** and the physical environment 2.2. Assess ***risks*** to first aider and others and ensure appropriate response determined to take prompt control of situation 2.3. Ascertain the need for emergency services or medical assistance and prioritise triage where required 2.4. Ensure resources are deployed to appropriate locations as required in accordance with organisational policies procedures and the limitations of the physical environment
3. Manage the casualty.	3.1. Determine appropriate ***first aid management*** and apply 3.2. Improvise and use first aid equipment as required 3.3. Monitor and respond to casualty's condition in accordance with effective first aid principles 3.4. Establish communication links to medical services to ensure prompt control action is undertaken 3.5. Undertake administration of ***medication*** under medical instruction 3.6. Evaluate environmental conditions or ***casualty's condition*** to determine the ***consideration of whether***

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ELEMENT	PERFORMANCE CRITERIA
	to transport casualty to medical assistance or wait
	3.7. Provide reassurance and support to casualty during the wait for medical assistance
	3.8. Determine and ensure casualty's comfort by establishing and explaining the nature of illness or injury and the management procedures
	3.9. Undertake shelter from the in accordance with environmental conditions
	3.10. Monitor and ***document*** the casualty's condition over time to assist in on-going management
	3.11. Assist in the evacuation of the casualty by emergency services is provided as required
4. Coordinate first aid activities until arrival of medical assistance.	4.1. Identify available resources required
	4.2. Establish communication links with appropriate personnel emergency management services and medical assistance as appropriate
	4.3. Organise correct amount of resources to appropriate locations in an effective manner to ensure timely arrival of required resources
	4.4. Document the provision of resources and modify as recommended
	4.5. Monitor the management of casualties in accordance with ***first aid principles*** and organisational policies and procedures
	4.6. Coordinate evacuation of casualties according to worksite evacuation procedures
	4.7. Arrange support services for personnel involved in the incident in accordance with organisational policies and procedures
5. Communicate essential incident details.	5.1. Maintain communication with relevant personnel using appropriate equipment
	5.2. Communicate first aid information with other providers pr carers as appropriate to meet their needs and in accordance with organisational policies and procedures
	5.3. Communicate information calmly to reassure casualty, adopting a communication style to match the casualty's level of consciousness
6. Evaluate the incident.	6.1. Evaluate the management of the incident and develop an action plan in consultation with relevant parties, as required
	6.2. Participate in debriefing or evaluation either by self

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ELEMENT	PERFORMANCE CRITERIA
	or others to improve future operations and address individual's needs
	6.3. Provide access critical stress facilitators where required
	6.4. Implement site management or procedures a and evaluate in accordance with risk assessment
	6.5. Formulate and review contingency planning to identify and select alternative management and principles

Required Skills and Knowledge

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

Required skills

- resuscitation skills to safely provide first aid in a remote location, prior to further assistance arriving
- demonstration of first aid principles to ensure safe use of remote first aid in an emergency situation
- ability to adequately use infection control procedures to ensure the safe handling of casualty
- safe manual handling skills to ensure safety of casualty
- initial, secondary and ongoing casualty assessment to ensure ongoing safety of casualty, prior to further assistance arriving.
- prepare written incident report or written information to enable the writing of an incident report by supervisor or other staff member
- communication and interpersonal skills to:
  - provide direction to group and other outdoor recreation leaders
  - inform further assistance on situation and direction upon arrival
- incident management skills to safely manage and report situations
- ability to interpret and use listed documents to ensure correct reporting and first aid equipment
- problem-solving skills to:
  - identify first aid situations and deal with them
  - develop sustainable solutions that meet the needs of all stakeholders
- language and literacy skills to:
  - read and analyse relevant legislation and organisational policies and procedures
  - document incident and incident reports, verbal and written
  - communicate information to group, further assistance and other outdoor

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recreation leaders
- planning and organising skills to:
  - plan further action
  - monitor casualty, situation and group.

Required knowledge

- basic anatomy, including the skeletal anatomy, muscles, joints and bones, to ensure correct use of first aid
- basic physiology to ensure first aid used correctly
- legal requirements to make correct decisions when applying first aid
- duty of care when applying first aid to clients
- care of unconscious to ensure correct treatment is used, without further damage
- State and territory regulatory requirements relating to currency of skill and knowledge to ensure remote first aid is kept up to date
- working knowledge of communication systems, equipment and methods used in remote locations
- knowledge of management option evaluation relating to transporting casualty
- knowledge of the first aid in a remote location principles in order to address contingencies specific to differing types of situations
- consideration of the welfare of the casualty and further actions to ensure safe welfare

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • manages a casualty is remote or isolated areas over multiple occasions. • completes a resuscitation, safely providing first aid in a remote location, prior to further assistance arriving • demonstrates first aid principles to ensure safe use of remote first aid in an emergency situation • adequately uses infection control procedures to ensure the safe handling of casualty • initial, secondary and ongoing casualty assessment to ensure ongoing safety of casualty, prior to further assistance arriving.

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Context of and specific resources for assessment	Assessment must ensure providing first aid in a remote location by implementing relevant procedures, over differing situates over several occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an outdoor environment or site which can be classified as a remote location • documentation such as a written incident report or written information to enable the writing of an incident report by supervisor or other staff member.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the candidate's ability to implement remote first aid • oral and written questioning to assess knowledge of key aspects of remote first aid while completing an outdoor recreation activity • third-party reports from a supervisor detailing evidence of the candidate's successful completion of remote first aid • a portfolio of evidence of remote first aid for specific activities and settings. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • HLTFA301A Provide first aid.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Isolated or remote may include:	• severity of injury • time required for medical assistance to arrive • movement might hinder rescue procedures
Communication equipment may	• mobile phones • satellite phones

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include:

- HF or VHF radio
- flags
- flares
- two way radio
- email
- electronic equipment
- calls
- radio
- hand signals
- whistles.

Physical hazards may include:

- workplace hazards
- environmental hazards
- proximity of other people
- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- group management hazards.

Organisational policies and procedures may include:

- occupational health and safety
- staff responsibilities
- monitoring
- safety and emergency procedures
- risk management
- code of ethics.

Risks may include:

- worksite equipment, machinery and substances
- environmental risks
- bodily fluids
- risk of further injury to the casualty
- risks associated with the proximity of other workers and by standers
- time to transport casualty and or equipment required for management of
- casualty's condition
- equipment failure.

First aid management may include:

- workplace policies and procedures
- industry and site specific regulations and codes
- occupational health and safety requirements
- state and territory workplace health and safety requirements
- physical location in which first aid management is conducted
- location and nature of the workplace

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- the environmental conditions for example electricity, biological risks,
- weather, motor vehicle accidents
- physical location in which first aid management is undertaken
- proximity of emergency services personnel
- number of casualties and potential casualties
- the use and availability of first aid equipment, resources and
- pharmaceuticals
- confined spaces, subject to industry need
- administration of analgesic gases
- cardiopulmonary resuscitation (CPR)
- infection control
- relocations of dislocations
- semi-automatic external defibrillator (SAED)
- spinal evaluation or clearance

Medication may include:

- pain relief - paracetamol in accordance with State and Territory
- legislation, analgesics)
- bronco-dilated drugs, in accordance with State and Territory legislation
- casualty with asthma usually has own medication, or found in first aid kit
- severe allergic reactions - adrenaline - subject to casualty's own regime
- heart attack - aspirin

Casualty's condition may include:

- abdominal injuries
- allergic reactions
- bleeding
- burns:
  - thermal
  - chemical
  - friction
  - electrical
- cardiac conditions
- chemical contamination
- cold injuries
- crush injuries
- dislocations
- drowning
- envenomation:

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- snake
- spider
- insect
- marine bites

- environmental conditions such as hypothermia, dehydration, heat stroke
- epilepsy, diabetes, asthma and other medical conditions
- expired air resuscitation (EAR)
- eye injuries
- fractures
- gastrointestinal problems
- genitourinary problems
- head injuries
- hyperventilation
- illicit drugs
- insect or marine bites
- minor skin injuries
- neck and spinal injuries
- needle stick injuries
- nose bleeds
- poisoning and toxic substances
- respiratory management of asthma and or choking
- shock
- smoke inhalation
- soft tissue injuries including sprains, strains, dislocations
- substance abuse
- unconsciousness including not breathing and no pulse.

Consideration of weather to transport casualty may include:

- severity of injury
- time required for medical assistance to arrive
- movement might hinder rescue procedures

Documentation may include:

- time
- fluid intake and output
- blood
- vomit
- faeces
- urine
- administration of medication including time, date, person administering

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First aid principles may include:

- checking the site for danger to self, casualty and others and minimising the danger
- checking and maintaining the casualty's airway, breathing and circulation

Unit Sector(s)

Outdoor Recreation

Competency Field

Field Operations

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SISOOPS306A Interpret weather conditions in the field

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to collect information from a weather map, make forecasts, and record and interpret weather and environmental information in the field in order to assess the impact of weather on outdoor recreation activities.

Application of the Unit

This unit applies to those working autonomously, or under minimal supervision in various outdoor environments who are responsible for collecting and interpreting weather and environmental information before and during outdoor activities.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Interpret information from a weather map.	1.1. Identify characteristics of ***map types*** and their different uses. 1.2. Identify weather map ***symbols*** and associated weather and environmental conditions. 1.3. Outline and justify a weather prediction for a 48 hour period for a specific region using ***information*** gained from weather maps and forecasts.
2. Collect and record weather and environmental information in a specific region.	2.1. Identify sources of relevant ***weather and environmental information*** 2.2. Identify major ***cloud types*** and altitude level. 2.3. Collect weather and environmental information at regular intervals for a specific area over five days. 2.4. Record weather ***data*** and identify ***patterns***. 2.5. Compare and identify the differences between current weather ***conditions*** and a current weather forecast. 2.6. Identify the possible effects of ***landforms*** on weather conditions. 2.7. Identify and explain season variations in weather patterns for a specific area. 2.8. Outline differences between large scale and localised weather conditions for a specific area.
3. Interpret weather and environmental information for outdoor activities at a specific location.	3.1. Determine the suitability and ***limitations*** of the activity in relation to the current local weather conditions and forecast. 3.2. Identify strategies to ensure the safety and well being of individuals and or group in weather conditions according to ***relevant legislation*** and ***organisational policies and procedures***. 3.3. Identify weather conditions commonly associated with the onset of ***life threatening weather hazards***. 3.4. Identify characteristics of life threatening weather hazards and their possible impact on recreational activities. 3.5. Respond appropriately to life threatening weather hazards to ensure safety of participants

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Required Skills and Knowledge

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

Required skills

- planning and organising skills to:
  - collect weather and environmental information at regular intervals
  - record and interpret weather and environmental information
  - justify suitability and safety of an activity area
- problem-solving skills to:
  - determine the impact of meteorological data on planned activities
  - predict and anticipate weather for a specific outdoor environment
  - compare the differences between various weather attributes
  - respond to changes in weather including life threatening weather hazards
- literacy skills to:
  - interpret and analyse weather and environmental information
  - record weather data patterns.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of weather interpretation activities
- map types and symbols to predict weather for a specific outdoor area
- methods of predicting and forecasting weather to determine its impact on recreational activities
- influence of cloud types, local air masses, seasons, topography and landforms on the weather and the implications of these on outdoor activities
- methods of recording weather data to identify patterns and apply this information to plan safe outdoor activities
- life threatening weather hazards and their possible impact on recreational activities
- factors affecting global, regional and local climatic conditions and the impact of these on outdoor activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • makes weather predictions for a outdoor area using weather maps and forecasts • assesses the short and long term implications of meteorological data on a specific outdoor activity.
Context of and specific resources for assessment	Assessment must ensure interpretation of weather signs in a variety of weather conditions in outdoor locations to demonstrate competency and consistency of performance. Assessment must also ensure access to: • meteorological data to read and interpret weather and environmental information • meteorological instruments to collect weather and environmental information • an outdoor activity environment in which to conduct weather interpretation activities.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of the impact of meteorological data on planned activities • observation of interpreting weather for a specific outdoor environment using information gained from weather maps, predictions and forecasts • portfolio of weather predictions covering five day periods • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • Activity-specific units relevant to participation in outdoor recreation activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Map types may include:
- prognosis maps
- analysis maps.

Symbols may include:
- cyclones
- anti-cyclones
- depressions
- highs or lows
- troughs
- ridges
- frontal bands
- isobars.

Information may include:
- cloud cover
- wind direction, speed and strength
- barometric pressure
- precipitation type and intensity
- sunshine trends and duration
- temperature range and intensity
- humidity trends.

Weather and environmental information may include:
- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Cloud types may include:
- cirrus
- stratus
- cumulus.

Data may include:
- cloud cover
- wind direction, speed and strength
- barometric pressure
- precipitation type and intensity
- sunshine trends and duration
- temperature range and intensity
- humidity trends.

Patterns may include:
- wind direction and speed
- precipitation form and distribution
- sunshine trends and duration
- temperature range and intensity
- humidity trends

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	• anticyclones • depressions • movement of pressure systems.
Conditions may include:	• cloud cover • wind direction, speed and strength • barometric pressure • precipitation type and intensity • sunshine trends and duration • temperature range and intensity • humidity trends.
Landforms may include:	• mountain ranges • large bodies of water • valleys
Limitations may include:	• duration of the activity • intensity of activity • exposure to prevailing conditions • ability of individual and or group • technical difficulty of activity.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• operating procedures and company or enterprise policies • occupational health and safety • use and maintenance of equipment • emergency procedures • code of ethics.
Life threatening weather hazards may include:	• floods • cyclones • electrical storms • snow storms • limited visibility • hail • extremes in temperature • strong winds.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Field Operations

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SISOOPS407A Apply search and rescue skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply preliminary search and rescue techniques and determine the need for outside assistance in situations where persons are lost or injured.

This unit covers the skills and knowledge required for generic search and rescue in an outdoor environment. This unit does not cover the technical rescue skills required in white water or vertical contexts. These contexts are covered by the units:

- SISOWWR301A Demonstrate self rescue skills in white water
- SISOWWR302A Perform white water rescues and recoveries
- SISOWWR403A Perform complex white water rescues and recoveries
- SISOVTR301A Perform vertical rescues
- SISOVTR402A Perform complex vertical rescues

Application of the Unit

This unit applies to those working autonomously and with supervisory roles in various outdoor recreation environments.

This may include outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Prepare for search and rescue.	1.1. Assess the ***situation*** and identify potential hazards and risks to self and others. 1.2. Identify a search and or rescue method suitable to the situation according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select equipment and resources required to perform identified search and rescue according to the situation. 1.4. Define the possible and probable search areas according to ***available information***. 1.5. Develop a response plan and communicate to relevant persons.
2. Carry out a search.	2.1. Establish communication processes and promulgate contingency plans to all involved. 2.2. Conduct search methodically, using appropriate ***search techniques*** according to relevant legislation and organisational policies and procedures.
3. Carry out a rescue.	3.1. Apply ***rescue techniques*** according to relevant legislation and organisational policies and procedures. 3.2. Negotiate or avoid hazards and risks safely according to relevant legislation and organisational policies and procedures. 3.3. Determine ambulatory status of an injured person and construct an ***emergency evacuation structure*** as required resources. 3.4. Monitor the injured person's condition and record actions taken according to organisational policies and procedures. 3.5. Assess situation to determine need for self evacuation or external assistance.

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ELEMENT	PERFORMANCE CRITERIA
	3.6. Minimise risk of further injury to injured person, according to organisational policies and procedures. 3.7. Advise party members to refer media enquiries to a nominated spokesperson, where required.
4. Seek outside assistance.	4.1. Identify situations requiring outside assistance. 4.2. Identify ***search groups and agencies*** and initiate the steps to alert them. 4.3. Implement procedures for handing over a search and rescue to relevant authorities and agencies according to organisational policies and procedures.
5. Evaluate search and rescue.	5.1. Evaluate ***relevant aspects*** of the search and rescue. 5.2. Identify improvements for future search and rescue situations.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - determine the most appropriate search and rescue methods to use according to the situation
  - anticipate and mitigate hazards and risks associated with search and rescue
  - decide whether to locate and evacuate or call for assistance
  - determine injured person's ambulatory status
- planning and organising skills to:
  - select equipment and resources suitable to situation
  - implement search and rescue techniques according to situation
  - constantly monitor injured person
- communication skills to:
  - outline response and contingency plans to relevant party members
  - inform progress and interact with other team members
  - refer media enquiries to appropriate person
  - alert authorities, search groups and agencies where outside assistance is required
- literacy and numeracy skills to:
  - document relevant information
  - record actions taken
  - develop response and contingency plans

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- teamwork skills to assist with the transportation of injured party members
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of activities
- search and rescue equipment and resource types to enable appropriate selection and use
- hazards and risks associated with search and rescue situations and how to safely negotiate or avoid these
- search and rescue techniques and procedures suitable to the situation and experience of the participant to enable prompt assistance
- communication systems to make intentions clear and update progress
- outside authorities, search groups and agencies in the local area to alert and hand over searches and rescues beyond personal ability
- first aid and monitoring procedures appropriate to location and level of responsibility.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assesses situation to identify potential hazards and risks, and determines efficient search and rescue procedures for lost and or injured person or party • communicates response and contingency plans to other team members, and adapts quickly to problems or issues that may arise during search and rescue situations to ensure safety of self and group • seeks assistance from outside authorities, search groups and agencies in situations beyond own control and responsibility • evaluates and reflects on own search and rescue performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure application of search and rescue techniques relevant to the candidate's current or intended work environment on multiple occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to:

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- a suitable outdoor environment, within the context of an outdoor activity, to conduct real or simulated searches and rescues
- search and rescue, safety, first aid and activity-specific equipment and resources
- personnel to participate in search and rescue exercises.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performing a range of safe and efficient search and rescue techniques, suitable to the situation
- oral or written questioning to assess knowledge of potential hazards and risks associated with search and rescue exercises
- observation of communicating with rescue team, injured and or lost person or party members, and outside authorities, search groups and agencies
- portfolio of response and contingency plans, and any relevant documentation
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, for example:

- SISXEMR201A Respond to emergency situations
- SISXEMR402A Coordinate emergency response.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Situation may include:

- lost person or persons
- injured person or party member requiring evacuation.

Contextual issues may include:

- weather conditions, including time
- season

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	• transport • location • trip distance and duration • time frame for survival • weather and topography • time factors and degree of urgency • physical and human resources • level of consciousness of person or persons • capacity of the missing person or party • size of search area.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • risk management • communication protocols • record keeping and documentation • removal and transportation of injured party members • procedures for dealing with the media • processes for handing over a search and rescue to relevant authorities and agencies • access to medical personnel.
Available information may include:	• physical capabilities and condition of lost or injured person or persons • weather conditions • expected speed of travel.
Search techniques may include:	• point last seen • hasty search • track or ridge scan • line searching • spiral and sweep searches.
Rescue techniques may include:	• hand line • support techniques • flotation aids.
Emergency evacuation structure may include:	• stretchers • sleds.
Search groups and agencies may include:	• Police Search and Rescue • State Emergency Service • Ski Patrol

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Relevant aspects may include:

- Volunteer rescue agencies.
- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Field Operations

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SISOOPS508A Manage natural resources

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to select and match appropriate natural resource areas with outdoor recreation activities in order to meet the needs of clients and program outcomes, while minimising the impact of the activity on the natural resource area within relevant legislative frameworks.

Application of the Unit

This unit applies to those working autonomously in supervisory roles in an outdoor recreation environment. This may include those working in a management role in outdoor recreation organisations which specialise in specific activities or those supervising outdoor recreation guides for such activities.

This may include outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify the nature of the outdoor recreation activity and its relationship to natural resource management.	1.1. Identify the types of ***outdoor recreation users***, their motivations, skills and expectations. 1.2. Establish ***key aspects*** of the ***outdoor recreation activity*** which might impact ***natural resource areas***. 1.3. Determine the parameters of the activity and the most appropriate natural resource area for its implementation.
2. Identify natural resource areas where outdoor recreation may be conducted.	2.1. Identify the different ***classifications of natural resource areas*** for relevant outdoor recreation activities according to ***relevant legislation***. 2.2. Analyse ***management issues*** arising from the classification of particular natural resource areas and the use of those areas for outdoor recreation. 2.3. Identify ***natural resource managers***, their management priorities and outdoor recreation services they may provide. 2.4. Establish a process for the selection of natural resource areas within a specified geographic area or region where outdoor recreation activities can occur, according to relevant legislation and ***organisational policies and procedures***.
3. Implement natural resource management to plan an outdoor recreation activity.	3.1. Identify the potential ***impacts*** of outdoor recreation on the natural resource area. 3.2. Assess the implications of ***key ecological concepts*** on the conduct of outdoor recreation in natural resource areas. 3.3. Identify ***natural resource management strategies*** used to manage outdoor recreation activities. 3.4. Develop a resource management plan for the activity according to relevant legislation 3.5. Implement ***management strategies*** to minimise potential impacts for the outdoor recreation activity. 3.6. Liaise with relevant natural resource managers according to cultural protocols to monitor potential impacts on a specific natural resource area.
4. Review the potential impacts of outdoor recreation activities on natural resource areas.	4.1. Collect information on the impacts of relevant recreation activities on the specified recreation area. 4.2. Assess evidence of change in the nature of a particular setting due to outdoor recreation impacts.

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Modify aspects of the resource management plan according to information received from natural resource managers and the monitoring process.

Required Skills and Knowledge

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

Required skills

- language and literacy skills to:
  - research and access appropriate legislation and information regarding the zoning and planning by-laws that apply to specified natural resource areas
  - read and analyse information about environmental management practices, organisational policies and procedures in relation to environmental management requirements
  - develop a resource management plan for relevant activities
  - interpret and apply information arising from review processes
- communication skills to:
  - liaise with natural resource managers and other caretakers to assess potential impacts of outdoor recreation activities on natural resource areas
  - consult with outdoor recreation users to identify expectations
- problem-solving skills to:
  - develop sustainable solutions to potential environmental impacts as identified in the planning process
  - assess evidence of change in the nature of a particular setting due to outdoor recreation impacts
  - apply modifications to planning for improvements to future activities.
  -

Required knowledge

- land management practices and strategies to minimise environmental impact
- legislation that impacts on the management of specific natural resources
- organisational policies and procedures to consult all relevant stakeholders to develop, implement and evaluate strategies to manage natural resources
- methods and instruments for monitoring impact and usage employed by natural resource managers such as:
  - written or visual surveys
  - photographic surveys
  - soil and leaf litter surveys

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  - water quality monitoring
  - feedback from clients
  - usage data from permits
- the interrelationship between the natural resource, natural resource managers stakeholders and the public within the legislative context of relevant state or territory resource tenure to inform the development of an effective resource management plan.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and designs outdoor recreation activities which incorporate natural resource management plans for the natural resource areas • monitors the effect of the outdoor activities on the natural resource areas and makes adjustments to the activities where necessary.
Context of and specific resources for assessment	Assessment must ensure management of natural resources during specific outdoor activities on multiples occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • documentation such as organisational minimal environmental impact procedures and practices and relevant environmental protection legislation • an outdoor environment or site appropriate to outdoor recreation activities in own work environment • relevant personnel.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • a portfolio containing natural resource management plans for a natural resource area where specific outdoor recreation activities will be conducted • third-party reports from a supervisor or manager detailing evidence of the candidate's implementation of management strategies to ensure impacts on

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natural resources are minimised during an outdoor activity
- written and or oral questioning to assess knowledge of key legislation which impacts on the management of natural resources.

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

- SISXRES05A Achieve sustainable land management

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Outdoor recreation users may include:

- individuals
- clubs
- educational institutions
- commercial operators
- research organisations
- government organisations.

Key aspects may include:

- nature of the experience
- equipment
- location
- environment.

Outdoor recreation activity may include:

- bushwalking
- sailing
- kayaking
- canoeing
- hiking
- bushwalking
- camping
- abseiling
- skiing
- snorkelling
- snowboarding
- trail horse riding
- mountain biking

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	• yachting • caving • rafting.
Natural resource areas may include:	• forest • body of water • waterway • open space.
Classifications of natural resource areas may include:	• economic • social • environmental • wilderness areas • special use areas • freehold land.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Management issues may include:	• changing demographic patterns • changing technologies • social behaviours • human resources • local political and social contexts • cultural protocols • competition for access • biophysical carrying capacity of the land • litigation.
Natural resource managers may include:	• indigenous Aboriginal and Torres Strait Islander peoples • public sector agencies • private sector organisations • landowners • non-government organisations (NGOs).
Organisational policies and procedures may include	• occupational health and safety • consultation processes • staff responsibilities • monitoring.
Impacts may include:	• biological • social • cultural • economic • managerial.

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Key ecological concepts may include:	• energy flow • community • diversity • change • adaptation • biosphere • interrelationship • cycles.
Natural resource management strategies may include:	• dispersal of use • concentration of use • site hardening or shielding • permits • fees • seasonal limitations • activity restrictions.

Unit Sector(s)

Outdoor Recreation

Competency Field

Field Operations

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SISOOPS509A Interpret weather for mountain environments

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to collect information from a weather map, make forecasts, and record and interpret weather conditions in a specific alpine region in order to apply this to the conduct of alpine activities.

Application of the Unit

This unit applies to those working autonomously and with supervisory roles in various alpine environments.

This may include outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Interpret information from a weather map.	1.1. Identify characteristics of ***map types*** and their different uses. 1.2. Identify differences between general and alpine forecasts. 1.3. Identify weather map ***symbols*** and associated weather ***conditions***. 1.4. Outline and justify a weather prediction over a multi-day period for a specific alpine region using information gained from weather maps and forecasts.
2. Collect, record and interpret weather conditions in an alpine region.	2.1. Identify major ***cloud types*** and altitude level. 2.2. Collect ***weather and environmental information*** at regular intervals for a specific area over a multi-day period. 2.3. Record weather ***data*** and identify patterns. 2.4. Compare and identify the differences between current weather conditions and a current weather forecast. 2.5. Determine the possible effects of ***landforms*** on alpine weather conditions. 2.6. Identify and explain seasonal variations in ***weather patterns*** for a specific alpine area. 2.7. Determine differences between large scale and localised weather conditions for a specific alpine area.
3. Interpret weather and environmental information for alpine activities at an alpine venue.	3.1. Determine the suitability and ***limitations*** of the activity in relation to current local weather conditions and weather forecast. 3.2. Identify strategies to ensure the safety and well being of individuals and or group in weather conditions according to ***relevant legislation*** and ***organisational policies and procedures***. 3.3. Identify weather conditions commonly associated with the onset of ***life threatening weather hazards***. 3.4. Identify characteristics of life threatening alpine weather hazards and their possible impact on recreational ***alpine activities***.

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Required Skills and Knowledge

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

Required skills

- planning and organising skills to:
  - collect weather and environmental information at regular intervals
  - record and interpret weather and environmental information
  - justify suitability and safety of an activity area
- problem-solving skills to:
  - determine the impact of meteorological data on planned activities
  - predict and anticipate weather for a specific alpine environment
  - compare the differences between various weather attributes
- literacy and numeracy skills to:
  - interpret and analyse weather and environmental information
  - record weather data patterns.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of weather interpretation activities
- map types and symbols to predict weather for a specific alpine region
- differences between general and alpine forecasts to anticipate additional hazards and risks
- methods of predicting and forecasting weather to determine its impact on recreational alpine activities
- influence of cloud types, local air masses, seasons, topography and landforms on the weather and the implications of these on alpine activities
- methods of recording weather data to identify patterns and apply this information to plan safe alpine activities
- life threatening alpine weather hazards and their possible impact on recreational alpine activities
- factors affecting global, regional and local climatic conditions and the impact of these on alpine activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • makes weather predictions for an alpine area using weather maps and forecasts, and identifies the difference between general and alpine forecasts • assesses the short and long term implications of meteorological data on a specific alpine activity.
Context of and specific resources for assessment	Assessment must ensure interpretation of weather signs and conditions for mountain environments relevant to the candidate's current or intended work environment, on multiple occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • meteorological data to read and interpret • an alpine activity environment in which to conduct weather interpretation activities.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of the impact of meteorological data on planned activities • observation of interpreting weather for a specific alpine environment using information gained from weather maps, predictions and forecasts • portfolio of weather predictions covering five day periods • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • Activity-specific units relevant to participation in outdoor recreation alpine activities such as bushwalking and skiing.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Map types may include:
- prognosis maps
- analysis maps.

Symbols may include:
- cyclones
- anti-cyclones
- depressions
- highs
- troughs
- ridges
- frontal bands
- isobars.

Conditions may include:
- cloud cover
- wind direction, speed and strength
- barometric pressure
- precipitation type and intensity
- sunshine trends and duration
- temperature range and intensity
- humidity trends.

Cloud types may include:
- cirrus
- stratus
- cumulus
- nimbus.

Weather and environmental information may include:
- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Data may include:
- cloud cover
- wind direction and speed
- barometric pressure
- precipitation type and intensity.

Landforms may include:
- alpine ranges
- large bodies of water
- valleys.

Weather patterns may include:
- wind direction and speed
- precipitation form and distribution
- sunshine trends and duration
- temperature range and intensity

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- humidity trends
- anticyclones and depressions.

Limitations may include:

- duration and intensity of activity
- exposure to prevailing conditions
- elevation
- ability of individual and or group
- technical difficulty of activity.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- safety and emergency procedures
- risk management
- minimal impact environmental codes
- code of ethics.

Life threatening weather hazards may include:

- floods
- cyclones
- snow storms
- electrical storms
- limited visibility
- hail
- thunderstorms.

Alpine activities may include:

- bushwalking
- alpine trekking
- resort skiing
- ski touring
- cross country skiing
- alpineeering
- snow caving.

Unit Sector(s)

Outdoor Recreation

Competency Field

Field Operations

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SISOPWC201A Select and maintain a personal water craft

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to select and maintain a personal water craft. Other related competencies such as riding a personal water craft and trip planning are defined elsewhere.

Application of the Unit

This unit applies to those working in roles that may require selection and or maintenance of a personal water craft. This may include those working as lifeguards or search and rescue crew, under supervision.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Select a personal water craft.	1.1. Identify ***sources*** where information about personal water craft selection can be gained. 1.2. Identify ***personal water craft options*** and justify ***reasons for selecting*** one personal water craft over another. 1.3. Select a personal water craft, ensuring that it meets the ***needs***, ***size and proportions*** of the rider. 1.4. Select an appropriate personal water craft dealer.
2. Set up a personal water craft.	2.1. Select and use relevant manual or manufacturer's specifications. 2.2. Adjust handlebar angle to improve ***rider efficiency and comfort***. 2.3. Identify the ***controls*** and main features of the craft. 2.4. Check other ***personal water craft parts*** to ensure functioning and safety, based on manufacturer's recommendations and ***organisational policies and procedures***. 2.5. Ensure personal water craft condition meets safety and registration requirements.
3. Conduct routine maintenance on a personal water craft.	3.1. Identify scheduled ***servicing*** and ***regular maintenance*** tasks. 3.2. Identify repair ***tools and spare parts*** and carry these in an in-field repair kit when riding personal water craft. 3.3. Identify personal water craft parts requiring lubrication, and lubricate as required. 3.4. Conduct regular maintenance tasks as specified by the manufacturer. 3.5. Correct detected faults or refer to specialist repairers, as required. 3.6. Clean personal water craft to prevent corrosion damage.

Required Skills and Knowledge

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

Required skills

- communication skills to discuss and ask questions about personal water craft parts,

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tools and spare parts with instructor
- problem-solving skills to:
  - decide on tools to use to repair parts of the personal water craft
  - check, prevent and repair common faults and deficiencies
- planning and organising skills to ensure all equipment is in good working order.

Required knowledge

- organisational policies and procedures to enable safe conduct of maintenance tasks
- maintenance tools and kits commonly used to repair and maintain a personal water craft
- maintenance and repair of personal water craft equipment to ensure prolonged life span and safety requirements
- features of a personal water craft and associated equipment that provides comfort to the rider
- personal water craft setup and construction features that affect performance
- adjustment of controls for maximum efficiency and rider comfort
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies personal water craft features, parts and tools • refers to sources on personal water craft selection to select a craft that meets the needs, size and proportions of the rider • conducts routine checks and repairs on the personal water craft to ensure it is suitably proportioned and in good working order • applies knowledge of personal water craft functioning and safety to select and use tools to repair common personal water craft deficiencies, such as steerage propeller problems, or refers craft to specialist repairer.
Context of and specific resources for	Assessment must ensure conduct of multiple routine maintenance checks and repairs to demonstrate

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assessment	competency and consistency of performance. Assessment must also ensure access to: • resources and information on personal water craft selection • personal water craft in a suitable outdoor environment that allows repairs and maintenance to take place • personal water craft repair and maintenance products and equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral and or written questioning to assess knowledge of personal water craft parts and their function • observation of conducting pre- routine safety checks and repairs on personal water craft parts • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOPWC202A Demonstrate simple personal water craft skills in controlled conditions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources may include:	• internet • shops • manufacturer's service manuals.
Personal water craft options may include:	• pole skis • two, three and four seater personal water craft.
Reasons for selecting may include:	• dominant use • cost • maintenance.

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Needs, size and proportions may include:	• type of personal water craft • water conditions personal water craft is to be ridden in • engine capacity • height or weight of rider.
Rider efficiency and comfort may include:	• selection of handgrips • selection of riding apparel • handlebar position.
Controls may include:	• reverse lever • throttle.
Personal water craft parts may include:	• cables • levers • bearings and nipples • engine • suspension and steering or reverse linkages.
Servicing may include:	• fuel system • steering system • propulsion system.
Regular maintenance may include:	• oil levels and mix • oil filters • fuel lines, fillers and tanks • hoses • regular running and flushing of motor including manual starting • steerage propeller and shaft condition • electrical wiring • Dead Man's switch • detection of changes in performance and noise • cleaning • spark plugs • craft registration equipment.
Tools and spare parts may include:	• tool kit as supplied by manufacturer • spanner set and or shifter • tow rope • waterproof torch • spark plugs.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Personal Water Craft

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SISOPWC202A Demonstrate simple personal water craft skills in controlled conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to ride a personal water craft in controlled conditions. This unit focuses on the demonstration of basic personal water craft skills on flat undemanding water.

Application of the Unit

This unit applies to those working as assistant personal water craft guides or support staff under supervision. This may include those working as lifeguards or search and rescue crew. This unit also applies to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan to ride a personal water craft.	1.1. Identify ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues***. 1.2. Identify an appropriate activity site after consideration of ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Choose routes or lines to minimise damage to the environment. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plan. 1.5. Identify possible ***hazards*** and ***obstacles*** associated with the activity and minimise ***risks*** as advised by the supervisor. 1.6. Communicate trip plans to an appropriate person, including an emergency contact.
2. Select equipment.	2.1. Select ***equipment and apparel*** suitable for all possible weather conditions and check to ensure that it is in good working condition. 2.2. Fit and adjust equipment according to manufacturer's specifications, to ensure comfort and safety. 2.3. Identify the factors affecting equipment selection. 2.4. Determine and carry an in- field repair kit, and adequate fuel provisions.
3. Perform pre start checks	3.1. Carry out ***pre start checks*** of ***personal water craft***, to manufacturer's specifications, and take action to correct any deficiencies. 3.2. Stow equipment, stores and personal items. 3.3. Confirm number of passengers does not exceed craft design limits and or legislative requirements. 3.4. Prepare, secure, load and unload personal water craft, where required, for safe transportation to activity location.
4. Apply basic skills to ride personal water craft	4.1. Start personal water craft using recommended technique to maintain safety and stability. 4.2. Adopt appropriate posture, balance and weight distribution when riding on varying conditions to achieve efficiency, comfort and control. 4.3. Modify ***technique*** to account for obstacles and changes in ***water conditions***, and apply

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ELEMENT	PERFORMANCE CRITERIA
	recommended weight transfer techniques during cornering. 4.4. Apply recommended emergency stop procedures and complete launching and retrieval in line with safe practice. 4.5. Identify aids to small craft navigation and use navigational aids and landmarks to determine and monitor craft position and to select routes that minimise damage to the environment. 4.6. Apply collision avoidance techniques, when required, in accordance with relevant legislation, recognised regulations and rules. 4.7. Apply group or bunch riding techniques and communicate with other craft and waterways users to maintain safety.
5. Evaluate ride in a personal water craft	5.1. Evaluate ***relevant aspects*** of the activity. 5.2. Identify improvements for future rides. 5.3. Consider the impact of craft use on others and the environment.

Required Skills and Knowledge

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

Required skills

- teamwork skills to work with others to lift, carry and secure personal water crafts safely
- communication skills to interact with supervisor, passengers and other water craft users
- listening skills to follow instructions and directions from the supervisor, passengers and rescue crew
- planning and organising skills to select a suitable location and minimal impact route
- problem-solving skills to plan and follow a route
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all personal water craft activities

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- minimum impact codes applicable to riding personal water craft
- types of personal water crafts and equipment, characteristics and technology and factors affecting appropriate selection
- personal water craft features to ensure safety
- equipment and apparel requirements for personal water craft riding, such as a wetsuit to maintain warmth, dryness and sun protection
- riding techniques, such as cornering, braking, body positioning, weight transfer and use of the throttle, and how these control the ride
- navigation techniques to determine location and direction
- principles of nutrition to maintain health during activity
- basic weather and environmental information to ascertain possible conditions and their affect on the activity
- sea features, such as currents, waves and tides, and how these might impact on the personal water craft riding experience
- purpose and importance of safety features of craft
- maintenance tools and repair kits and how to use them in case of equipment failure
- emergency and rescue procedures appropriate for the craft and location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan and select craft, equipment and route suitable to the conditions and duration of the activity • performs pre start and safety checks on the personal water craft and corrects any deficiencies • demonstrates control and manoeuvring techniques and modifies technique according to change in weather and water conditions to maintain the safety of self and others • evaluates and reflects on own performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple personal water craft activities on controlled waters to demonstrate competency and consistency of

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performance.

Assessment must also ensure access to:

- resources and information, such as weather sources, to plan and select equipment for the activity
- a suitable body of water, with winds under 10 knots, seas less than 1.0 metre and surf no higher than 0.5 metre
- personal water craft equipment, tools and spare parts, safety and first aid equipment, and aids to small craft navigation
- a suitable and safe method of transport, if required to drive craft to and from activity location.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral and or written questioning to assess knowledge of safety aspects and technique, such as how weight transfer affects cornering
- observation of safe participation and demonstration of technique while maintaining control of the craft at all times
- written and or verbal self evaluation.
- third-party reports from a supervisor detailing performance.

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

- SISOPWC201A Select and maintain a personal water craft

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:

- menu planning and preparation
- range of foods.

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Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • noise limits • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards • slippery or unstable shore

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- poor posture, poor technique
- poor carrying techniques
- poor carrying techniques
- loose or insecure craft when being transported
- other craft.

Obstacles may include:

- buoys
- piers
- submerged items
- other craft.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment and course failure.

Equipment and apparel may include:

- personal water craft equipment
- tools and spare parts
- safety and first aid equipment
- aids to small craft navigation.

Personal water craft may include:

- pole skis
- two, three and four seater personal water craft.

Pre start checks may include:

- fuel is connected
- battery is charged and connected
- kill switch
- fumes, petrol
- fuel and water leaks
- bilge water levels
- controls and cables
- oil and fuel
- drive shaft.

Technique may include:

- change in posture and position on craft
- sitting and standing
- weight transfer and distribution
- speed
- throttle control
- stopping
- driving
- turning or manoeuvres.

Water conditions may include:

- winds no more than 10 knots
- seas less than 1.0 metre
- surf no higher than 0.5 metre.

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Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Personal Water Craft

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SISOPWC303A Ride personal water craft in moderate to difficult conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to ride a personal water craft in moderate to difficult conditions.

Application of the Unit

This unit applies to those working as personal water craft guides, lifeguards or search and rescue crew in moderate to difficult conditions with winds of up to 21 knots, breaking waves of at least 1.0 metre and surf to 2.0 metres.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan to ride a personal water craft.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues***. 1.2. Identify an appropriate activity site according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Choose routes or lines to minimise damage to the environment. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plan. 1.5. Identify possible ***hazards*** and ***obstacles*** associated with the activity and minimise ***risks***. 1.6. Communicate trip plans to an emergency contact and any other appropriate persons as required.
2. Select and use equipment.	2.1. Identify the factors affecting equipment selection and select suitable ***equipment*** appropriate to the conditions. 2.2. Fit and adjust equipment according to manufacturer's specifications, to ensure comfort and safety. 2.3. Determine and carry an in- field repair kit and adequate fuel provisions. 2.4. Prepare, secure, load and unload personal water craft, where required, for safe transportation to activity location.
3. Perform pre start checks.	3.1. Carry out ***pre start checks*** of personal water craft according to manufacturer's specifications and safety practices, and take action to correct any deficiencies. 3.2. Stow equipment, stores and personal items. 3.3. Confirm number of passengers does not exceed craft design limits, according to relevant legislation.
4. Ride personal water craft.	4.1. Start personal water craft using recommended technique to maintain safety and stability. 4.2. Survey area of operation to identify hazards, assess risk and select the safest route. 4.3. Modify ***technique*** to account for obstacles and changes in ***moderate to difficult conditions*** and

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ELEMENT	PERFORMANCE CRITERIA
	apply appropriate weight transfer techniques during cornering.
	4.4. Apply emergency stop procedures and complete launching and retrieval according to safe practices.
	4.5. Identify and use aids to small craft navigation and landmarks to determine and monitor craft position and to select routes that minimise damage to the environment.
	4.6. Monitor craft and passengers at all times, and apply collision avoidance techniques as required according to recognised regulations and rules.
	4.7. Apply group or bunch riding techniques and communicate with other craft and waterways users to maintain safety.
	4.8. Conduct a tow in ***controlled water conditions*** according to relevant legislation and organisational policies and procedures.
5. Evaluate personal water craft ride.	5.1. Evaluate ***relevant aspects*** of the activity.
	5.2. Identify improvements for future rides in moderate to difficult conditions.
	5.3. Consider the impact of craft use on others and the environment.

Required Skills and Knowledge

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

Required skills

- teamwork skills to work with others to lift, carry and secure personal water crafts safely
- communication skills to interact with passengers and other water craft users
- listening skills to follow instructions and directions from passengers and rescue crew
- planning and organising skills to select a suitable location and minimal impact route
- problem-solving skills to:
  - plan and follow a route
  - repair and maintain craft
  - deal with emergencies and contingencies
- first aid and emergency response skills appropriate to the location to enable initial

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response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all personal water craft activities
- equipment and personal water craft types, characteristics and technology, the advantages and disadvantages of the range of equipment and the purpose of safety features
- navigation techniques to determine location and direction
- principles of nutrition to maintain health during activity
- basic weather and environmental information to ascertain possible conditions and their affect on the activity
- sea features, such as currents, waves and tides, and how these might impact on the personal water craft riding experience
- maintenance tools and repair kits to enable basic maintenance to be carried out
- emergency and rescue procedures appropriate for the craft and location to ensure risk and hazard minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan and select craft, equipment and route suitable to the conditions and duration of the activity • performs pre start and safety checks on the personal water craft and corrects any deficiencies • demonstrates control, balance and negotiation of hazards in moderate to difficult conditions and modifies technique according to change in weather and water conditions to maintain safety • evaluates and reflects on own performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple personal water craft activities on moderate to difficult waters to demonstrate competency and consistency of performance.

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Assessment must also ensure access to:

- a suitable body of water, with winds of 7-21 knots, wave heights of at least 1m, and surf up to 2 metres
- personal water craft equipment, tools and spare parts, safety and first aid equipment, and aids to small craft navigation
- resources and information, such as weather sources, to plan and select equipment for the activity
- a suitable and safe method of transport, if required to drive craft to and from activity location.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of safety aspects and advanced personal water craft riding techniques
- observation of safe participation and demonstration of technique while maintaining control of the craft at all times
- written and or verbal self evaluation
- third-party reports from a supervisor detailing performance.

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

- SISOPWC004A Guide tours using personal water craft.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:

- menu planning and preparation
- range of foods.

Principles of nutrition may include:

- food groups
- dietary guidelines
- individual food requirements and allergies.

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Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment
- communication protocols
- emergency procedures
- marine and collision regulations
- noise limits
- code of ethics.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river level
- synoptic charts
- high and low tide predictions.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards
- slippery or unstable shore
- poor posture, poor technique
- poor carrying techniques

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	• poor carrying techniques • loose or insecure craft when being transported • other craft.
Obstacles may include:	• buoys • piers • submerged items • other craft.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Equipment may include:	• personal water craft equipment • tools and spare parts • safety and first aid equipment • aids to small craft navigation • navigation equipment.
Pre start checks may include:	• fuel connection • battery charge and connection • kill switch • fumes, petrol • fuel and water leaks • bilge water levels • controls and cables • oil and fuel • drive shaft.
Technique may include:	• launching or retrieving • change in posture or position • sitting and standing • weight transfer and distribution • speed and throttle control • stopping and driving • turning and manoeuvring • navigating a route • towing or being towed.

Moderate to difficult conditions may include:	• moderate conditions:
	  • simple coastline
	  • minimum winds of 7 - 10 knots
	  • breaking waves up to 1.0 m
	  • small surf 0.5 to 1.0 m

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- difficult conditions:
  - open crossings
  - wind speeds of 7 - 21 knots
  - wave heights of at least 1.0 m
  - surf up to 2.0m.

Controlled water conditions may include:

- winds no more than 10 knots
- seas less than 1 metre
- surf no higher than 0.5 metre.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Personal Water Craft

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SISOPWC304A Guide tours using personal water craft

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on personal water craft tours. This unit focuses on the application of planning skills to make suitable arrangements to guide a group of personal water craft riders on a trip in controlled conditions.

Application of the Unit

This unit applies to personal water craft guides who are responsible for planning, implementing and evaluating tours, trips and or activities using personal water craft in a range of controlled conditions.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOPWC303A Ride personal water craft in moderate to difficult conditions

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a personal water craft trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a trip ***plan*** according to participant's needs, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select a location for the trip according to participant's abilities, ***trip objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with the personal water craft trip and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the trip. 1.7. Inform ***appropriate authorities*** before commencing the personal water craft trip.
2. Select equipment for the group.	2.1. Select ***equipment*** according to contextual issues and organisational policies and procedures and check serviceability. 2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort. 2.3. Waterproof and pack equipment that is not required on hand and load or fasten in a suitable manner. 2.4. Check safety, repair and rescue equipment to ensure suitability to the group and the conditions. 2.5. Determine and carry an in- field repair kit and adequate fuel provisions. 2.6. Prepare, secure, load and unload personal water craft, where required, for safe transportation to activity location.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the trip in a manner suitable to the participants. 3.2. Outline ***safety procedures*** and safe areas and or

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ELEMENT	PERFORMANCE CRITERIA
	boundaries for the trip. 3.3. Demonstrate packing of a personal water craft with equipment appropriate to proposed trip. 3.4. Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to group to assist in self-monitoring. 3.5. Establish a suitable communication system for participants to use during trip. 3.6. Check and confirm participants are properly equipped for the trip.
4. Lead group of personal water craft riders.	4.1. Demonstrate ***personal water craft riding techniques*** to participants. 4.2. Monitor riding pace and techniques to ensure safety of participants. 4.3. Implement appropriate modifications to activities in regard to all ***variable factors*** that are monitored.
5. Complete post-trip responsibilities.	5.1. Notify appropriate authorities of trip completion. 5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.3. Evaluate ***relevant aspects*** of activities and trip. 5.4. Identify potential areas of improvement for future trips. 5.5. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan a personal water craft trip that meets their needs
  - convey information about the safety aspects of the trip
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - make decisions about potential hazards that may affect activities
  - navigate a safe route
  - respond to non-routine situations, emergencies and contingencies

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- planning and organising skills to:
  - source, allocate and coordinate personal water crafts, equipment, apparel and locations
  - organise participants into manageable groups for personal water craft touring
- language and literacy skills to:
  - produce a plan for the trip
  - complete post-activity participant and self evaluations
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to ensure safe conduct of personal water craft activities conducted during trip
- site specific information to assist in the planning process and enable management of potential personal water craft hazards, and any special restrictions applying to the area
- equipment and personal water craft types, characteristics and technology, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- use, care and maintenance of personal water craft and equipment to ensure prolonged life span and safety requirements
- conflict resolution techniques to enable effective group management
- principles of nutrition to maintain health and energy during the trip
- personal water craft riding techniques and common communication systems used between riders to reduce risk
- sources of weather and environmental information to ascertain possible conditions and their effect on the trip
- navigation techniques to determine location and direction
- sea features, such as currents, waves and tides, and how these may impact on the riding experience
- maintenance tools and repair kits and their use to enable minor repairs to be completed
- first aid, emergency and rescue procedures appropriate for the craft and location to ensure risk and hazard minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans within activity constraints and guides and monitors group in a safe and professional manner
- applies contingency management techniques to deal with a range of problems or variable factors that may arise during personal water craft trips
- encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure the safe guiding of groups on multiple personal water craft tours on controlled waters to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a suitable body of water with controlled conditions that enables the demonstration and practice of personal water craft techniques
- participants to take part in the personal water craft trip
- resources and information regarding participants and location to plan, guide and document personal water craft activities
- personal water craft equipment, tools and spare parts, safety and first aid equipment, and navigation aids
- a suitable and safe method of transport, if required to drive craft to and from activity location.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with participants, including conveying information for safe participation
- oral or written questioning to assess knowledge and the application of relevant legislation and organisational policies and procedures to enable safe conduct of all personal water craft activities
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- review of trip plans
- third-party reports from a supervisor detailing performance.

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

- SISOPWC303A Ride personal water craft in moderate to difficult conditions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- previous experience
- physical development
- age
- injuries and illnesses.

Plan may include:

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

Relevant legislation may include:

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

Organisational policies and procedures may include:

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

Trip objectives may include:

- self improvement
- meeting people
- fitness targets.

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Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards • slippery or unstable shore • poor posture, poor technique • poor carrying techniques • poor carrying techniques • loose or insecure craft when being transported • other craft.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river level • synoptic charts • high and low tide predictions.
Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location

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	• trip distance and duration • group objectives • group size.
Appropriate authorities may include:	• waterways departments • surf rescue • authorities • supervisors.
Equipment may include:	• personal water craft equipment • tools and spare parts • safety, first aid and rescue equipment • aids to small craft navigation • navigation equipment • communication equipment.
Relevant information may include:	• safety procedures • risk and hazard prevention and management • riding techniques • logistical details • responsible and safe behaviour.
Safety procedures may include:	• safest line or route through hazards • spacing between participants • use of safety and rescue equipment.
Personal water craft riding techniques may include:	• pre start checks • launching or retrieving • change in posture or position • sitting and standing • weight transfer and distribution • speed and throttle control • stopping and driving • turning and manoeuvring • navigating a route • towing or being towed.
Variable factors may include:	• change of weather and conditions • equipment failure • participant's needs.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection

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- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques:
  - rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Personal Water Craft

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SISOPWC405A Instruct basic personal water craft riding skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct the basic skills used to safely ride a personal water craft. This unit focuses on planning, instructing and evaluating an instructional personal water craft session to enable participants to achieve the skills and knowledge required to safely operate, manoeuvre and stop a personal water craft in controlled conditions.

Application of the Unit

This unit applies to personal water craft instructors who are responsible for planning, implementing and evaluating instructional sessions for groups of participants in a range of controlled conditions with winds up to 10 knots, seas up to 1.0 metre and waves up to 0.5 metre.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a personal water craft riding session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current personal water craft knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***personal water craft riding plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with riding a personal water craft in ***controlled conditions*** and minimise ***risks*** according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check working condition. 2.2. Check equipment for safety and suitability according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the personal water craft riding session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the

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ELEMENT	PERFORMANCE CRITERIA
	session. 3.3. Establish a suitable communication system to use while participating in personal water craft activities 3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour. 3.5. Check and confirm that all participant equipment is fitted and adjusted.
4. Instruct the session.	4.1. Conduct introductory activities for participants to reduce the risk of injury. 4.2. Monitor individual participant's performance during personal water craft riding session in controlled conditions. 4.3. Provide positive encouragement and or feedback to each participant throughout session and encourage feedback and questioning. 4.4. Apply ***instructional techniques*** to impart ***required knowledge***, ***basic personal water craft riding skills*** and ***safety and rescue procedures***. 4.5. Observe participants during session and adjust or refine individual and or group technique as required. 4.6. Inform participants of opportunities to further develop their personal water craft riding skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Evaluate ***relevant aspects*** of the personal water craft session and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future personal water craft riding instructional sessions.

Required Skills and Knowledge

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

Required skills

- communication skills to:

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  - consult with participants to plan personal water craft riding sessions
  - convey information about the safety aspects
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan sessions according to participant's needs and characteristics
  - use instructional techniques to suit a range of participant's needs, characteristics and learning styles
  - address participant difficulties in developing basic techniques
  - anticipate and respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate progress
  - organise participants into manageable groups
- language and literacy skills to:
  - produce personal water craft riding and instructional plans for the session
  - complete post-session participant and self evaluations
- personal water craft riding skills to demonstrate and explain techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of personal water craft session
- site specific information to assist in the planning process and enable management of potential personal water craft riding hazards and any special restrictions applying to the area
- equipment and personal water craft types, characteristics and technology, the advantages and disadvantages of the range of equipment and its care and maintenance to enable appropriate selection and use
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- instruction techniques and theories applicable to a range of ages and learning abilities
- principles of nutrition to maintain health and energy throughout the session
- basic personal water craft riding techniques and communication methods used between riders to reduce risk
- technical personal water craft knowledge, such as techniques and procedures to suit the conditions
- sources of weather and environmental information to ascertain possible conditions and their effect on the session
- sea features, such as currents, waves and tides, and how these might impact on the personal water craft riding experience

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- maintenance tools and repair kits and their use to enable minor repairs to be completed
- first aid, emergency and rescue procedures relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for personal water craft sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve basic personal water craft riding performance • applies and modifies instructional techniques and or activities to cater for a range of individual learning styles • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of personal water craft activities on controlled waters that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to plan, instruct and document personal water craft sessions • a suitable body of water with controlled conditions that enables the conduct of personal water craft instructional sessions • participants to take part in the session • personal water craft equipment, tools and spare parts, safety and first aid equipment, navigation aids and

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teaching equipment
- a suitable and safe method of transport, if required to drive craft to and from activity location.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all personal water craft activities
- observation of safe personal water craft instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of personal water craft session plans
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:
- age
- cultural and situational factors
- previous experience and knowledge
- physical development.

Session's aims and objectives may include:
- developing personal water craft skills and techniques
- education
- development
- therapy
- fitness targets
- recreation

Instructional plan may include:
- personal water craft activities and drills
- duration of activities and drills.

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Personal water craft riding plan may include:	• aims and objectives • date, time • location, equipment and resources • instructor and participant ratios • safety requirements • risk management plan.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations
Organisational policies and procedures may include:	• occupational health and safety • risk management procedures • time and budget constraints • use and maintenance of equipment • communication protocols • confidentiality of participant information • code of ethics.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards • slippery or unstable shore • poor posture, poor technique • poor carrying techniques • poor carrying techniques • loose or insecure craft when being transported • other craft.
Controlled conditions may include:	• winds up to 10 knots • seas less than 1.0 metre • surf no higher than 0.5 metre.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies

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	• coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Contingency plans may include:	• change in weather and water conditions • equipment failure • participant's needs.
Equipment may include:	• personal water craft equipment • tools and spare parts • safety, first aid and rescue equipment • navigation equipment • communication equipment.
Resources may include:	• clothing • food and water • teaching aids.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• risk and hazard prevention and management • safety procedures • personal water craft techniques • responsible and safe behaviour.
Safety procedures may include:	• appropriate spacing between participants • contingency and risk management plans • use of safety and rescue equipment.
Instructional techniques may include:	• simple to complex • part to whole • chronological • known to unknown • D.E.D.I.C.T

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	• demonstrate • explain • demonstrate • instruct • critique • test • E.D.I.C.T • explain • demonstrate • instruct • critique • test • I.D.E.A • introduce • demonstrate • explain • apply
Required knowledge may include:	• basic personal water craft skills and techniques • water conditions • minimal impact practices • communication systems used in personal water craft riding.
Basic personal water craft riding skills may include:	• pre start checks • change in posture and position • sitting and standing • weight transfer and distribution • speed and throttle control • stopping and driving • turning and manoeuvring.
Safety and rescue procedures may include:	• emergency response • group management in emergency situations • treatment and prevention of common personal water craft injuries • communication systems.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content

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- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Personal Water Craft

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SISOPWC506A Instruct advanced personal water craft riding skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct the advanced skills of riding a personal water craft. This unit focuses on planning, instructing and evaluating an instructional personal water craft session to enable participants to achieve the skills and knowledge required to safely operate, manoeuvre and stop a personal water craft in moderate to difficult conditions.

Application of the Unit

This unit applies to personal water craft instructors who are responsible for planning, implementing and evaluating instructional sessions for groups of participants in a range of moderate to difficult conditions with winds 7 to 21 knots, wave heights of a minimum of 1.0 metre and surf up to 2.0 metres.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a personal water craft riding session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current personal water craft knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***personal water craft riding plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with riding a personal water craft in ***moderate to difficult conditions*** and minimise ***risks*** according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check working condition. 2.2. Check equipment for safety and suitability according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the personal water craft riding session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the

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ELEMENT	PERFORMANCE CRITERIA
	session.
	3.3. Establish a suitable communication system to use while participating in personal water craft activities.
	3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour.
	3.5. Check and confirm that all participant equipment is fitted and adjusted.
4. Instruct session.	4.1. Conduct introductory activities for participants to reduce the risk of injury.
	4.2. Monitor individual participant's performance during personal water craft riding session in moderate to difficult conditions.
	4.3. Apply ***instructional techniques*** to impart ***required knowledge***, ***advanced personal water craft riding skills*** and ***safety and rescue procedures***.
	4.4. Observe participants during session and adjust or refine individual and or group technique as required.
	4.5. Inform participants of opportunities to further develop their personal water craft riding skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.
	5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required.
	5.3. Evaluate ***relevant aspects*** of the personal water craft session and determine the level of learning achieved.
	5.4. Identify potential areas of improvement for future personal water craft riding instructional sessions.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to plan personal water craft riding sessions
  - convey information about the safety aspects

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    - interact with participants to create a safe and positive environment
- problem-solving skills to:
    - plan sessions according to participant's needs and characteristics
    - use instructional techniques to suit a range of participant's needs, characteristics and learning styles
    - address participant difficulties in developing advanced techniques
    - anticipate and respond to non-routine situations
- planning and organising skills to:
    - source, allocate and coordinate resources, equipment and a suitable location
    - monitor and evaluate progress
    - organise participants into manageable groups
- language and literacy skills to:
    - produce personal water craft riding and instructional plans for the session
    - complete post-session participant and self evaluations
- personal water craft riding skills to demonstrate and explain techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of personal water craft session
- site specific information to assist in the planning process and enable management of potential personal water craft riding hazards and any special restrictions applying to the area
- equipment and personal water craft types, characteristics and technology, the advantages and disadvantages of the range of equipment and its care and maintenance to enable appropriate selection and use
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- care and maintenance of personal water craft and equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- principles of nutrition to maintain health and energy throughout the session
- advanced personal water craft riding techniques and communication methods used between riders to reduce risk
- technical personal water craft knowledge, such as techniques and procedures to suit the conditions
- weather and environmental information to ascertain possible conditions and their effect on the session
- hazards and risks associated with riding a personal water craft in various conditions and how to avoid or negotiate these

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- sea features, such as currents, waves and tides, and how these might impact on the personal water craft riding experience
- maintenance tools and repair kits and their use to enable minor repairs to be completed
- first aid, emergency and rescue procedures relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for personal water craft sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve advanced personal water craft riding performance • applies and modifies instructional techniques and or activities to cater for a range of individual learning styles • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of personal water craft activities on moderate to difficult waters that meet the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to plan, instruct and document personal water craft sessions • a suitable body of water with moderate to difficult conditions that enables the conduct of advanced personal water craft instructional sessions • participants to take part in the session

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- personal water craft equipment, tools and spare parts, safety and first aid equipment, navigation aids and teaching equipment
- a suitable and safe method of transport, if required to drive craft to and from activity location.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all personal water craft activities
- observation of safe personal water craft instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of personal water craft session plans
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:

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

Session's aims and objectives may include:

- developing personal water craft skills and techniques
- education
- development
- therapy
- fitness targets
- recreation
-

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Instructional plan may include:	• personal water craft activities and drills • duration of activities and drills.
Personal water craft riding plan may include:	• aims and objectives • date, time and duration • location, equipment and resources • instructor and participant ratios • safety requirements • risk management plan.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations
Organisational policies and procedures may include:	• occupational health and safety • assessment procedures • time and budget constraints • use and maintenance of equipment • communication protocols • confidentiality of participant information • code of ethics.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards • slippery or unstable shore • poor posture, poor technique • poor carrying techniques • poor carrying techniques • loose or insecure craft when being transported • other craft.
Moderate to difficult conditions may include:	• Areas of exposed coastline with currents, difficult landings, or open crossings • open crossings with wind speeds of 17-21 knots • wave heights of at least 1.0metre • surf up to 2.0metres • distances beyond 4 nautical miles.
Risks may include:	• hypothermia • heat exhaustion • injuries

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	• exhaustion • lost party or party member • equipment and course failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river level • synoptic charts • high and low tide predictions.
Contingency plans may include:	• change in weather and water conditions • equipment failure • participant's needs.
Equipment may include:	• personal water craft equipment • tools and spare parts • safety, first aid and rescue equipment • navigation equipment • communication equipment.
Resources may include:	• clothing • food and water • teaching aids.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• risk and hazard prevention and management • safety procedures • personal water craft techniques • responsible and safe behaviour.
Safety procedures may include:	• appropriate spacing between participants • contingency and risk management plans

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	• use of safety and rescue equipment.
Instructional techniques may include:	• simple to complex • part to whole • chronological • known to unknown • D.E.D.I.C.T • demonstrate • explain • demonstrate • instruct • critique • test • E.D.I.C.T • explain • demonstrate • instruct • critique • test • I.D.E.A • introduce • demonstrate • explain • apply
Required knowledge may include:	• advanced personal water craft skills and techniques • water conditions • minimal impact practices • communication systems used in personal water craft riding.
Advanced personal water craft riding skills may include:	• pre start checks • launching or retrieving • change in posture and position • sitting and standing • weight transfer and distribution • speed and throttle control • stopping and driving • turning and manoeuvring • navigating a route • towing or being towed.
Safety and rescue procedures may include:	• emergency response • group management in emergency situations • symptoms, treatment and prevention of

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Relevant aspects may include:

- common personal water craft injuries
- communication systems.
- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Personal Water Craft

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SISORAF301A Guide a raft on moving water

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to control a raft as a leader, with a crew on moving water, up to and including Grade 2 rapids according to the prescribed trip plan.

Application of the Unit

This unit applies to those working as rafting guides in a range of conditions, up to grade 2 rapids.

This unit applies to leader working for outdoor education or adventure providers; volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for a rafting activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues***. 1.2. Confirm the chosen location or section of river for the trip is suitable according to participants' abilities, ***aims and objectives***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Implement the ***trip plan*** as designed by the trip leader according to participant's needs, relevant legislation and organisational policies and procedures 1.4. Choose a route or course that minimises damage to the environment. 1.5. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plan. 1.6. Identify ***hazards*** and ***obstacles*** associated with rafting trip and minimise ***risks*** to ensure personal safety of participants.
2. Select equipment.	2.1. Select ***equipment*** and confirm serviceability according to contextual issues and organisational policies and procedures. 2.2. Fit and adjust equipment according to manufacturer's specifications to ensure comfort and safety. 2.3. Assess raft for safety and suitability and check that it is inflated to the required pressure. 2.4. Select ***safety and rescue equipment*** according to the activity location. 2.5. Waterproof, pack and fasten equipment that is not required on hand to ensure that it is not lost, damaged or a hindrance and prepare raft for transportation if required.
3. Brief participants	3.1. Check and confirm participants are properly equipped for the trip. 3.2. Communicate relevant information and ***safety procedures*** effectively. 3.3. Arrange seating positions that are appropriate to the size and abilities of paddlers.

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ELEMENT	PERFORMANCE CRITERIA
4. Control raft in moving water.	4.1. Conduct a crew drill, informing participants of ***guide commands*** and ***strokes*** that will be used and observe participants use of these strokes 4.2. Apply ***strokes*** and ***paddling manoeuvres*** effectively to control the raft. 4.3. Communicate effectively with crew, other guides, trip leader and other river uses.
5. Plan and run a route through moving water.	5.1. Scout and assess sections of moving water to identify ***hydrological features***, hazards and impediments. 5.2. Communicate the selected route to the crew. 5.3. Negotiate or avoid hazards using a combination of strokes, ***guide commands*** and manoeuvres. 5.4. Apply navigation skills to determine location and follow planned route or course during the activity.
6. Apply capsize procedures.	6.1. Maintain appropriate body position in the water to minimise injury or entrapment and apply ***defensive and aggressive swimming techniques*** if necessary. 6.2. Maintain a position upstream of the raft and recover paddles, where possible. 6.3. Manage ***capsize response*** of crew and equipment.
7. Complete post trip responsibilities	7.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures 7.2. Evaluate ***relevant aspects*** of rafting trip and complete trip reports according to organisational policies and procedures. 7.3. Review own performance and identify potential areas of improvement for future rafting trips

Required Skills and Knowledge

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

Required skills

- planning and organising skills to select and allocate rafting equipment according to the trip plan
- teamwork skills to:
  - paddle and maintain control of the raft
  - assist others in capsize and rescue procedures

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- communication skills to interact with trip leader, other guides and participants to negotiate hazards, paddling technique, route or course
- listening skills to follow instructions and directions
- problem-solving skills to:
  - read river features, speed of flow, currents, eddies and avoid hazards
  - apply a range of strokes and paddling manoeuvres to control the raft in a range of different river conditions
  - apply defensive and aggressive swimming to remove self from danger after a capsize
  - manage capsize response
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all rafting activities
- equipment and raft types, including their characteristics and safety features, advantages and disadvantages and care and maintenance to enable appropriate selection and use
- Selection of personal flotation devices and rescue equipment to ensure safety of self and raft crew
- crew
- clothing requirements for rafting to protect and minimise injury from environmental conditions
- importance of a Personal Flotation Device in keeping a person afloat and their head above water
- stroke, directing and signalling techniques to control and manoeuvre the raft
- principles of nutrition to maintain health during activity
- weather and environmental information to identify forecast conditions and their affect on the activity
- hydrology and river features such as currents, banks, change in gradient and volume, and how these might impact on the rafting experience
- international river grading system to understand conditions and appropriateness of the river to the level of participants
- knots used to secure raft and perform rescues
- defensive and aggressive swimming techniques to swim out of trouble
- emergency and rescue procedures appropriate for the raft and location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • executes trip plan, including confident delivery of safety briefing and crew drill • applies knowledge of rivers and hydrology to manoeuvre and control a raft according to conditions on multiple occasions • monitors and maintains the safety of clients and rafting equipment • negotiates rapids and hazards using efficient strokes on fast currents and applies capsizing techniques and rescue procedures on multiple occasions • implements contingency plans and procedures as required • seeks advice and feedback from leader to improve skills and techniques and evaluates and reflects on own rafting performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation as a guide in rafting activities on moving water up to grade 2 rapids that of sufficient depth and breadth of duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information to plan and select equipment for the rafting activity • suitable inland rivers with moving water, up to and including Grade 2 rapids • suitable crew • rafting, navigation, safety, rescue and communication equipment • a safe method of transport, if required to drive raft to and from activity location.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of stroke techniques used to control and manoeuvre the raft through rapids • observation of safe participation and demonstration

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of rafting skills, such as communicating with crew members and controlling the raft with paddles to move in and out of eddies
- third-party reports from a supervisor detailing performance.

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

- SISOWWR201A Demonstrate self rescue skills in white water.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:
- menu planning and preparation
- range of foods
- food safety and storage.

Principles of nutrition may include:
- food groups
- dietary guidelines
- individual food requirements and allergies.

Contextual issues may include:
- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Aims and objectives may include;
- self improvement
- social
- fitness targets
- adventure and recreation
- outdoor education
- wilderness therapy

Relevant legislation may include:
- occupational health and safety
- permits or permission for access

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	• environmental regulations • marine regulations
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • code of ethics.
Trip plan must include:	• aims and objectives • date, time and duration • location, equipment and resources • safety and emergency requirements • river level and sectors • contingencies
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river level • synoptic charts • high and low tide predictions.
Hazards may include:	• holes or stoppers • strainers • rocks • waterfalls • manmade objects • weirs • sieves • cold water • undercuts.
Obstacles may include:	• rocks • piers • submerged items • other crafts • change in river conditions

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Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Equipment may include:	• rafting equipment • navigation equipment • safety and rescue equipment • communication equipment.
Safety and rescue equipment may include:	• pumps • bailers • repair kits • first aid • rescue rope • karabiners • Prusik loops • pulleys • tape slings • throw bags • knife • flip line • whistle.
Safety procedures may include	• T grip • throw bag information • hold on instructions • getting back into raft • selecting safe line through rapids • seating positions to maximise raft stability • managing safe portages and river running • conducting raft repairs • aggressive and defensive swimming techniques • responsible and safe behaviour • signals and communication systems • raft capsize procedures • location of safety and rescue equipment •
Guide commands may include	• forward paddle • back paddle • left and right turn

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- over left and right
- hold on
- high side
- on the job
- stop

Strokes may include:

- forwards
- backwards
- draws
- sweeps
- prys
- turns

Paddling manoeuvres may include:

- forward and reverse ferry glides
- breaking in and out of eddies
- eddy hopping
- weight shifting.

Hydrological features may include:

- rapid
- pool
- eddy
- eddy line
- current
- stoppers or holes - smiling and frowning
- weir stoppers
- boils
- waves
- sieves
- undercuts
- strainers
- downstream V
- upstream V
- waterfalls
- pour overs.

Defensive and aggressive swimming techniques may include:

- defensive swimming:
  - floating passively on back, looking downstream
  - riding with the river current
  - pointing feet downstream, toes out of water
  - using arms and legs to fend off obstacles
- aggressive swimming:
  - swimming freestyle to stomach
  - stroking hard to move across the current.

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Capsize response may include	• head count • flip raft • re-entry of raft • take raft to shore
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Rafting

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SISORAF402A Guide a raft on Grade 3 rapids

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to control a raft as a guide with a crew on grade 3 rapids according to the prescribed trip plan.

Application of the Unit

This unit applies to those working as rafting guides in a range of conditions on grade 3 rapids.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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ELEMENT	PERFORMANCE CRITERIA
	performance is to be consistent with the Evidence Guide.
1. Plan for a rafting activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues***.
	1.2. Assess the chosen location or section of fiver for the trip to ensure that it is suitable according to the participant's abilities, ***aims and objectives***, ***relevant legislation*** and ***organisational policies and procedures***.
	1.3. Implement the trip ***plan*** as designed by the trip leader according to the participant's needs, relevant legislation and organisational policies and procedures.
	1.4. Choose a route or course that minimises environmental damage.
	1.5. Access ***relevant sources*** to interpret ***weather information*** and determine activity plan.
	1.6. Identify ***hazards*** and ***obstacles*** associated with the rafting trip and minimise ***risks*** to ensure personal safety of participants.
2. Select equipment.	2.1. Select ***equipment*** according to contextual issues and organisational policies and procedures and check serviceability.
	2.2. Fit and adjust equipment according to manufacturer's specifications to ensure comfort and safety.
	2.3. Assess raft for safety and suitability and check that it is inflated to the required pressure.
	2.4. Select ***safety and rescue equipment*** according to the activity location.
	2.5. Waterproof, pack and fasten equipment that is not required on hand to ensure that it is not lost, damaged or a hindrance and prepare raft for transportation if required.
3. Brief participants.	3.1. Check and confirm participants are properly equipped for the trip.
	3.2. Communicate instructions and ***relevant information*** about the trip in a manner suitable to the participants.
	3.3. Outline ***safety procedures*** and safe areas or boundaries for the trip.
	3.4. Arrange seating positions that are appropriate to the size and abilities of the paddlers.
4. Control raft in grade 3 rapids.	4.1. Conduct a crew drill, informing participants of ***guide commands*** and ***strokes*** that will be used, and practice participants in the use of these strokes.
	4.2. Apply ***strokes*** and ***paddling manoeuvres*** effectively to

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ELEMENT	PERFORMANCE CRITERIA
	control the raft.
	4.3. Correctly carry out forward and reverse ferry glides to cross a current under control.
	4.4. Effectively communicate with crew, other guides and trip leader.
5. Plan and run a route through a rapid.	5.1. Scout and assess sections of moving water to identify ***hydrological features***, hazards and impediments.
	5.2. Communicate the selected route to the crew.
	5.3. Negotiate or avoid hazards using a combination of strokes, guide commands and manoeuvres.
	5.4. Manoeuvre the raft using a range of strokes, guide commands and paddling techniques.
	5.5. Apply navigation skills to determine location and follow planned route or course during the activity.
6. Apply capsize procedures.	6.1. Maintain appropriate body position to minimise injury or entrapment and apply ***defensive and aggressive swimming techniques*** as required.
	6.2. Maintain a position upstream of the raft and recover paddles, where possible.
	6.3. Manage ***capsize response*** of crew and equipment.
7. Complete post trip responsibilities.	7.1. Retrieve, inspect, repair and store equipment according to organisation policies and procedures.
	7.2. Evaluate ***relevant aspects*** of the rafting trip and complete trip reports according to organisational policies and procedures.
	7.3. Evaluate own performance and identify potential areas of improvement for future rafting trips.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - interact with other participants to negotiate hazards, paddling technique, route or course
  - respond to instructions and directions from crew and other rafts
- planning and organising skills to select and allocate rafting equipment according to the trip plan

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- teamwork skills to:
  - paddle and maintain control of the raft
  - assist each other in capsize and rescue procedures
- problem-solving skills to:
  - read river direction and speed of flow, currents, eddies and other hydrological features
  - paddle in different river conditions
  - apply a range of strokes and paddling manoeuvres to control the raft and negotiate hazards
  - apply defensive and aggressive swimming to remove self and or others from danger
  - apply rescue and recovery techniques to minimise danger or injury to personnel and equipment
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all rafting activities
- equipment and raft types, characteristics and safety features, advantages and disadvantages, and care and maintenance to enable appropriate selection and use
- selection and use of Personal Flotation Devices and rescue equipment, such as throw bags, to ensure safety of self and raft crew
- clothing requirements for rafting to protect and minimise injury from environmental conditions. Such as wet weather gear to maintain warmth and sun protection to minimise sunburn and heat stroke
- stroke, directing and signalling techniques to control and manoeuvre the raft on grade 3 rapids
- principles of nutrition to maintain health during the rafting activity
- weather and environmental information to identify forecast conditions and their effect on the activity
- hydrology and river features including currents, banks, change in gradient and volume, and how these might impact on the rafting experience
- international river grading system to understand conditions and appropriateness of the river to the level of participants
- knots used to secure rafts and perform rescues
- defensive and aggressive swimming techniques to maintain own safety
- emergency and rescue procedures appropriate for the raft and location to ensure risk minimisation to self and group.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • executes trip plan, including confident delivery of safety briefing and crew drill applies knowledge of rivers and hydrology • monitors and maintains the safety of clients and rafting equipment • by manoeuvring and controlling a raft effectively over multiple occasions and at multiple venues • evaluates and reflects on own rafting performance to identify strengths, weaknesses and areas that need improvement • monitors and maintains the safety of clients and raft equipment and applies effective contingency management to deal with problems and issues that arise during the activity.
Context of and specific resources for assessment	Assessment must ensure participation in rafting activities on grade 3 rapids that are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information to plan and prepare for the rafting activity • suitable inland rivers with Grade 3 rapids • suitable crew • rafting, navigation, safety, rescue and communication equipment • a suitable and safe method of transport, if required to drive raft to and from activity location.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of stroke techniques used to control and manoeuvre the raft through grade 3 rapids • observation of safe participation and demonstration of rafting skills to move in and out of eddies and

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travel in different directions
- third-party reports from a supervisor detailing performance.

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

- SISOWWR302A Perform white water rescues and recoveries.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Aims and objectives may include:	• self improvement • social • fitness targets • adventure and recreation • outdoor education • wilderness therapy.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations
Organisational policies and	• occupational health and safety

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procedures may include:	• use and maintenance of equipment • communication protocols • code of ethics.
Plan may include:	• aims and objectives • date, time and duration • location, equipment and resources • safety and emergency requirements • river levels and section.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards • slippery or unstable shore • poor posture, poor technique • poor carrying techniques • poor carrying techniques • loose or insecure craft when being transported • other craft.
Obstacles may include:	• rocks • piers • submerged items • other crafts • change in river conditions.
Risks may include:	• hypothermia • heat exhaustion

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- injuries
- exhaustion
- lost party or party member
- equipment and course failure.

Equipment may include:

- rafting equipment
- navigation equipment
- safety and rescue equipment
- communication equipment.

Safety and rescue equipment may include:

- pumps
- bailers
- repair kits
- rescue rope
- karabiners
- Prusik loops
- pulleys
- tape slings
- throw bags
- knife
- flip line
- whistle.

Relevant information may include:

- safety procedures
- logistical details
- aggressive and defensive swimming techniques (self rescue)
- responsible and safe behaviour
- signals and communication systems
- raft capsize procedures.

Safety procedures may include:

- what happens when participants fall out of the raft
- holding onto T grip
- information on throw bags
- instruction when told to "hold on"
- getting back into raft
- selecting safest line through rapids
- seating position to maximise raft stability
- managing safe portages and river running
- conducting raft repairs.

Guide commands may include:

- forward paddle
- back paddle
- left and right turn
- over left and right
- hold on

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- high side
- on the job
- stop

Strokes may include:

- forward
- backwards
- draws
- sweeps
- prys turns.

Paddling manoeuvres may include:

- forward and reverse ferry glides
- breaking in and out of eddies
- eddy hopping
- weight shifting.

Hydrological features may include:

- rapid
- pool
- eddy
- eddy line
- current
- stoppers or holes (smiling and frowning)
- weir stoppers
- boils
- waves
- sieves
- undercuts
- strainers
- downstream V
- upstream V
- waterfalls
- pour overs.

Defensive and aggressive swimming techniques may include:

- defensive swimming:
  - floating passively on back, looking downstream
  - riding with the river current
  - pointing feet downstream, toes out of the water
  - using legs to fend off obstacles
- aggressive swimming:
  - swimming freestyle on to stomach
  - stroking hard to move across the current.

Relevant aspects may include:

- objectives
- planning process
- activity site

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Rafting

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SISORAF403A Guide a raft on Grade 4 rapids

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to control a raft as a guide with a crew on grade 4 rapids according to the prescribed trip plan.

Application of the Unit

This unit applies to those working as rafting guides in a range of conditions on grade 4 rapids.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan for a rafting activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues***.
	1.2. Confirm the chosen location or section of river for the trip is suitable according to participants' abilities, ***aims and objectives***, ***relevant legislation*** and ***organisational policies and procedures***.
	1.3. Implement the trip ***plan*** as designed by the trip leader according to the participant's needs, relevant legislation and organisational policies and procedures.
	1.4. Choose a route or course that minimises environmental damage.
	1.5. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plan.
	1.6. Identify ***hazards*** and ***obstacles*** associated with the rafting trip and minimise ***risks*** to ensure personal safety of participants.
2. Select equipment.	2.1. Check and confirm participants are properly equipped for the trip.
	2.2. Fit and adjust equipment according to manufacturer's specifications to ensure comfort and safety.
	2.3. Assess raft for safety and suitability and check that it is inflated to the required pressure.
	2.4. Select ***safety and rescue equipment*** according to the activity location.
	2.5. Waterproof, pack and fasten equipment that is not required on hand to ensure that it is not lost, damaged or a hindrance and prepare raft for transportation if required.
3. Brief participants.	3.1. Check and confirm participants are properly equipped for the trip.
	3.2. Communicate relevant information and ***safety procedures*** effectively.
	3.3. Arrange seating positions that are appropriate to the size and abilities of the paddlers.
4. Control raft in grade 4 rapids.	4.1. Conduct a crew drill, informing participants of ***guide commands*** and ***strokes*** that will be used, and practice participants in the use of these strokes.

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ELEMENT	PERFORMANCE CRITERIA
	4.2. Apply ***strokes*** and ***paddling manoeuvres*** effectively to control the raft.
	4.3. Communicate effectively with crew, other guides, trip leader and other river uses.
5. Plan and run a route through a rapid.	5.1. Scout and assess sections of moving water to identify ***hydrological features***, hazards and impediments.
	5.2. Communicate the selected route to the crew.
	5.3. Negotiate or avoid hazards using a combination of strokes, ***guide commands*** and manoeuvres.
	5.4. Apply navigation skills to determine location and follow planned route or course during the activity.
6. Apply capsize and rescue procedures.	6.1. Maintain appropriate body position in the water to minimise injury or entrapment and apply ***defensive and aggressive swimming techniques***.
	6.2. Maintain a position upstream of the raft and recover paddles.
	6.3. Manage ***capsize response*** of crew and equipment.
7. Complete post trip responsibilities.	7.1. Retrieve, inspect, repair and store equipment according to organisation policies and procedures.
	7.2. Evaluate ***relevant aspects*** of the rafting activity trip and complete trip reports according to organisational policies and procedures.
	7.3. Review own performance and identify potential areas of improvement for future rafting trips

Required Skills and Knowledge

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

Required skills

- planning and organising skills to select and allocate rafting equipment according to the trip plan
- teamwork skills to:
- paddle and maintain control of the raft
- assist each other in capsize and rescue procedures
- communication skills to:
- interact with other participants to negotiate hazards, paddling technique, route or course

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- respond to instructions and directions from crew and other rafts
- problem-solving skills to:
- read river direction and speed of flow, currents, eddies and other hydrological features
- paddle in different river conditions
- apply a range of strokes and paddling manoeuvres to control the raft and negotiate hazards
- apply defensive and aggressive swimming to remove self and or others from danger
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care
- apply complex rescue and recover techniques to minimise damage to equipment and prevent injury to personnel.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all rafting activities
- equipment and raft types, characteristics and safety features, the advantages and disadvantages, and its care and maintenance to enable appropriate selection and use
- selection and use of Personal Flotation Devices and rescue equipment, such as throw bags, to ensure safety of self and raft crew
- clothing requirements for rafting such as wet weather gear to maintain warmth and sun protection to minimise sunburn and heat stroke
- stroke, directing and signalling techniques to control and manoeuvre the raft on grade 4 rapids
- principles of nutrition to maintain health during the rafting activity
- weather and environmental information to identify forecast conditions and their effect on the activity
- hydrology and river features including currents, banks, change in gradient and volume, and how these might impact on the rafting experience
- international river grading system to understand conditions and appropriateness of the river to the level of participants
- knots as used to secure raft and perform rescues
- defensive and aggressive swimming techniques to swim out of trouble
- emergency and rescue procedures appropriate for the raft and location to ensure risk minimisation to self and group
- broad range of rescue and recovery techniques.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • executes trip plan, including confident delivery of safety briefing and crew drill • applies knowledge of rivers and hydrology by effectively completing a sequence of paddling manoeuvres to negotiate multiple river features in a rapid on multiple occasion. negotiate multiple rapids and hazards using efficient strokes, clear and confident commands on fast currents and applies capsizing techniques and rescue procedures. • evaluates and reflects on own rafting performance to identify strengths, weaknesses and areas that need improvement • monitors and maintains the safety of clients and raft equipment and applies effective contingency management to deal with problems and issues that arise during the activity.
Context of and specific resources for assessment	Assessment must ensure participation as a guide in rafting activities on grade 4 rapids that are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • suitable inland rivers with Grade 4 rapids • resources and information to plan and prepare for the rafting activity • suitable crew • a suitable and safe method of transport, if required to drive raft to and from activity location • rafting, navigation, safety, rescue and communication equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of stroke techniques used to control and manoeuvre the raft through grade 4 rapids • observation of safe participation and demonstration of rafting skills to move in and out of eddies and travel in different directions • third-party reports from a supervisor detailing

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performance.

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

- SISOWWR404A Perform complex white water rescues and recoveries.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Aims and objectives may include:	• self improvement • social • fitness targets • adventure and recreation • outdoor education • wilderness therapy.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols

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- code of ethics.

Plan may include:

- aims and objectives
- date, time and duration
- location, equipment and resources
- safety and emergency requirements
- river levels and section.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards slippery or unstable shore
- poor posture, poor technique
- poor carrying techniques
- poor carrying techniques
- loose or insecure craft when being transported
- other craft.

Obstacles may include:

- rocks
- strainer
- rocks
- stoppers or holes
- waterfalls
- sieves
- other crafts
- change in river conditions.

Risks may include:

- hypothermia
- heat exhaustion

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	• injuries • exhaustion • lost party or party member • equipment and course failure.
Equipment may include:	• rafting equipment • navigation equipment • safety and rescue equipment • communication equipment.
Safety and rescue equipment may include:	• pumps • bailers • repair kits • rescue rope • karabiners • Prusik loops • pulleys • tape slings • throw bags • knife • flip line • whistle.
Safety procedures may include:	• what happens when participants fall out of the raft • holding onto T grip • information on throw bags • instruction when told to "hold on" • getting back into raft • selecting safest line through rapids • seating position to maximise raft stability • managing safe portages and river running • conducting raft repairs.
Guide commands may include:	• forward paddle • back paddle • left and right turn • over left and right • hold on • high side • on the job • stop
Strokes may include:	• forward • backwards • draws

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- sweeps
- prys turns.

Paddling manoeuvres may include:

- forward and reverse ferry glides
- breaking in and out of eddies
- eddy hopping
- weight shifting.

Hydrological features may include:

- rapid
- pool
- eddy
- eddy line
- current
- stoppers or holes (smiling and frowning)
- weir stoppers
- boils
- waves
- sieves
- undercuts
- strainers
- downstream V
- upstream V
- waterfalls
- pour overs.

Defensive and aggressive swimming techniques may include:

- defensive swimming:
  - floating passively on back, looking downstream
  - riding with the river current
  - pointing feet downstream, toes out of the water
  - using legs to fend off obstacles
- aggressive swimming:
  - swimming freestyle on stomach
  - stroking hard to move across the current.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique

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- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Rafting

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SISORAF404A Coordinate and manage white water rafting trips

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate as the trip leader rafting trips on Grade 3 white water. This includes managing other guides and applying advanced river guide, rafting and rescue management skills on Grade 3 white water.

Application of the Unit

This unit applies to those working as senior rafting guides or trip leaders who are responsible for coordinating and managing the conduct of single run and or multi day trips on Grade 3 rapids, including leadership in rescue situations. This may include those who coordinate other rafting guides with various levels of experience and skills.

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for rafting trips.	1.1. Coordinate ***logistical details*** of ***rafting trip*** according to ***relevant legislation***, ***organisational policies and procedures*** and the operational management plan. 1.2. Determine trip objectives according to other guides and participant's characteristics, skills and experience. 1.3. Design a trip and choose a location or section of river that meets the participants needs, abilities and trip objectives. 1.4. Identify and implement risk management strategies that promote participant's safety. 1.5. Select equipment and resources required by participants and other guides during the rafting trip. 1.6. Inform ***appropriate authorities*** before commencing rafting trip.
2. Manage rafting trips.	2.1. Communicate relevant information to other guides involved in the rafting trip. 2.2. Manage ***general trip problems*** according to relevant legislation and organisational policies and procedures. 2.3. Supervise other guides on the river according to their experience and skill level the operational management plan. 2.4. Maintain communication with crew throughout trip
3. Apply paddling manoeuvres	3.1. Demonstrate a variety of ***manoeuvres*** on Grade 3 rapids maintaining hazard free lines, boat control and displaying good guiding technique. 3.2. Access and cross ***difficult areas*** on the river maintaining hazard free lines, boat control and displaying guiding technique.
4. Crisis response and management	4.1. Identify ***crisis management procedures*** as outlined in the organisation's emergency plan. 4.2. Apply rescue ***leadership skills*** with calm assurance in a simulated emergency river rescue. 4.3. Identify the roles and responsibilities of personnel in an emergency situation according to organisational

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ELEMENT	PERFORMANCE CRITERIA
	policies and procedures and the operational management plan.
5. Complete post trip responsibilities and evaluate rafting trips.	5.1. Complete post trip tasks and evaluation according to organisational policies and procedures and the operational management plan. 5.2. Evaluate ***relevant aspects*** of rafting trip and complete trip reports according to organisational policies and procedures. 5.3. Identify potential areas of improvement for managing future rafting trips. 5.4. Notify appropriate authorities of trip completion if applicable. 5.5. Supervise retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.6. Debrief and coach guides on performance where applicable.

Required Skills and Knowledge

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

Required skills

- planning and organising skills to:
  - coordinate logistical details of trip
  - complete post trip tasks and evaluation
- problem-solving skills to:
  - manage general trip problems
  - cross difficult areas on the river
  - maintain hazard free lines and boat control
  - apply risk and crisis management procedures where required
- communication skills to:
  - outline all relevant information to other rafting guides and participants
  - notify and gain information from external agencies when necessary
- leadership skills to:
  - delegate tasks in emergency and white water rescue situations
  - manage and supervise other guides during trip
- teamwork skills to:

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  - work with crew and apply rafting skills to maintain control of the raft
  - assist others in capsize and rescue procedures
- effectively completing a sequence of paddling manoeuvres to negotiate multiple river features in a rapid on multiple occasions
- river reading skills, such as direction and speed of flow, currents, eddies and other hydrological features to demonstrate good guiding technique and enable safe conduct
- repair and maintenance skills to deal with emergencies and contingencies while coordinating rafting trip.

Required knowledge

- legislation, organisational policies and procedures and the operational management plan to enable safe coordination and conduct of rafting trips
- relevant government and peak bodies applicable to rafting to ensure safety and protection of environment
- site-specific information to assist in the planning process and enable management of potential rafting hazards, and any special restrictions applying to the area
- equipment and raft types used on Grade 3 rapids, and material, construction and repair techniques to ensure prolonged life span and safety requirements
- hydrology and river features such as currents, banks, change in gradient and volume, and their impact on safety
- international river grading system to understand conditions and appropriateness of the river to the level of participants
- knots used to secure raft and perform rescues
- broad range of rescue and recovery techniques
- defensive and aggressive swimming techniques to maintain personal safety
- interpretation of weather information to identify forecast conditions and their effect on the activity.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and coordinates logistical details • ensures guides are appropriately qualified and experienced for the planned trip • applies trip leading skills and knowledge over multiple occasions and multiple venues

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- effectively guiding on multiple multi-day trips
- applies effective crisis and risk management techniques to deal with a range of problems and variable factors that may arise during rafting trips
- applies sequenced rafting manoeuvres to negotiate a range of white water river features while maintaining control of the raft
- briefs and supervises other guides throughout trip and identifies roles and responsibilities of crew members in emergency and rescue situations
- post trip documentation completed in accordance with organisational procedures
- evaluates and reflects on own performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure coordination and management of single run and multi day rafting trips on Grade 3 rapids to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- suitable inland rivers, with Grade 3 rapids, that enable the coordination and management of white water trips
- a group of guides and participants to take part in the rafting trip
- rafting, safety, rescue, navigation and communication equipment
- organisational policies and procedures, relevant legislation, and organisation's operational plans to enable safe and legal operation
- a suitable and safe method of transport, if required to drive raft to and from activity location.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of safe coordination and management of other guides and participants throughout white water rafting trip
- observation of advanced river guide and rafting skills on Grade 3 rapids, including white water rescue and recovery management
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and operational plan to enable safe and

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legal conduct of rafting trip
- observation of dealing with general trip problems and difficult areas on a river
- review of trip plans and post-trip evaluations
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Logistical details may include:
- briefings
- timing
- transportation
- equipment and resource requirements
- staffing requirements
- communication requirements
- participant information and screening
- catering requirements.

Rafting trip may include:
- single run trips
- multi day trips.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations

Organisational policies and procedures may include:
- occupational health and safety
- use, maintenance and storage of equipment
- communication protocols
- risk and crisis management plans
- responsibilities of crew in emergency situations
- international river grading system
- code of ethics.

Appropriate authorities may
- National Parks service

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include:

- Water board or authority
- police
- private land owners
- local council

General trip problems may include:

- overweight participants
- drugs and alcohol affected participants
- dissatisfied customers
- equipment difficulties
- trip cancellation
- participants not wishing to continue trip
- physical impairment.

Manoeuvres may include:

- forward and reverse ferry gliding
- breaking into and out of the current
- avoiding obstacles
- paddling through holes
- paddling over drops
- use of rocks to stop.

Difficult areas may include:

- rock gardens
- confused currents
- boily or strong eddy lines
- wave trains
- fast and disturbed currents.

Crisis management procedures may include:

- flood water conditions
- extreme weather
- emergency camps
- on-river raft repairs
- dealing with participant injuries or illness
- participant evacuation
- search and rescue
- dealing with fatality.

Leadership skills may include:

- prioritising risk (self, team, others)
- talk, reach, throw, wade, row, go, tow principles
- delegation of tasks
- managing conflict
- ensuring the safety of participants.

Relevant aspects may include:

- coordinating logistical details of trip
- identifying legal requirements governing rafting industry
- supervising other guides
- coordinating and managing emergencies, rescue situation s and trip problems

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- apply advance river guide techniques
- customer satisfaction

Unit Sector(s)

Outdoor Recreation

Competency Field

Rafting

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SISORAF505A Instruct rafting skills

Modification History

Not Applicable

Unit Descriptor

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

Application of the Unit

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

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

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan the session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current rafting knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***rafting plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with rafting and minimise ***risks*** according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures. 2.2. Check equipment for safety and suitability according to relevant legislation and manufacturer's recommendations and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the rafting session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable communication system for participants to use while rafting. 3.4. Inform participants of known and anticipated hazards, safety procedures and appropriate behaviour. 3.5. Check and confirm that all participant equipment is fitted and adjusted.
4. Instruct a rafting	4.1. Conduct introductory activities for participants to

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ELEMENT	PERFORMANCE CRITERIA
session.	reduce the risk of injury. 4.2. Demonstrate procedures for dealing with emergency and non routine situations according to organisational policies and procedures. 4.3. Apply ***instructional techniques*** to impart required knowledge, ***rafting techniques*** and ***safety and rescue procedures***. 4.4. Inform participants of opportunities to further develop their rafting skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Evaluate ***relevant aspects*** of the rafting session and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future rafting instructional sessions.

Required Skills and Knowledge

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

Required skills

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

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

Required knowledge

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

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plan, instructs and monitors participant performance and response appropriately to participant behaviour to maintain an effective learning environment
- activities are conducted safely according to participant's needs, characteristics and teaching location
- applies effective contingency management techniques to deal with a range of problems and issues that may arise during the session, such as equipment failure and makes adjustments in response to changing situations
- instructs sequential sessions that meet participant expectations, comply with legislative and organisation requirement, and are of sufficient duration to allow the participant to demonstrate rafting skills
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve rafting performance
- evaluates participant and own performance and identifies improvements for future sessions
- uses appropriate delivery technique to enhance client learning and performance.

Context of and specific resources for assessment

Assessment must ensure instruction of rafting activities appropriate to the needs and characteristics of a range of participants to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- suitable inland graded rivers, with up to grade 4 rapids, for the conduct of instructional sessions
- participants to take part in the rafting session
- rafting, safety, rescue, navigation, communication and teaching equipment
- resources and information regarding participants and location to plan, instruct and document rafting sessions for a variety of participants

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- a suitable and safe method of transport, if required to drive raft to and from activity location.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess the application of legislation and organisational policies and procedures to enable safe conduct of all rafting activities
- observation of safe rafting instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of rafting session plans
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:

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

Session's aims and objectives may include:

- development of rafting skills and techniques
- education
- therapy
- fitness targets
- recreation.

Instructional plan may include:

- rafting activities and drills
- duration of activities and drills

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- safety considerations
- location
- logistical requirements.

Rafting plan may include:

- aims and objectives
- date, time and duration
- location, equipment and resources
- safety requirements.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- time and budget constraints
- communication protocols
- confidentiality of participant information
- working with children
- environmental regulations
- code of ethics.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- slippery or unstable shore
- poor posture, poor technique
- poor carrying techniques
- loose or insecure craft when being transported
- stoppers or holes
- strainers
- rocks
- waterfalls
- man made objects
- weirs
- sieves
- undercuts
- other craft.

Risks may include:

- hyperthermia
- hypothermia
- flips and capsizes
- wraps
- entrapments
- injuries
- lost party or party member
- equipment and course failure.

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Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Contingency plans may include:

- change in location
- change in river conditions
- wait til conditions improve
- don't get on river
- equipment failure.

Equipment may include:

- rafting equipment
- safety and rescue equipment
- navigation equipment
- communication equipment.

Resources may include:

- clothing and footwear
- wet weather gear
- food and water
- teaching aids
- safety equipment
- rafting equipment
- transport.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size
- length of session
- evacuation route
- equipment available.

Relevant information may include:

- safety and rescue procedures
- rafting techniques

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	• hydrological features • responsible and safe behaviour.
Instructional techniques may include:	• simple to complex • part to whole • chronological • known to unknown • D.E.D.I.C.T • demonstrate • explain • demonstrate • instruct • critique • test • E.D.I.C.T • explain • demonstrate • instruct • critique • test • I.D.E.A • introduce • demonstrate • explain • apply
Rafting techniques may include:	• forward and reverse ferry glides • raft control using crew • weight distribution • guide strokes • paddling manoeuvres • management of portages and raft linings • breaking in and out of current • use of current • offensive and defensive guiding • group roles and responsibilities.
Safety and rescue procedures may include:	• emergency and rescue procedures • defensive and aggressive swimming • group management in emergency situations • symptoms, treatment and prevention of common rafting risks.
Relevant aspects may include:	• objectives • planning process • activity site

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

Unit Sector(s)

Outdoor Recreation

Competency Field

Rafting

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SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and perform SCUBA dives in open water to a maximum depth of 18 metres. This unit also focuses on the use and maintenance of SCUBA dive equipment and the performance of SCUBA dive rescues.

Application of the Unit

This unit applies to current or aspiring SCUBA dive guides or instructors working in controlled open water environments to a maximum depth of 18 metres. This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for a SCUBA diving activity.	1.1. Determine ***factors affecting site selection*** and ensure selected dive site meets ***industry technical and safety criteria***, ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Access information on the dive site and identify potential ***hazards*** and ***physics and physiology*** associated with the dive and implement procedures to minimise ***risks***. 1.3. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine dive ***plan***. 1.4. Establish a communication system to use with buddy and other participants while SCUBA diving.
2. Select and use SCUBA dive equipment.	2.1. Select ***SCUBA dive equipment*** to meet ***diver's needs and characteristics***. 2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort. 2.3. Use and maintain SCUBA dive equipment according to industry technical and safety criteria, relevant legislation and organisational policies and procedures. 2.4. Calculate no-decompression times according to industry technical and safety criteria. 2.5. Demonstrate use of buoyancy control device (BCD) to establish positive, negative and neutral buoyancy.
3. Perform SCUBA dives to a maximum depth of 18 metres.	3.1. Perform ***entries to and exits from the water*** according to industry technical and safety criteria. 3.2. Demonstrate ***SCUBA diving techniques*** and maintain ***buddy system*** at all times. 3.3. Give, recognise and respond to hand signals according to industry technical and safety criteria.
4. Perform SCUBA dive rescues.	4.1. Apply ***emergency out of air techniques***. 4.2. Demonstrate ***self and buddy rescue*** according to industry technical and safety criteria.
5. Evaluate SCUBA diving activity.	5.1. Evaluate ***relevant aspects*** of the SCUBA diving activity. 5.2. Identify improvements for future SCUBA diving

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ELEMENT	PERFORMANCE CRITERIA
	experiences.

Required Skills and Knowledge

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

Required skills

- communication skills to inform progress and interact with buddy via underwater hand signals
- teamwork skills to:
  - check, assemble and fit buddy's dive equipment
  - negotiate maximum time and depth limits
  - SCUBA dive with and look out for buddy
- swimming skills to swim 100 metres on the surface wearing SCUBA equipment
- problem-solving skills to:
  - determine time, depth and air supply limits
  - navigate underwater
  - adapt to changing weather and sea conditions
- self and buddy rescue, first aid and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation, organisational policies and procedures and industry technical and safety criteria to enable safe conduct of all SCUBA diving activities
- minimal impact interactions and techniques to minimise negative impact on aquatic animal and plant life
- selection, use and maintenance of SCUBA equipment, characteristics and technology, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment to enable safe performance
- weather and environmental information to interpret forecast conditions and their effect on the diving activity
- sea features such as currents, waves and tides and how these might impact on the dive
- factors affecting buoyancy and how to control sinking and floating
- no-decompression dive tables to determine air requirements
- physics and physiology, such as the direct and indirect effects of pressure and signs, symptoms, prevention and treatment of common SCUBA diving risks such as decompression illness to enable safe performance
- hazards and risks commonly associated with open water SCUBA diving to a depth of 18 metres

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- underwater communication systems such as signs and signals used to communicate with buddy and navigation techniques to avoid getting lost under water
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to select, maintain and fit SCUBA dive equipment and calculates maximum dive time and depth using a no-decompression table • demonstrates a range of safe SCUBA diving and out of air techniques according to industry technical and safety criteria, relevant legislation and organisational policies and procedures • negotiates hazards and risks, and minimises negative impact on aquatic animal and plant life throughout dive • communicates with and monitors buddy's progress throughout the dive and performs self and buddy rescues, including towing in open water • evaluates and reflects on own SCUBA diving performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple SCUBA diving activities to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information to plan and select appropriate equipment for the SCUBA diving activity • a suitable open water SCUBA dive site • a buddy to participate in dive process • a suitable diving boat, if required • SCUBA, navigation, communication and safety equipment.
Method of assessment	A range of assessment methods should be used to assess

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practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the planning and review process
- oral or written questioning to assess knowledge of open water SCUBA diving techniques, hazards and risks
- observation of safe participation and communication with buddy throughout diving process
- written and or verbal self evaluation
- third-party reports from a supervisor detailing performance.

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

- SISOOPS303A Interpret weather for marine environments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Factors affecting site selection may include:

- entry and exit points
- bottom conditions
- aquatic life
- environmental conditions

Industry technical and safety criteria may include:

- British Sub-Aqua Club (BSAC)
- Professional Association of Diving Instructors (PADI)
- SCUBA Schools International (SSI).

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- communication protocols
- code of ethics
- manufacturer's recommendations.

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Hazards may include:

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

Physics and physiology may include:

- pressure or volume or density relationships
- temperature
- buoyancy
- respiration
- air consumption
- ingassing and offgassing
- decompression sickness
- nitrogen narcosis
- oxygen toxicity
- carbon monoxide toxicity
- hypothermia.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers and agencies
- costal patrol or coastguard
- volunteer rescue
- local knowledge

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Plan may include:

- objectives
- date, time and duration of dive
- site and equipment
- suitable buddy

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- time, depth and air supply limits
- safety and emergency procedures.

SCUBA dive equipment may include:

- fins
- mask
- snorkel
- wetsuit or drysuits
- buoyancy control device (BCD) with low pressure inflator
- compressed air cylinder and valve
- regulator and backpack
- alternate air source
- submersible pressure gauge
- timing device
- depth gauge
- no-decompression tables
- computer
- weight belt and weights
- diver's tools
- communication equipment
- navigation equipment.

Diver's needs and characteristics may include:

- age
- cultural and situational factors
- previous experience and knowledge
- physical development
- diver's build, weight and lung capacity.

Entries to and exits from water may include:

- off-shore
- off dive boats.

SCUBA diving techniques may include:

- entries to and exits from the water
- equipment recovery and replacement in water
- buddy system
- buoyancy control
- underwater navigation
- use of a regulator
- descending and ascending
- equalising pressure
- self and buddy rescues
- bearings or reciprocal bearings
- dive calculations
- air supply monitoring
- open water diving at depths between 5 and 18 metres for a period of at least 20 minutes

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- safety stops at 5 metres for 3 - 5 minutes
- slowly ascending at a rate that does not exceed 18 metres per minute.

Buddy system may include:

- selecting equipment
- checking buddy's equipment before a dive
- checking depth, time and air supply limits
- providing emergency assistance.

Emergency out of air techniques may include:

- alternative air source assisted ascent
- controlled emergency swimming ascent
- tired diver assist
- sharing air
- unconscious diver rescue.

Self and buddy rescue may include:

- buddy secured and towed 15 metres

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSCB302A Complete night dives

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and perform a dive at night in open water to a maximum depth of 18 metres. This unit also focuses on night navigation and hazard negotiation.

Application of the Unit

This unit applies to current or aspiring SCUBA dive guides or instructors working in a range of open water conditions that include night dives to a maximum depth of 18 metres. This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan a night dive.	1.1. Determine ***factors affecting site selection*** and ensure selected night dive site meets ***industry technical and safety criteria***, ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Access information on the dive site and identify potential ***night hazards*** and ***physics and physiology*** associated with the night dive and implement procedures to minimise ***risks***. 1.3. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine night dive ***plan***. 1.4. Establish a ***communication system*** to use with buddy and other participants while night diving.
2. Select and use night dive equipment.	2.1. Select ***dive equipment*** and ***lighting equipment*** according to ***diver's needs and characteristics*** and industry technical and safety criteria. 2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort. 2.3. Use and maintain equipment according to industry technical and safety criteria, relevant legislation and organisational policies and procedures. 2.4. Calculate no-decompression times according to industry technical and safety criteria.
3. Perform night dives.	3.1. Perform ***entries to and exits from the water*** maintaining orientation and buddy contact, according to industry technical and safety criteria. 3.2. Complete ascents and descents with reference without losing orientation or buddy contact. 3.3. Use hand signals and dive lights to achieve communication with buddy and other participants. 3.4. Negotiate hazards safely while maintaining buddy contact throughout the night dive. 3.5. Navigate the route by compass and or natural phenomena. 3.6. Ensure personal dive lights illuminate dive site and identify nocturnal aquatic life. 3.7. Demonstrate light failure drill according to industry technical and safety criteria.
4. Evaluate night diving activity.	4.1. Evaluate ***relevant aspects*** of the night diving activity.

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ELEMENT	PERFORMANCE CRITERIA
	4.2. Identify improvements for future night dives.

Required Skills and Knowledge

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

Required skills

- communication skills to inform progress and interact with buddy throughout night diving via physical contact and underwater hand and light signals
- teamwork skills to:
  - check, assemble and fit buddy's dive equipment
  - negotiate maximum time and depth limits
  - take extra precautions during night diving to ensure safety of buddy
- swimming and navigating skills to safely dive at night
- problem-solving skills to:
  - determine time, depth and air supply limits
  - adapt to changing weather and sea conditions
  - navigate underwater at night
  - use a dive light to check for other divers and hazards
- self and buddy rescue, first aid and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation, organisational policies and procedures and industry technical and safety criteria to enable safe conduct of all night diving activities
- minimal impact interactions and techniques to minimise negative impact on nocturnal aquatic animal and plant life
- selection, use and maintenance of SCUBA equipment suitable for night diving, characteristics and technology, the advantages and disadvantages of the range of equipment, such as lighting options
- physics and physiology, such as the direct and indirect effects of pressure and signs, symptoms, prevention and treatment of common SCUBA diving risks such as decompression illness to enable safe performance
- weather and environmental information to interpret forecast conditions and their effect on the diving activity
- sea features such as currents, waves and tides and how these might impact on the night dive
- factors affecting buoyancy and how to control sinking and floating
- no-decompression dive tables to determine air requirements
- underwater communication systems used at night such as hand and torch signals to

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communicate with and ensure safety of buddy
- night navigation techniques to avoid getting lost under water
- hazards and risks commonly associated with open water night diving to a depth of 18 metres
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to select, maintain and fit dive and lighting equipment and calculates maximum dive time and depth using a no-decompression table • practices night navigation techniques while maintaining contact and communication with buddy at all times • negotiates hazards and risks and minimises negative impact on nocturnal aquatic animal and plant life throughout night dive according to industry technical and safety criteria, relevant legislation and organisational policies and procedures • evaluates and reflects on own night diving performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple night diving activities to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information to plan and select appropriate equipment for the SCUBA diving activity • a suitable open water dive site for night diving • a buddy to participate in night dive process • a suitable diving boat, if required • SCUBA, night, navigation, communication and safety equipment.
Method of assessment	A range of assessment methods should be used to assess

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practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the planning and review process
- oral or written questioning to assess knowledge of open water night diving techniques, hazards and risks
- observation of safe participation and communication with buddy throughout night dives
- written and or verbal self evaluation
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Factors affecting site selection may include:

- entry and exit points
- bottom conditions
- aquatic life
- environmental conditions
- visibility.

Industry technical and safety criteria may include:

- British Sub-Aqua Club (BSAC)
- Professional Association of Diving Instructors (PADI)
- SCUBA Schools International (SSI).

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- communication protocols
- code of ethics
- manufacturer's recommendations.

Night hazards may include:

- lack of light
- poor weather

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- light failure
- buddy separation
- disorientation
- squeezes
- barotrauma
- panic
- aquatic animals and plants.

Physics and physiology may include

- pressure or volume or density relationships
- temperature
- buoyancy
- respiration
- air consumption
- ingassing and offgassing
- decompression sickness
- nitrogen narcosis
- oxygen toxicity
- carbon monoxide toxicity
- hypothermia.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost part or party member
- equipment failure
- other diver's shining flash light in eyes
- near drowning
- getting lost or separated from group
- barotrauma
- nitrogen narcosis
- contaminated SCUBA air
- cramps
- stings or bites
- Decompression Illness (DCI).

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastgard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts

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- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Plan may include:

- objectives
- date, time and duration of night dive
- site end equipment
- suitable buddy
- time, depth and air supply limits
- safety and emergency procedures.

Communication system may include:

- calls
- radio
- hand signals
- whistles.

Dive equipment may include:

- fins
- mask
- snorkel
- wetsuit or drysuits
- buoyancy control device (BCD) with low pressure inflator
- compressed air cylinder and valve
- regulator and backpack
- alternate air source
- submersible pressure gauge
- torch or flashlight and backup
- strobe light
- timing device
- depth gauge
- no-decompression tables
- computer
- weight belt and weights
- diver's tool
- communication equipment
- navigation equipment.

Lighting equipment may include:

- primary
- back-up
- chemical.

Diver's needs and characteristics may include:

- age
- cultural and situational factors

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- previous experience and knowledge
- physical development
- diver's build, weight and lung capacity.

Entries to and exits from water may include:

- off-shore
- off dive boats
- exit points lit up or contain a buoy.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSCB303A Complete deep dives to between 18 and 40 metres

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and perform deep dives to between 18 and 40 metres, taking into account hazards and potential deep diving risks.

Application of the Unit

This unit applies to current or aspiring dive guides or instructors working in controlled open water dive environments to a maximum depth of 40 metres.

This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for a deep dive.	1.1. Prepare ***deep diving plans*** and ensure physiological and psychological well being according to ***industry technical and safety criteria***, ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Access information on the dive site and identify potential ***hazards*** and ***physics and physiology*** associated with the deep dive and implement procedures to minimise ***risks***. 1.3. Identify symptoms, prevention and treatment for potential deep diving risks, according to industry technical and safety criteria. 1.4. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine dive plan. 1.5. Establish a communication system to use with buddy and other participants while deep diving.
2. Select and use deep dive equipment.	2.1. Select ***deep dive equipment*** according to ***diver's needs and characteristics***. 2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort. 2.3. Use and maintain dive equipment according to industry technical and safety criteria, relevant legislation and organisational policies and procedures. 2.4. Calculate no-decompression times according to industry technical and safety criteria.
3. Perform deep dives.	3.1. Demonstrate controlled descents and ascents using reference as a tactile and or visual guide. 3.2. Participate in exercises at depth to demonstrate impairment effects of nitrogen narcosis, pressure changes and colour absorption. 3.3. Negotiate deep dive hazards and risks and perform safe dive according to dive plan and industry technical and safety criteria. 3.4. Undertake a 3 minute safety stop at 5 metres on ascents and ensure ascent rate does not exceed 18 metres per minute.
4. Evaluate deep dives.	4.1. Evaluate ***relevant aspects*** of the deep dive. 4.2. Identify improvements for future deep diving

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ELEMENT	PERFORMANCE CRITERIA
	experiences.

Required Skills and Knowledge

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

Required skills

- communication skills to inform progress and interact with buddy via underwater hand signals
- teamwork skills to:
  - check, assemble and fit buddy's dive equipment
  - negotiate maximum time and depth limits
  - deep dive with and look out for buddy
- problem-solving skills to:
  - determine time, depth and air supply limits
  - navigate underwater
  - adapt to changing weather and sea conditions
- self and buddy rescue, first aid and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation, organisational policies and procedures and industry technical and safety criteria to enable safe conduct of all deep water SCUBA diving activities
- minimal impact interactions and techniques to minimise negative impact on aquatic animal and plant life
- selection, use and maintenance of SCUBA equipment, characteristics and technology, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- weather and environmental information to interpret forecast conditions and their effect on the diving activity
- sea features such as currents, waves and tides and how these might impact on the dive
- factors affecting buoyancy and how to control sinking and floating
- no-decompression dive tables to determine air requirements
- physics, physiology, hazards and risks commonly associated with deep diving to a depth of 40 metres and signs, symptoms, prevention and treatment of common deep diving risks, such as decompression illness to enable safe performance
- navigation techniques to avoid getting lost under water
- underwater communication systems such as signs and signals used to communicate with buddy

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- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to select, maintain and fit dive equipment and calculates maximum dive time and depth using a no-decompression table • demonstrates safe deep diving techniques according to industry technical and safety criteria, relevant legislation and organisational policies and procedures • identifies symptoms, prevention and treatment for potential deep diving risks, negotiates hazards, and minimises negative impact on aquatic animal and plant life throughout dive • communicates with and monitors buddy's progress and physiological and psychological well being throughout the deep dive • evaluates and reflects on deep diving performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple SCUBA deep diving activities to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, to plan and select appropriate equipment for the deep diving activity • a suitable open water deep diving site • a suitable buddy to participate in deep dive process • a suitable diving boat, if required • SCUBA, navigation, communication and safety equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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- oral or written questioning to assess knowledge of deep diving techniques, hazards and risks
- observation of safe participation and communication with buddy throughout deep diving process
- written and or verbal self evaluation
- third-party reports from a supervisor detailing performance.

Assessment with other units relevant to the industry sector, workplace and job role is recommended,

for example:

- SISOSCB309A Complete dives off boats.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Deep diving plan may include:

- objectives
- date, time and duration of dive
- site and equipment
- suitable buddy
- time, depth and air supply limits
- safety and emergency procedures.

Industry technical and safety criteria may include:

- British Sub-Aqua Club (BSAC)
- Professional Association of Diving Instructors (PADI)
- SCUBA Schools International (SSI).

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- communication protocols
- code of ethics
- manufacturer's recommendations.

Hazards may include:

- temperature extremes
- poor visibility

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- rough conditions
- rocks and reefs
- water depth
- squeezes
- barotrauma
- panic
- aquatic animals and plants.

Physics and physiology may include

- pressure or volume or density relationships
- temperature
- buoyancy
- respiration
- air consumption
- ingassing and offgassing
- decompression sickness
- nitrogen narcosis
- oxygen toxicity
- carbon monoxide toxicity

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- eshaustion
- lost party or party member
- equipment failure
- nitrogen narcosis
- drifting
- hypercapnia
- buoyancy control
- near drowning
- getting lost or separated from group
- barotrauma
- nitrogen narcosis
- contaminated SCUBA air
- cramps
- stings or bites
- Decompression Illness (DCI).

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue

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- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river warnings
- synoptic charts
- high and low tide predictions.

Deep dive equipment may include:

- fins
- mask
- snorkel
- wetsuit or drysuits
- buoyancy control device (BCD) with low pressure inflator
- compressed air cylinder and valve
- regulator and backpack
- alternate air source
- submersible pressure gauge
- timing device
- depth gauge
- no-decompression tables
- computer
- weight belt and weights
- diver's tool
- communication equipment
- navigation equipment.

Diver's needs and characteristics may include:

- age
- cultural and situational factors
- previous dive experience and knowledge
- physical development
- diver's build, weight and lung capacity.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional technique
- assessment technique
- group feedback

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- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSCB304A Navigate prescribed routes underwater

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to measure distance, determine direction and navigate underwater along prescribed routes.

Application of the Unit

This unit applies to current or aspiring SCUBA dive guides or instructors working in controlled open water environments to a maximum depth of 18 metres. This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Employability Skills Information

This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan prescribed	1.1. Identify ***standard methods for measuring distance***

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ELEMENT	PERFORMANCE CRITERIA
routes.	and determining ***direction***. 1.2. Assess ***hazards*** associated with navigating underwater and implement procedures to minimise ***risks*** according to ***industry technical and safety criteria***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select ***navigation equipment***, set compass bearing and determine ***roles*** with buddy.
2. Navigate underwater.	2.1. Determine direction underwater by using a compass and or ***natural phenomena***. 2.2. Navigate a straight line and its reciprocal using standard methods for measuring distance and ***direction indicators*** according to industry technical and safety criteria, relevant legislation and organisational policies and procedures. 2.3. Follow a prescribed route with changes of direction and record measurement on slate.
3. Evaluate navigation techniques.	3.1. Evaluate ***relevant aspects*** of the underwater navigation activity. 3.2. Identify improvements for future underwater navigation experiences.

Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to inform progress with buddy and determine roles throughout underwater navigation activity
- problem-solving skills to:
  - determine direction using a compass and or natural phenomena
  - measure and calculate distance using standard methods
  - follow a prescribed route in open water
- numeracy skills to set compass bearings, measure distance and record information to support safe underwater navigation
- first aid and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

Required knowledge

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- legislation, organisational policies and procedures and industry technical and safety criteria to enable safe conduct of all underwater navigation activities
- features, operation and usage of navigation equipment to measure distance and direction
- weather and environmental information to interpret forecast and conditions and their effect on the activity
- hazards and risks associated with navigating in open water to a depth of 18 metres
- underwater communication systems such as signs and signals used to communicate with buddy
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group
- minimal impact interactions and techniques to minimise negative impact on aquatic animal and plant life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • measures distances and determines and maintains direction underwater using both compass and natural phenomena to navigate a straight line • negotiates hazards and risks associated with underwater navigation, and minimises negative impact on aquatic animal and plant life • evaluates and reflects on navigation performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple underwater navigation activities to demonstrate competency and consistency of performance Assessment must also ensure access to: • an open water SCUBA dive site • a suitable buddy to participate in underwater navigation activity • a suitable diving boat, if required • SCUBA, navigation and recovery equipment.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the planning and review process
- oral or written questioning to assess knowledge of a range of standard methods for measuring distance and processes to determine and maintain direction throughout underwater navigation
- observation of safe participation and communication with buddy during activity
- third-party reports from a supervisor detailing performance.

Industry has determined that this unit must be assessed with the following unit or units:

- SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Standard methods for measuring distance may include:

- kick cycles
- time
- arm spans
- diver line reel or rope.

Direction may include:

- straight line
- turn
- square
- triangle.

Hazards may include:

- temperature extremes
- depth
- currents
- visibility
- time

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	• air depletion • entanglement • disorientation.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost part or party member • equipment failure • loosing track of visual references • diving deeper than intending • barotrauma • nitrogen narcosis • contaminated SCUBA air • stings or bites • Decompression Illness (DCI).
Industry technical and safety criteria may include:	• British Sub-Aqua Club (BSAC) • Professional Association of Diving Instructors (PADI) • SCUBA Schools International (SSI).
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • communication protocols • code of ethics • manufacturer's recommendations • minimal impact codes.
Navigation equipment may include:	• underwater compass and watch • slate • land compass to plot route before dive • GPS to use from boat to get to site • buoys to map location.
Roles may include:	• monitoring bearing and direction, using compass • monitoring air consumption, depth and hazards • monitors navigation, air consumption, depth and hazards while diving together.
Natural phenomena may include:	• wrecks • cliffs

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- pinnacles
- reefs
- sand bars
- current
- waves.

Direction indicators may include:

- using a compass
- using natural phenomena.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSCB305A Complete underwater search and recovery dives

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to complete underwater search and recovery dives. This includes planning underwater searches and recovering an object that weighs between 6 and 45 kilograms.

Application of the Unit

This unit applies to current or aspiring SCUBA dive guides or instructors specialising in search and recovery diving in controlled open water environments to a maximum depth of 18 metres. This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan for and perform an underwater search.	1.1. Identify the need for an ***underwater search*** and make suitable arrangements according to ***industry technical and safety criteria***, ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Determine ***factors*** affecting selection of search techniques. 1.3. Navigate underwater search according to industry technical and safety criteria. 1.4. Identify and mark location of found object.
2. Recover object that weighs between 6 and 45 kilograms.	2.1. Plan recovery exercise according industry technical and safety criteria. 2.2. Determine suitable recovery methods according to size, depth and weight of object to be recovered. 2.3. Negotiate ***risks and hazards*** associated with underwater lifting techniques. 2.4. Demonstrate displacement and lift calculations according to industry technical and safety criteria. 2.5. Tie ***knots*** underwater according to the characteristics of the object and chosen recovery method. 2.6. Raise object to the surface using lifting equipment according to industry technical and safety criteria, relevant legislation and organisational policies and procedures.
3. Evaluate search and recovery dive.	3.1. Evaluate ***relevant aspects*** of the search and recovery exercise. 3.2. Identify improvements for future search and recovery dives.

Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
  - inform progress during search
  - interact with buddy via underwater hand signals
  - recover and lift an object weighing up to 45 kilograms to the surface
- problem-solving skills to:

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    - determine factors affecting search, underwater navigation and appropriate recovery methods according to depth, size and weight of object
- tie knots to secure load for safe lifting
- numeracy skills to calculate weight of load and determine suitable lifting method
- first aid and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation, organisational policies and procedures and industry technical and safety criteria to enable safe conduct of all deep water SCUBA diving activities
- selection, use and maintenance of SCUBA and lifting equipment, characteristics and technology, the advantages and disadvantages of the range of equipment
- weather and environmental information to interpret conditions and their effect on the search and recovery dive
- hazards and risks commonly associated with open water search and recovery techniques to a depth of 18 metres
- underwater search patterns, such as linear and circular searches to find an object
- navigation techniques to search for an object under water
- knots and lifting techniques suitable to the depth, size and weight of the object
- underwater communication systems such as signs and signals used to communicate with buddy
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group
- minimal impact interactions and techniques to minimise negative impact on aquatic animal and plant life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies a range of underwater search techniques, such as circular and U pattern searches, to locate objects of different size and weight • applies processes to recover various objects weighing between 6 and 45 kilograms, using knots and safe lifting techniques according to industry technical and safety criteria, relevant legislation and organisational policies and procedures

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- negotiates hazards and risks, and minimises negative impact on aquatic animal and plant life throughout search and recovery
- evaluates and reflects on search and recovery performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in search and recovery diving activities that are of sufficient breadth and duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a suitable open water SCUBA dive site
- a buddy to participate in search and recovery dive
- a suitable diving boat, if required
- SCUBA, navigation and recovery equipment and an object weighing between 6 and 45 kilograms to recover.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the planning and review process
- oral or written questioning to assess knowledge of factors affecting selection of search and recovery techniques in open water
- observation of safe participation and communication with buddy throughout search and recovery dives
- written and or verbal self evaluation
- third-party reports from a supervisor detailing performance.

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

- SISOSCB309A Complete dives off boats.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Underwater search may include:
- linear
- circular
- U pattern
- jack stay
- expanding square.

Industry technical and safety criteria may include:
- British Sub-Aqua Club (BSAC)
- Professional Association of Diving Instructors (PADI)
- SCUBA Schools International (SSI).

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations.

Organisational policies and procedures may include:
- occupational health and safety
- communication protocols
- code of ethics
- manufacturer's recommendations.

Factors may include:
- bottom topography
- water movement
- depth
- visibility.

Risks and hazards may include:
- slipping knots
- runaway ascent
- load dislodgment
- entanglement
- hypothermia
- cramps
- exhaustion
- stings or bites
- Decompression Illness (DCI).

Knots may include:
- bowline
- half hitch
- sheet bend.

Relevant aspects may include:
- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection

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- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSCB306A Perform diver rescues

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform diver rescues. This includes assessing the situation, practicing search and rescue procedures for a variety of simulated dive incidents and providing treatment if required. Additional competencies, such as the administration of supplemental oxygen, are detailed in other units of competency.

Application of the Unit

This unit applies to current or aspiring SCUBA dive guides or instructors working in controlled open water environments to a maximum depth of 18 metres. This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Determine rescue requirements.	1.1. ***Assess*** situation to determine appropriate response to ***dive incident***, according to ***industry technical and safety criteria***, ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Identify and assess immediate ***hazards*** and risks to self and ***others***. 1.3. Determine the type of ***rescue*** required and formulate a rescue plan according to industry technical and safety criteria, relevant legislation and organisational policies and procedures.
2. Apply diver rescue or rescues.	2.1. Access ***equipment*** as required. 2.2. Perform ***underwater search techniques*** to recover diver or divers. 2.3. Administer ***action*** and perform rescue or rescues in simulated dive incidents. 2.4. Monitor the condition of the diver or divers and provide appropriate ***treatment*** according to ***industry standards*** and organisational policies and procedures.
3. Use supplemental oxygen.	3.1. Ensure that prepared ***oxygen equipment*** meets ***oxygen use standards*** and industry technical and safety criteria. 3.2. Comply with the standards specified in the Dangerous Goods Regulations (Class 2 - Gases) while using oxygen. 3.3. Demonstrate that the administration of supplemental oxygen complies with industry technical and safety criteria.
4. Evaluate diver rescues.	4.1. Evaluate relevant aspects of the rescue or rescues. 4.2. Identify improvements for future diver rescue experiences.

Required Skills and Knowledge

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

Required skills

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- problem-solving skills to:
  - identify factors leading to diving incidents
  - assess and evaluate emergency situations
  - determine search and rescue techniques to perform according to the situation
- communication skills to alert others where possible and to provide reassurance to diver
- planning and organising skills to devise a mental rescue plan under pressure after assessing the situation
- observation skills to identify diving emergencies and to monitor condition of diver
- fitness, strength and diving skills to perform underwater search and rescues in open water of up to 18 metres deep
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation, organisational policies and procedures, industry technical and safety criteria and industry standards to enable safe conduct of rescues
- communication systems used during rescues to inform of progress
- potential hazards and risks in open water to enable safe conduct of rescues
- principles of search and rescue techniques to perform suitable to dive incident and situation
- first aid, emergency and rescue procedures appropriate to the conditions to ensure risk minimisation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assesses the dive situation for hazards and risks to self and others before formulating a suitable rescue plan • identifies and applies underwater search and rescue techniques according to the situation • monitors diver's condition and applies first aid treatment according to industry criteria, organisational policies and procedures and relevant legislation • evaluates and reflects on search and rescue

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	performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple open water rescue activities that are of a sufficient duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an open water SCUBA dive site suitable for simulated dive rescues • suitable participants to take part in underwater rescues • a suitable diving boat, if required • dive, navigation and search and rescue equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of emergency diving situations and open water rescues • observation of safe demonstration of search and rescue techniques according to legislative and organisational requirements • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Assess may include:	• number and condition of people • contributing factors • hazards and risks • first aid or treatment required.
Dive incident may include:	• near drowning • hypothermia

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- cramps
- choking
- running low on air
- entanglement
- conscious or unconscious
- decompression illnesses
- barotrauma
- nitrogen narcosis
- contaminated air
- minor aquatic life injuries.

Industry technical and safety criteria may include:

- British Sub-Aqua Club (BSAC)
- Professional Association of Diving Instructors (PADI)
- SCUBA Schools International (SSI).

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- communication protocols
- code of ethics
- minimal impact codes.

Hazards may include:

- temperature extremes
- group management
- partial and or changing pressure
- temperature and weather extremes
- rough conditions
- rocks and reefs
- water depth
- entanglement
- disorientation
- squeezes
- barotrauma
- aquatic animals and plants.

Others may include:

- diver or divers to be rescued
- rescuers or instructors
- other divers.

Rescue may include:

- ascent
- searches
- equipment removal
- rescuee breathing

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	• tows • calling expert assistance • exits.
Equipment may include:	• SCUBA diving equipment • navigation equipment • search and rescue equipment.
Underwater search techniques may include:	• linear • circular • U pattern • jack stay • expanding square.
Action may include:	• marking diver's position • freeing diver • providing more gas • bringing diver to the surface • making diver buoyant • carrying out continuous artificial respiration • attracting help • towing the diver to a boat or to land.
Treatment may include:	• danger, response, airway, breathing, circulation routine • expired air resuscitation • cardiopulmonary resuscitation • injury or illness or shock related treatment • providing first aid until professional medical help arrives.
Industry standards may include:	• Australian Resuscitation Council standards • first aid techniques and standards.
Oxygen equipment may include:	• demand valve or free flow systems • face masks • regulator and cylinder • flow rates.
Oxygen use standards may include:	• equipment modifications • explosion • fire • handling • charging • testing.

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Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSCB307A Inspect and fill SCUBA cylinders

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct visual inspections of SCUBA cylinders and fill SCUBA diving cylinders.

Application of the Unit

This unit applies to current or aspiring SCUBA dive guides or instructors who are responsible for the maintenance of SCUBA cylinders. This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Conduct inspection of a SCUBA cylinder.	1.1. Undertake ***exterior inspection*** and ***interior inspection*** of a SCUBA cylinder according to ***industry technical and safety criteria***, ***relevant legislation***, ***organisational policies and procedures*** and ***Australian Standards***. 1.2. Apply re-valving, cleaning and drying procedures. 1.3. ***Document*** cylinder owner and inspection station details according to industry technical and safety criteria. 1.4. Establish parameters for failure according to Australian Standards.
2. Fill a SCUBA cylinder.	2.1. Determine ***operation and maintenance*** procedures according to manufacturer's specifications. 2.2. Identify complying and non-complying cylinders prior to filling. 2.3. Operate and maintain a high pressure compressor according to industry technical and safety criteria and manufacturers specifications. 2.4. Test air purity regularly, ensuring air purity meets or exceeds industry standards. 2.5. Handle, store and restrain cylinders according to industry criteria. 2.6. Open the cylinder valves and begin filling the cylinder to correct capacity according to manufacturer's specifications and Australian Standards. 2.7. Perform leak testing and complete documentation according to Australian Standards.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - conduct exterior and interior inspections of a SCUBA cylinder
  - determine procedures for maintenance and parameters for failure or non compliance
- numeracy skills to ensure tanks are filled to correct capacity according to manufacturer's specifications and Australian Standards

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- literacy skills to:
  - access and interpret information about maintenance history, cylinder owner and inspection station details
  - document procedures and information relating to the completion of inspections and filling of SCUBA cylinders
- planning and organising skills to:
  - conduct thorough external and internal inspections of SCUBA cylinders
  - handle and manoeuvre SCUBA cylinders safely
  - work through operation and maintenance procedures.

Required knowledge

- legislation, organisational policies and procedures and industry technical and safety criteria to enable safe and legal conduct of inspecting and filling of SCUBA cylinders
- Australian and Industry Standards related to inspecting and filling SCUBA cylinders and testing air purity to ensure risk minimisation
- operation and maintenance procedures for using high pressure gas compressors
- safe handling and storage of SCUBA cylinders
- procedures for determining complying and non complying cylinders.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts detailed exterior and interior inspections of SCUBA cylinders to determine condition and detect any damage • fills SCUBA cylinders to correct capacity according to Australian Standards, industry technical and safety criteria, relevant legislation and organisational policies and procedures • documents details of air purity and leakage tests, inspections and cylinder filling, including details of compliance or non compliance.
Context of and specific resources for assessment	Assessment must ensure inspecting and filling SCUBA cylinders on sufficient occasions to demonstrate competency and consistency of performance.

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Assessment must also ensure access to:

- a variety of SCUBA cylinders in various conditions
- SCUBA cylinder inspection equipment such as vice or clamp and spanners
- resources and equipment to conduct inspections and fill SCUBA cylinders
- maintenance history of SCUBA tank.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of exterior and interior inspection techniques and procedures used to fill SCUBA cylinders
- observation of safe operation, maintenance and handling of high pressure gas compressors and SCUBA cylinders
- documentation, records and reports outlining details of inspection and filling of SCUBA tank
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Exterior inspection may include:

- attachments
- compliance or non-compliance
- LAB number
- paint condition
- approved marks
- surface damage
- corrosion
- pass or fail.

Interior inspection may include:

- valve removal
- interior inspection equipment

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- reference documents
- interior condition
- cleaning
- drying
- recording results.

Industry technical and safety criteria may include:

- British Sub-Aqua Club (BSAC)
- Professional Association of Diving Instructors (PADI)
- SCUBA Schools International (SSI).

Relevant legislation may include:

- occupational health and safety.

Organisational policies and procedures may include:

- occupational health and safety
- documentation
- compliance or non compliance
- manufacturer's recommendations
- industry criteria and standards.

Australian Standards may include:

- filling SCUBA cylinders
- inspecting and testing SCUBA cylinders.

Document may include:

- check sheets
- rule procedures
- records
- drawings
- Quality Assurance documentation
- maintenance plans, procedures and reports
- scheduling documents
- budgets
- reports
- submissions.

Operation and maintenance may include:

- compressor installation
- air intake
- drive unit
- lubricants
- filter materials
- run-up procedures
- guarding
- isolation
- over-pressure devices
- safety to users and members of the public.

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Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSCB308A Guide a SCUBA dive

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide a SCUBA dive. This unit focuses on the application of planning skills to make suitable arrangements to guide groups safely on SCUBA diving activities.

Application of the Unit

This unit applies to those working as SCUBA diving guides who conduct SCUBA diving activities in a range of open water conditions. This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan a SCUBA diving activity.	1.1. Conduct relevant assessments to determine the ***condition of participants***.
	1.2. Develop an activity ***plan*** according to participant's needs, ***relevant legislation*** and ***organisational policies and procedures***.
	1.3. Select an appropriate site for SCUBA diving according to participant's abilities, ***activity objectives***, ***industry technical and safety criteria***, relevant legislation and organisational policies and procedures.
	1.4. Identify ***hazards*** associated with SCUBA diving and minimise ***risks*** to ensure personal safety of participants.
	1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan.
	1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the activity.
	1.7. Establish the need for a dive lookout and or above-water dive supervisor according to conditions, industry technical and safety criteria, relevant legislation and organisational policies and procedures.
2. Select SCUBA diving equipment.	2.1. Supervise selection of ***equipment*** according to design and construction features and organisational policies and procedures and check serviceability.
	2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort.
	2.3. Check safety and rescue equipment to ensure suitability to the group and the dive.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the SCUBA diving activity in a manner suitable to the participants.
	3.2. Outline safe diving procedures relevant to the dive site, dive conditions and planned dive activity.
	3.3. Explain symptoms, treatment and prevention of common SCUBA diving risks to assist participants in self-monitoring.
	3.4. Establish a suitable ***communication system*** for participants to use while SCUBA diving.

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ELEMENT	PERFORMANCE CRITERIA
	3.5. Check and confirm participants are properly equipped for the dive.
4. Lead SCUBA diving activity.	4.1. Demonstrate correct ***SCUBA diving techniques*** to participants. 4.2. Apply ***in-water supervision techniques*** and monitor SCUBA diving techniques to ensure safety of participants. 4.3. Identify potential hazards and determine how they can be overcome or avoided. 4.4. Identify underwater features and aquatic life. 4.5. Implement appropriate modifications to activity in regard to all ***variable factors*** that are monitored. 4.6. Respond to emergencies or no-routine situations according to industry technical and safety criteria and organisational policies and procedures.
5. Complete post activity responsibilities.	5.1. Ensure all divers are accounted for and notify relevant authority of dive completion. 5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.3. Ensure dive safety logs are completed before and after the dive according to industry technical and safety criteria and organisational policies and procedures. 5.4. Evaluate ***relevant aspects*** of diving activity. 5.5. Identify potential areas of improvement for future diving activities. 5.6. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with participants to identify individual and group needs
  - convey information about the safety aspects of the activity
  - interact with participants to create a safe and positive diving environment
- problem-solving skills to:

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  - plan a suitable SCUBA diving activity according to participant's needs and abilities
  - make decisions about potential hazards that may affect the activity
  - respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable dive site
  - organise participants into buddy pairs for diving
- language and literacy skills to
  - produce a plan for the SCUBA diving activity
  - complete post activity participant and self evaluations
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in dive emergencies.

Required knowledge

- legislation, organisational policies and procedures and industry technical and safety criteria to enable safe and legal conduct of all SCUBA diving activities
- site specific information to assist in the planning process and enable management of potential dive hazards and any special restrictions applying to the area
- equipment types, characteristics and technology used for SCUBA diving, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection
- physics and physiology, such as the direct and indirect effects of pressure and signs, symptoms, prevention and treatment of common SCUBA diving risks such as decompression illness to enable safe performance
- principles of nutrition to maintain health and energy during the activity
- SCUBA diving techniques and underwater communication systems used between buddy and other divers to reduce risk
- no-decompression dive tables and limits to determine air requirements
- hazards and risks commonly associated with open water SCUBA diving
- navigation techniques to avoid getting lost under water
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group
- minimal impact interactions and techniques to minimise negative impact on aquatic animal and plant life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and Evidence of the following is essential:

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evidence required to demonstrate competency in this unit	• plans within activity constraints and guides and monitors groups in a safe and professional manner • applies contingency management techniques to deal with a range of problems and issues that commonly arise during SCUBA diving • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the safe guiding of SCUBA diving activities that reflect the needs of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable open water SCUBA dive site that enables the demonstration and practice of SCUBA diving techniques • participants to take part in the SCUBA diving activity • a suitable diving boat if required • SCUBA, navigation, communication and safety equipment • resources and information regarding participants and location to plan, guide and document SCUBA diving activity for a variety of participants.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning and guiding processes and interacting with a group of participants including conveying information for safe participation • oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all SCUBA diving activities • observation of dealing with contingencies such as changing weather conditions and equipment failure • review of SCUBA diving activity plans • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- age
- cultural and situational factors
- previous experience and knowledge
- physical development
- diver's build, weight and lung capacity.

Plan may include:

- aims and objectives
- date, time and duration
- location, equipment and resources
- safety and emergency requirements.

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety:
  - medically fit to dive to a maximum of 18 metres
- communication protocols
- assessment procedures
- time and budget constraints
- confidentiality of participant information
- code of ethics.

Industry technical and safety criteria may include:

- British Sub-Aqua Club (BSAC)
- Professional Association of Diving Instructors (PADI)
- SCUBA Schools International (SSI).

Hazards may include:

- temperature extremes
- rough conditions
- rocks and reefs
- boat traffic
- phobias
- darkness or poor visibility
- decompression
- water depth

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- squeezes
- barotrauma
- panic
- aquatic animals and plants.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure
- near drowning
- getting separated from group
- barotrauma
- nitrogen narcosis
- contaminated SCUBA air
- cramps
- pressure or volume or density relationships
- buoyancy
- respiration
- air consumption
- direct and indirect effects of pressure
- nitrogen narcosis
- oxygen toxicity
- carbon monoxide toxicity
- stings or bites
- Decompression Illness (DCI):
  - Ingassing or offgassing nitrogen
  - residual nitrogen.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river warnings
- synoptic charts

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	• high and low tide predictions.
Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size • season and weather • participant characteristics • number of staff • safety and rescue requirements • dive duration • depth and currents.
Equipment may include:	• fins • mask • snorkel • wetsuit or drysuits • buoyancy control device (BCD) with low pressure inflator • compressed air cylinder and valve • regulator and backpack • alternate air source • submersible pressure gauge • timing device • depth gauge • no-decompression tables • computer • weight belt and weights • diver's tools • safety and rescue equipment • specialist diving equipment • communication equipment • navigation equipment.
Relevant information may include:	• personal equipment requirements • safety procedures

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- buddy and communication systems
- responsible behaviour
- risk and hazard prevention and management.

Communication system may include:

- calls
- radio
- hand signals
- whistles
- head signals
- dive slate
- dive flags
- dive site maps
- visual or physical contact with buddy.

SCUBA diving techniques may include:

- entries to and exits from the water
- mask and regulator removal, recovery and replacement in water
- buddy system
- buoyancy control
- underwater navigation
- descending and ascending
- equalising pressure
- self and buddy rescues
- bearings or reciprocal bearings
- dive calculations.

In-water supervision may include:

- monitoring diver's air
- ensuring planned bottom times aren't exceeded
- ensuring divers don't get separated or run low on air.

Variable factors may include:

- change of weather
- equipment failure
- water conditions.

Relevant aspects may include:

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

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Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSCB309A Complete dives off boats

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare for and perform SCUBA dives off boats.

Application of the Unit

This unit applies to current or aspiring SCUBA dive guides or instructors required to dive off boats in controlled open water environments to a maximum depth of 18 metres. This may include those working for private dive schools or companies who operate dives off boats for SCUBA diving.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Prepare for dive off boat.	1.1. Select, inspect and pack personal and dive equipment in a dive bag for carrying to and from the boat. 1.2. Use ***boat terminology*** to identify areas and layout of a dive boat. 1.3. Locate ***emergency equipment*** carried on board a boat and demonstrate its use according to ***relevant legislation***, ***organisational policies and procedures*** and ***industry technical and safety criteria***. 1.4. Outline ***entry and exit hazards*** and safety procedures involved in boat diving according to organisational policies and procedures and industry technical and safety criteria. 1.5. Fit and adjust SCUBA equipment with assistance from buddy.
2. Complete dive off boat.	2.1. Use a dive flag according to industry technical and safety criteria. 2.2. Match ***water entry*** to boat type, diver ability and sea condition. 2.3. ***Signal*** buddy and boat crew, and check that equipment is secured before completing dive according to industry technical and safety criteria. 2.4. Match exit techniques to boat type, sea condition and diver ability. 2.5. Pack and secure dive equipment, once on board.
3. Evaluate dive off boat.	3.1. Evaluate ***relevant aspects*** of the boat dive. 3.2. Identify improvements for future dives off boats.

Required Skills and Knowledge

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

Required skills

- planning and organising skills to:
  - select and pack dive equipment prior to boarding boat
  - clear equipment from the deck to maintain safety of other divers
- problem-solving skills to:
  - determine entry and exit techniques that suit boat type, sea conditions and

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diver's ability
    - negotiate boat diving hazards
- communication skills to:
    - signal buddy and boat crew upon entering the water and surfacing
    - use boat terminology with the skipper, crew and other divers to identify areas of boat
- first aid and emergency response skills appropriate to boat and dive site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation, organisational policies and procedures and industry technical and safety criteria to enable safe conduct of all diving off boat activities
- selection and use of SCUBA and emergency equipment on board a dive boat
- water entry and exit techniques used to dive off boats according to sea conditions, diver's ability and type of boat
- hazards and safety procedures commonly associated with entering and exiting a dive boat in open water to a depth of 18 metres
- boat terminology and layout to enable safe and efficient movement on boats
- emergency, first aid and rescue procedures appropriate to the boat and location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to select and use SCUBA and emergency equipment on board a dive boat • negotiates entry and exit hazards and applies boat terminology to communicate with boat crew and other divers according to industry technical and safety criteria, relevant legislation and organisational policies and procedures • evaluates and reflects on own boat diving performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple dives off boats to demonstrate competency and consistency of

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performance

Assessment must also ensure access to:

- resources and information to prepare and complete dives off boat
- a suitable open water dive site to a maximum depth of 18 metres
- a buddy to participate in boat dives
- a suitable diving boat
- SCUBA diving and emergency equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of safe participation and demonstration of dive techniques
- oral or written questioning to assess knowledge of entry and exit hazards, safety procedures and boat terminology
- third-party reports from a supervisor detailing performance.

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Boat terminology may include:

- bow
- stern
- starboard
- port
- windward
- leeward
- aloft
- below
- above deck
- amidship

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- head
- galley
- bridge
- wheelhouse
- transom
- rail
- cockpit
- stowage
- dry and wet areas
- out of bounds areas.

Emergency equipment may include:

- life preservers
- fire extinguishers
- distress signals
- bilge pump or bailer
- first aid kit
- marine radio
- personal flotation device
- Emergency Position Indicating Radio Beacon (EPIRB).

Relevant legislation may include:

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

Organisational policies and procedures may include:

- occupational health and safety
- boat procedures
- communication protocols
- code of ethics
- minimal impact codes.

Industry technical and safety criteria may include:

- British Sub-Aqua Club (BSAC)
- Professional Association of Diving Instructors (PADI)
- SCUBA Schools International (SSI).

Entry and exit hazards may include:

- movement of boat and water
- ladders
- duckboards
- access
- other divers
- equipment on deck.

Water entry may include:

- giant stride
- controlled seated or back roll.

Signal may include:

- the 'ok' sign

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- wave for help.

Relevant aspects may include:

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

Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSCB310A Complete an underwater video

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and perform a dive with a video recorder and complete an underwater video recording to a maximum depth of 18 metres.

Application of the Unit

This unit applies to current or aspiring specialty SCUBA dive guides or instructors working in a range of conditions that include taking videos underwater to a maximum depth of 18 metres. This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan video dive.	1.1. Determine ***factors affecting site selection*** and ensure selected video dive site meets ***industry technical and safety criteria***, ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Access information on the dive site and identify potential ***underwater hazards*** and implement procedures to minimise ***risks***. 1.3. Identify and apply ***principles of video composition*** according to industry technical and safety criteria.
2. Select and use underwater video equipment.	2.1. Select ***underwater video equipment*** according to industry technical and safety criteria. 2.2. Assess equipment for safety and suitability and demonstrate ***pre-dive equipment care*** according to industry technical and safety criteria.
3. Take video footage underwater.	3.1. Demonstrate and practice ***underwater video recording techniques*** on various ***subjects*** according to dive plan and organisational policies and procedures. 3.2. Maintain ***position*** that limits the ***negative impact*** of environmental conditions on the video footage. 3.3. Take video footage using strobe lighting to minimise backscatter. 3.4. Complete short video productions that are satisfactorily exposed and focused. 3.5. Demonstrate ***post-dive equipment care*** according to industry technical and safety criteria.
4. Evaluate video dive.	4.1. Evaluate ***relevant aspects*** of the underwater video dive. 4.2. Identify improvements for future video dives.

Required Skills and Knowledge

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

Required skills

- planning and organising skills to:
  - operate and maintain underwater video equipment
  - select underwater subjects to record

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  - practice a range of techniques
- problem-solving skills to:
  - maintain position and lighting for video recording
  - negotiate underwater hazards and risks
- numeracy skills to use angles and distances when video recording subjects underwater
- technology skills to operate underwater video equipment
- first aid and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation, organisational policies and procedures and industry technical and safety criteria to enable safe and legal conduct of underwater video activities
- minimal impact interactions and techniques to minimise negative impact on aquatic animal and plant life
- selection, use and maintenance of underwater video equipment, characteristics and technology, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- underwater video recording techniques, principles of video composition and effects of water on light and video recording
- hazards and risks associated with underwater video recording at a depth of 18 metres
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to select and use underwater video recording equipment and undertakes pre and post dive equipment care • performs a range of underwater video recording techniques to capture a variety of subjects and identifies factors affecting quality of footage • negotiates hazards and risks and minimises negative impact on aquatic life throughout dive according to industry technical and safety criteria, relevant

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	legislation and organisational policies and procedures • evaluates and reflects on own underwater video recording performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple underwater video recording activities to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information to plan and select appropriate under water video equipment • a suitable open water dive site to a maximum depth of 18 metres • SCUBA diving and video equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of safe participation and use of video equipment • oral or written questioning to assess knowledge of underwater video recording techniques, hazards and risks • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended for example: • SISOSCB304A Navigate prescribed routes under water.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Factors affecting site selection may include:	• entry and exit points • bottom conditions • aquatic life • subject

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- environmental conditions
- tides and currents
- water conditions.

Industry technical and safety criteria may include:

- British Sub-Aqua Club (BSAC)
- Professional Association of Diving Instructors (PADI)
- SCUBA Schools International (SSI).

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations
- Agency Standards.

Organisational policies and procedures may include:

- occupational health and safety
- communication protocols
- code of ethics
- minimal impact codes.

Underwater hazards may include:

- current
- loss of buoyancy
- hazardous aquatic life
- concentrating on subject rather than diving
- nitrogen narcosis
- equipment failure
- mobility
- dexterity
- corrosion.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure
- barotrauma
- nitrogen narcosis
- contaminated SCUBA air
- cramps
- stings or bites from aquatic life
- Decompression Illness (DCI).

Principles of video composition may include:

- plan the shoot
- definition
- image completeness
- foreground

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- background
- subject direction and position
- lighting
- contrast
- use and pose a model
- editing
- title pages.

Underwater video equipment may include:

- housing
- video camera
- strobe
- aiming lights
- trays
- arms
- sealing rings
- recharging systems
- film
- maintenance kit
- playback equipment.

Pre-dive equipment care may include:

- housing and loading video
- tools
- cleaning
- lubrication
- sealing rings
- batteries
- electronics.

Underwater video recording techniques may include:

- maintaining smooth movements
- lighting and composition
- normal lens technique
- close-up or zoom technique
- wide angle technique
- keeping a moving subject correctly composed
- panning-horizontal movement
- tilting-vertical movement
- focussing
- editing
- different environmental conditions
- effects of water on light and video recording.

Subjects may include:

- fish
- aquatic mammals
- aquatic plant life
- shipwrecks

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- cave systems
- portraits of other divers.

Position may include:

- diver propulsion
- buoyancy control
- body positioning.

Negative impact may include:

- suspended particles
- light loss
- colour absorption.

Post-dive equipment care may include:

- washing
- lubricating.

Relevant aspects may include:

- objectives
- planning
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSCB311A Take still photographs underwater

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and perform a dive to a maximum depth of 18 metres for the purpose of taking underwater still photographs.

Application of the Unit

This unit applies to current or aspiring specialty SCUBA dive guides or instructors working in a range of conditions that include taking still photographs underwater to a maximum depth of 18 metres. This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan photography dive.	1.1. Determine ***factors affecting site selection*** and ensure selected photography dive site meets ***industry technical and safety criteria***, ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Access information on the dive site and identify potential ***underwater photography hazards*** and implement procedures to minimise ***risks***. 1.3. Identify and apply ***principles of photograph composition*** according to industry technical and safety criteria.
2. Select and use underwater photography equipment.	2.1. Select ***underwater photography equipment*** according to industry technical and safety criteria. 2.2. Assess equipment for safety and suitability and demonstrate ***pre-dive equipment care*** according to industry technical and safety criteria.
3. Take photographs underwater.	3.1. Apply ***underwater photography techniques*** to different ***subjects*** according to dive plan and organisational policies and procedures. 3.2. Maintain ***position*** that limits the ***negative impact*** of environmental conditions on the photographs. 3.3. Take photographs using strobe lighting to minimise backscatter. 3.4. Complete photographs that are satisfactorily exposed and focused. 3.5. Demonstrate ***post-dive equipment care*** according to industry technical and safety criteria.
4. Evaluate photography dive.	4.1. Evaluate ***relevant aspects*** of the underwater photography dive. 4.2. Identify improvements for future photography dives.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organising skills to:
  - operate and maintain underwater photography equipment
  - select underwater subjects to photograph

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  - practice a range of techniques
- problem-solving skills to negotiate underwater hazards and risks
- technology s kills to operate underwater photography equipment
- numeracy skills to use angles and distances when taking still photographs of subjects underwater
- first aid and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation, organisational policies and procedures and industry technical and safety criteria to enable safe and legal conduct of underwater photography activities
- minimal impact interactions and techniques to minimise negative impact on aquatic animal and plant life
- selection, use and maintenance of underwater photography equipment, characteristics and technology, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- underwater photography techniques, principles of photograph composition and effects of water on light and photography
- hazards and risks associated with underwater photography at a depth of 18 metres
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to select and use underwater photography equipment and undertakes pre and post dive equipment care • negotiates hazards and risks and minimises negative impact on aquatic life throughout dive according to industry technical and safety criteria, relevant legislation and organisational policies and procedures • evaluates and reflects on own underwater photography performance to identify factors affecting quality of photographs and own strengths, weaknesses and areas requiring improvement.

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Context of and specific resources for assessment	Assessment must ensure participation in multiple underwater photography activities to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information to plan and select appropriate underwater photography equipment • a suitable open water dive site to a maximum depth of 18 metres • SCUBA diving and photography equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of underwater photography techniques, hazards and risks • observation of safe participation and use of photography equipment • portfolio of underwater photographs, showing a range of subjects and techniques • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Factors affecting site selection may include:	• entry and exit points • bottom conditions • aquatic life • subject • environmental conditions • tides and currents • water conditions.
Industry technical and safety criteria may include:	• British Sub-Aqua Club (BSAC) • Professional Association of Diving Instructors

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	(PADI) • SCUBA Schools International (SSI).
Relevant legislation may include:	• occupational health and safety • Permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • communication protocols • code of ethics • minimal impact codes.
Underwater photography hazards may include:	• currents • bottom composition • loss of buoyancy • hazardous aquatic life • concentrating on subject rather than diving • nitrogen narcosis • decompression illness • barotrauma • equipment failure • mobility • dexterity • corrosion.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost part or party member • equipment failure •
Principles of photograph composition may include:	• definition • image completeness • foreground • background • subject direction and position • lighting • contrast.
Underwater photography equipment may include:	• camera • housing • strobe • aiming lights • lenses

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	• trays • arms • sealing rings • recharging systems • film • maintenance kit • developing facilities.
Pre-dive equipment care may include:	• tools • cleaning • lubrication • sealing rings • batteries or electronics • lens • strobe • camera.
Underwater photography techniques may include:	• proximity to the subject to minimise loss of colour • maintaining smooth movements • lighting and composition • using interesting angles • focussing • strobe • different environmental conditions • taking photographs of different subject matter.
Subjects may include:	• fish • aquatic mammals • aquatic plant life • shipwrecks • cave systems • portraits of other divers.
Position may include:	• diver propulsion • buoyancy control • body positioning.
Negative impact may include:	• suspended particles • light loss • colour absorption.
Post-dive equipment care may include:	• washing • lubricating • batteries • electronics.
Relevant aspects may include:	• objectives

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- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSCB312A Complete dry suit dives

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and perform a dive wearing a dry suit in open water to a maximum depth of 18 metres.

Application of the Unit

This unit applies to current or aspiring specialty SCUBA dive guides or instructors working in a range of open water conditions to a maximum depth of 18 metres. This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement

Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Prepare for dry suit dive.	1.1. Identify features of ***dry suit construction*** according to ***industry technical and safety criteria***. 1.2. Access information on the dive site and identify potential ***hazards*** associated with dry suit diving and implement procedures to minimise ***risks*** according to ***relevant legislation*** and ***organisational policies and procedures***.
2. Select and use equipment.	2.1. Select ***dry suit and equipment*** according to ***dry suit dive criteria*** and industry technical and safety criteria. 2.2. ***Assess*** dry suit and equipment for safety and suitability and adjust and fit to ensure personal comfort.
3. Dive wearing a dry suit.	3.1. Maintain neutral buoyancy during dive. 3.2. Adjust buoyancy on the surface and underwater according to industry technical and safety criteria. 3.3. Perform a controlled descent, adding air to prevent suit squeeze. 3.4. Undertake a controlled ascent, removing air to prevent ballooning. 3.5. Wash, check and store dry suit according to industry technical and safety criteria and organisational policies and procedures.
4. Evaluate dry suit dive.	4.1. Evaluate ***relevant aspects*** of the dry suit dive. 4.2. Identify improvements for future dry suit dives.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organising skills to:
  - check and assess dry suit and equipment prior to dive
  - repair faults
  - operate dry suit and equipment during dive
- problem-solving skills to:
  - perform controlled descent and ascent by adding or removing correct amount of air

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  - negotiate hazards and risks associated with dry suit diving
- first aid and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation, organisational policies and procedures and industry technical and safety criteria to enable safe conduct of all of dry suit diving activities
- principles, features, construction and characteristics of dry suits to enable appropriate selection, use and maintenance of dry suits
- hazards and risks associated with dry suit diving to a depth of 18 metres
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to select and use dry suit and equipment and undertakes pre and post dive equipment assessment and maintenance • performs a range of dry suit diving techniques, such as maintaining neutral buoyancy and demonstrating controlled descents and ascents, while negotiating hazards and risks • evaluates and reflects on own dry suit diving performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple dry suit dives demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information to plan and select appropriate dry suit and equipment • a suitable open water dive site to a maximum depth of 18 metres • SCUBA diving and dry suit equipment.
Method of assessment	A range of assessment methods should be used to assess

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practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the planning and review process with evidence of reference to resources
- oral or written questioning to assess knowledge of dry suit diving techniques, hazards and risks
- observation of use and maintenance of dry suit and equipment
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Dry suit construction may include:	• closure • seals • valves • construction material.
Industry technical and safety criteria may include:	• British Sub-Aqua Club (BSAC) • Professional Association of Diving Instructors (PADI) • SCUBA Schools International (SSI).
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • communication protocols • code of ethics • manufacturer's recommendations • minimal impact codes.
Hazards may include:	• temperature extremes • group management hazards

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	• slippery or unstable shore • rough conditions • rocks and reefs • water depth • barotrauma • panic • aquatic animals and plants.
Risks may include:	• excessive air in the suit or in the feet • loss of neutral buoyancy • broken seals, zips and or valves • dropped weight belt • flooded suit • diving without a buoyancy control vest • squeeze • ballooning • inversion • loss of control • suit leak.
Dry suit and equipment may include:	• dry suit shell • seals • waterproof entry • thermal undersuits • gloves • hoods • boots • attachment rings • valves.
Dry suit dive criteria may include:	• access • hazards • environmental conditions • accessory equipment.
Assess may include:	• inspect seals, valves and zippers • check for damage • trim and adjust neck and or wrist seals • repair or report any faults prior to diving.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection

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- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSCB313A Complete computer aided dives

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and perform a computer aided dive in open water to a maximum depth of 18 metres.

Application of the Unit

This unit applies to current or aspiring specialty SCUBA dive guides or instructors working in a range of conditions that include computer aided dives to a maximum depth of 18 metres. This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan computer aided dive.	1.1. Identify ***key features of dive computers***. 1.2. Determine potential ***hazards of computer-aided diving*** and implement procedures to minimise ***risks***. 1.3. Devise ***computer aided dive plan*** according to ***industry technical and safety criteria***, ***relevant legislation*** and ***organisational policies and procedures***.
2. Select and use equipment.	2.1. Select, check and practice reading a dive computer according to manufacturer's recommendations. 2.2. Use and maintain dive computer according to industry technical and safety criteria, manufacturer's recommendations and organisational policies and procedures.
3. Complete dives using a dive computer.	3.1. Perform a single, and series of, computer aided multi-level dive or dives, according to dive plan and industry technical and safety criteria. 3.2. Monitor dive progression using dive computer throughout dive. 3.3. Log computer data after dive.
4. Evaluate computer aided dive.	4.1. Evaluate ***relevant aspects*** of the computer aided dive. 4.2. Identify improvements for future computer aided dives.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organising skills to:
  - determine computer aided dive plans for single, and a series of, multi level dives
  - check and familiarise self with dive computer prior to dive
  - devise back up plans in the case of computer failure
- self management and problem-solving skills to:
  - anticipate possible computer failure
  - implement back up plan

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  - negotiate computer aided diving hazards and risks
- technology skills to use and maintain dive computer
- first aid and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation, organisational policies and procedures and industry technical and safety criteria to enable safe conduct of all computer aided diving activities
- selection, use and maintenance of computer aided dive equipment, characteristics and technology, and factors affecting appropriate selection of equipment
- key features of dive computers and potential hazards and risks commonly associated with computer aided diving to a depth of 18 metres
- no-decompression dive tables to calculate air requirements as a back up plan to computer
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to select, use and maintain computer aided dive equipment • participates in a range of SCUBA diving activities using computer aided diving equipment according to dive plan and industry technical and safety criteria, and safely negotiates potential hazards and risks • evaluates and reflects on own computer aided diving performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple computer aided dives to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information to plan and select appropriate equipment • a suitable open water dive site to a maximum depth

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	of 18 metres • SCUBA diving and computer aided diving equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of use and maintenance of computer aided diving equipment during multi level dives • oral or written questioning to assess knowledge of computer aided diving, hazards and risks • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Key features of dive computers may include:	• no-decompression status • time • depth • duration • dive planning • dive profile recall • water temperature • compass • ascent rates programming for special considerations.
Hazards of computer aided diving may include:	• sawtooth profile, variable depth profile • bounce dives • strenuous activity • cold or flu • computer failure • decompression diving • altitude diving

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	• flying after diving • sources of computer error.
Risks may include:	• decompression sickness • hypothermia • getting lost or separated from group • barotrauma • cramps • exhaustion.
Computer aided dive plan may include:	• a computer assisted multi level dive • a series of computer assisted multi level dives • using no-decompression diving • ascending at industry recommended rates • pre and post dive maintenance checks of computer • back up plan with no decompression calculations from dive tables.
Industry technical and safety criteria may include:	• British Sub-Aqua Club (BSAC) • Professional Association of Diving Instructors (PADI) • SCUBA Schools International (SSI).
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations • Agency Standards.
Organisational policies and procedures may include:	• occupational health and safety • communication protocols • code of ethics • minimal impact codes.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

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Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSCB314A Complete wreck dives

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and perform wreck dives to a maximum depth of 18 metres.

Application of the Unit

This unit applies to current or aspiring specialty SCUBA dive guides or instructors working in a range of conditions that include wreck diving to a maximum depth of 18 metres. This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan a wreck dive.	1.1. Prepare a ***profile*** of the wreck and determine a ***wreck dive plan*** according to ***industry technical and safety criteria***, ***relevant legislation*** and ***organisational policies and procedures***.
	1.2. Identify potential ***wreck diving hazards*** and implement procedures to minimise ***risks***.
	1.3. Determine air supply and penetration limits for the wreck dive according to industry technical and safety criteria.
2. Select equipment.	2.1. Select ***equipment*** according to industry technical and safety criteria.
	2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort.
3. Perform wreck dive.	3.1. Locate ascent reference without surfacing.
	3.2. Complete a wreck dive within pre-set air supply and penetration limits according to industry technical and safety criteria, relevant legislation and organisational policies and procedures.
	3.3. Identify and maintain minimal impact on wreck features and aquatic life living in and around wreck.
4. Evaluate wreck dive.	4.1. Evaluate ***relevant aspects*** of the wreck dive.
	4.2. Identify improvements for future wreck dives.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organising skills to:
  - prepare and follow wreck profile and dive plan
  - select specific wreck diving equipment
- problem-solving skills to:
  - locate and navigate wreck site
  - negotiate hazards and risks
- numeracy skills to calculate air supply and penetration limits for wreck dive
- first aid and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

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Required knowledge

- legislation, organisational policies and procedures and industry technical and safety criteria to enable safe conduct of all wreck diving activities
- minimal impact interactions to minimise negative impact on the wreck and aquatic animal and plant life
- selection, use and maintenance of wreck dive equipment, characteristics and technology, and factors affecting appropriate selection of equipment
- wreck diving specific technical knowledge such as penetration diving, navigation and use of lighting underwater
- hazards and risks commonly associated with wreck diving at a depth of 18 metres
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies relevant process to plan safe wreck dives, including calculating air supply and penetration limits, and selecting wreck diving equipment
- participates in penetration diving of a wreck while negotiating wreck hazards and risks according to industry technical and safety criteria, relevant legislation and organisational policies and procedures
- evaluates and reflects on own wreck diving performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in multiple wreck dives t to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information to prepare a profile of the wreck, plan wreck dive and select equipment
- a suitable open water dive site, with an appropriate wreck, to a maximum depth of 18 metres
- SCUBA diving and wreck diving equipment.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the planning and review process with evidence of reference to resources
- oral or written questioning to assess knowledge of minimal impact wreck diving, hazards and risks
- observation of use and maintenance of wreck diving equipment
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOSCB309A Complete dives off boats.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Profile may include:

- type of wreck
- wreck site or location
- wreck size and layout
- hazards and risks
- sea bed surrounding wreck
- route in to or out of wreck
- historical and ecological significance.

Wreck dive plan may include:

- wreck profile and access
- equipment
- descent and or ascent reference
- air supply and penetration limits
- habitats and aquatic life living in wreck
- safety or guide lines when penetration diving
- navigation and lighting
- SCUBA buddy checks
- depths and time underwater

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	• alternate dive plan.
Industry technical and safety criteria may include:	• British Sub-Aqua Club (BSAC) • Professional Association of Diving Instructors (PADI) • SCUBA Schools International (SSI).
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations • Agency Standards • protection of wrecks.
Organisational policies and procedures may include:	• occupational health and safety • communication protocols • code of ethics • minimal impact codes.
Wreck diving hazards may include:	• the wreck • depth • currents • penetration • air depletion • fishing line, net and or tackle.
Risks may include:	• hypothermia • heat exhaustion • injuries • lost party or party member • equipment failure • trapped diver • entanglement • disorientation • inability to ascend immediately.
Equipment may include:	• exposure protection • knife • torch • protective gloves • underwater navigation equipment • communication equipment • guide lines • anchor lines • greater reserve of breathing gas.
Relevant aspects may include:	• objectives • planning process

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- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSCB315A Complete drift dives on SCUBA

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and perform drift dives in open water to a maximum depth of 18 metres.

Application of the Unit

This unit applies to current or aspiring specialty SCUBA dive guides or instructors working in conditions suitable for drift diving to a maximum depth of 18 metres. This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan drift dives.	1.1. Determine ***factors affecting selection of drift diving site*** and ensure selected site meets ***industry technical and safety criteria***, ***relevant legislation*** and ***organisational policies and procedures***.
	1.2. Identify potential ***hazards*** and impact of ***currents*** on drift diving.
	1.3. Develop and negotiate a suitable ***drift dive plan*** with buddy and other team members.
	1.4. Determine a suitable communication system and make ***ascent decisions*** with drift dive party.
	1.5. Select and use ***drift dive equipment*** according to industry technical and safety criteria and organisational policies and procedures.
2. Perform drift dives.	2.1. Enter water with buddy and demonstrate simultaneous descents with the dive team.
	2.2. Demonstrate positive, neutral and negative buoyancy during drift dive practice.
	2.3. Complete ***drift dives*** with and without a surface reference float and or boat according to industry technical and safety criteria.
	2.4. Maintain relative position with dive team throughout drift dive.
	2.5. Give, receive and respond to hand signals as agreed in the dive plan.
	2.6. Perform ***drift diving ascents*** according to negotiated dive plan and industry technical and safety criteria.
3. Evaluate drift dive.	3.1. Evaluate ***relevant aspects*** of the drift dive.
	3.2. Identify improvements for future drift dives.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organising skills to develop a drift dive plan with buddy and dive team
- problem-solving skills to:
  - identify direction and strength of tidal streams and currents

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  - determine factors influencing site selection
  - demonstrate positive, negative and neutral buoyancy during drift diving
- communication skills to:
  - signal buddy and dive team throughout drift dive
  - use surface signalling equipment to maintain contact with boat skipper
- first aid and emergency response skills appropriate to drift dive site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation, organisational policies and procedures and industry technical and safety criteria to enable safe conduct of all drift diving activities
- selection of drift dive equipment and its role in signalling and communicating with others
- water entry and exit techniques from dive boats
- hazards commonly associated with drift diving in open water to a depth of 18 metres
- direction and strength of tidal stream and currents and their impact on drift diving
- emergency, first aid and rescue procedures appropriate to the boat and location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan drift dive with buddy and dive team and selects appropriate equipment according to the conditions • communicates with and monitors buddy's progress throughout the drift dive and uses surface signalling procedures to communicate with dive team and boat crew • negotiates hazards and undertakes drift diving ascents according to industry technical and safety criteria • evaluates and reflects on own drift diving performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for	Assessment must ensure participation in multiple drift dives to demonstrate competency and consistency of

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assessment	performance. Assessment must also ensure access to: • resources and information to plan and select appropriate drift dive equipment • an open water dive site, suitable for drift diving to a maximum depth of 18 metres • a suitable buddy to participate in drift diving • a suitable diving boat • SCUBA diving and drift diving equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of safe participation in drift diving activities, including ascents and use of drift diving equipment • oral or written questioning to assess knowledge of potential drift diving hazards, and direction and strength of tidal streams and currents • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOSCB309A Complete dives off boats.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Factors affecting selection of drift diving site may include:	• direction and strength of tidal stream • powerful currents • boating or shipping lanes.
Industry technical and safety criteria may include:	• British Sub-Aqua Club (BSAC) • Professional Association of Diving Instructors (PADI) • SCUBA Schools International (SSI).

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Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations
- maritime legislation.

Organisational policies and procedures may include:
- occupational health and safety
- boat procedures
- communication protocols
- signalling procedures
- code of ethics
- minimal impact codes.

Hazards may include:
- temperature extremes
- group management hazards
- inability to obtain neutral buoyancy
- no supporting boat to follow divers
- shipping lanes
- separation from buddy and or diving team
- eddies
- rocks
- gullies.

Currents may include:
- on-shore
- off-shore
- river
- tidal induced
- long-shore
- rip.

Drift dive plan may include:
- descent and ascent
- communication system
- navigation
- hazards
- emergency procedures
- team recovery.

Ascent decisions may include:
- minimum air supply
- location
- signals.

Drift dive equipment may include:
- surface floats and marker buoys
- lines
- emergency signalling devices.

Drift dives may include:
- being carried along by current
- navigating around formations
- minimal effort diving
- relaxing, pleasant and scenic

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	• using less air.
Drift diving ascents may include:	• buddy pairs • a group • solo in case of emergencies.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSCB316A Dive at altitude greater than 300 metres

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and perform dives at an altitude greater than 300 metres.

Application of the Unit

This unit applies to current or aspiring specialty SCUBA dive guides or instructors working in altitude conditions, 300 metres above sea level. This may include those working at mountain lakes or at other altitudes greater than 300 metres.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

SISOSCB303A Complete deep dives to between 18 and 40 metres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Prepare for altitude dives.	1.1. Identify ***factors affected by altitude*** and compare the differences between diving at altitude and at other sites. 1.2. Calculate no-decompression limits for single and repetitive altitude dives according to ***industry technical and safety criteria***. 1.3. Determine first aid procedures for potential altitude related diving incidents, hazards and ***risks***. 1.4. Select and use SCUBA equipment and ***altitude diving equipment*** according to industry technical and safety criteria, ***relevant legislation*** and organisational policies and procedures.
2. Perform dives at altitude greater than 300 metres.	2.1. Adjust depth gauge readings for altitude-induced errors. 2.2. Demonstrate SCUBA diving techniques at altitude according to industry technical and safety criteria, relevant legislation and ***organisational policies and procedures***. 2.3. Monitor gauges and keep between limits due to increased risk involved in altitude diving. 2.4. Respond to emergencies and negotiate altitude dive hazards and risks according to industry technical and safety criteria. 2.5. Demonstrate safe ascent rate, allowing for reduction of pressure, according to no decompression limits.
3. Evaluate dive at altitude.	3.1. Evaluate ***relevant aspects*** of the altitude dive. 3.2. Identify improvements for future dives at altitude.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organising skills to prepare for additional risks involved in diving at an altitude greater than 300 metres
- numeracy skills to:
  - calculate and adjust no decompression limits for single and repetitive altitude dives
  - determine factors affected by altitude and the differences between diving at sea

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level and diving at an altitude greater than 300 metres
- problem-solving skills to:
  - negotiate altitude hazards and risks
  - adapt to fresh water conditions
- communication skills to inform progress and interact with buddy throughout altitude dive
- first aid and emergency response skills appropriate to altitude dive location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation, organisational policies and procedures and industry technical and safety criteria to enable safe conduct of all altitude diving activities
- selection of SCUBA and altitude diving equipment, the advantages and disadvantages of the range of equipment and its use, care and maintenance to ensure prolonged life span
- no decompression limits for altitude diving and the affect of altitude on diving
- hazards and risks commonly associated with diving at an altitude greater than 300 metres in open water to a depth of 40 metres
- emergency, first aid and rescue procedures appropriate for potential altitude induced diving incidents to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to prepare for single and repetitive dives at an altitude greater than 300 metres and calculates no-decompression limits suitable for such dives • identifies specific factors affected by altitude which can impact on diving and negotiates hazards and risks associated with diving at altitude, and determines first aid procedures for potential altitude diving incidents • evaluates and reflects on own altitude diving performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple SCUBA diving activities performed at altitude to demonstrate

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competency and consistency of performance.

Assessment must also ensure access to:

- resources and information to plan and select appropriate equipment for the altitude diving activity
- a suitable altitude diving location, greater than 300 metres
- SCUBA equipment and altitude diving equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of differences between sea level and altitude diving, factors affected by altitude, and hazards and risks associated with altitude diving
- observation of safe participation in altitude diving activities and planning of no decompression limits
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Factors affected by altitude may include:

- buoyancy
- temperature
- partial pressure differences
- equipment needs
- density
- atmospheric pressure.

Industry technical and safety criteria may include:

- British Sub-Aqua Club (BSAC)
- Professional Association of Diving Instructors (PADI)
- SCUBA Schools International (SSI).

Risks may include:

- hypothermia

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	• group management hazards • decompression illnesses • hypoxia • narcosis.
Altitude diving equipment may include:	• altitude decompression tables • dive computers • exposure protection • navigation equipment • first aid equipment.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • communication protocols • code of ethics • minimal impact codes.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSCB317A Complete a dive using Enriched Air Nitrox

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and perform an EANx dive under supervision. This unit also focuses on disassembling and maintaining equipment used for EANx dives.

Application of the Unit

This unit applies to current or aspiring specialty SCUBA dive guides or instructors responsible for planning and performing controlled open water dives under supervision using enriched air nitrox (EANx). This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

This may also include those working for, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan an EANx dive.	1.1. Identify the ***requirements*** of EANx use and associated ***hazards***. 1.2. Prepare ***EANx dive plan*** according to ***industry technical and safety criteria***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select a suitable dive site according to industry technical and safety criteria, relevant legislation and organisational policies and procedures.
2. Select equipment.	2.1. Select ***blend and equipment*** according to industry technical and safety criteria. 2.2. Perform ***pre dive checks*** and ***maintenance*** of EANx equipment according to industry technical and safety criteria, manufacturer's recommendations and organisational policies and procedures.
3. Dive using EANx.	3.1. Complete EANx dive according to dive plan, EANx criteria and industry technical and safety criteria. 3.2. Monitor depth and time throughout dive. 3.3. Take remedial action to avoid hazards.
4. Disassemble and maintain equipment.	4.1. Maintain positive pressure in the cylinder to avoid entry of atmospheric air. 4.2. Disassemble regulators and gauges according to industry technical and safety criteria. 4.3. Undertake service and maintenance of equipment with parts compatible with elevated oxygen mix according to industry technical and safety criteria.
5. Evaluate EANx dive.	5.1. Evaluate ***relevant aspects*** of the EANx dive. 5.2. Identify improvements for future EANx dives.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organising skills to:

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  - devise a suitable EANx dive plan
  - check, maintain and disassemble equipment
- self management and observation skills to:
  - perform pre dive checks and maintenance of EANx equipment
  - monitor depth and time throughout dive
- problem-solving skills to:
  - anticipate and eliminate potential hazards associated with EANx diving
  - calculate gas mixtures
  - develop and make decisions regarding gas plan
- numeracy skills to calculate safe blends and percentages of oxygen and nitrogen
- first aid and emergency response skills appropriate to the site to enable initial response to EANx emergencies and personal health care.

Required knowledge

- legislation, organisational policies and procedures, industry standards and industry technical and safety criteria to enable safe conduct of EANx diving activities
- equipment types, characteristics and technology used for EANx diving, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection
- principles of mixing gas, the different types of gas and its application in EANx diving
- requirements and hazards associated with EANx diving and how to negotiate these
- no decompression limits for EANx diving
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan for EANx diving, complete safely checks and maintain and disassemble EANx equipment • calculates gas mixtures and no decompression limits according to industry technical and safety criteria, relevant legislation and organisational policies and procedures

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- determines and negotiates specific EANx requirements, hazards and factors affecting diving with EANx
- evaluates and reflects on own EANx diving performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in multiple EANx diving activities to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information to plan and select appropriate equipment for EANx diving
- an open water site suitable for EANx diving
- a suitable diving boat, if required
- SCUBA equipment and specific EANx diving equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of EANx requirements, gas mixtures, and hazards associated with diving using EANx
- observation of safe participation and handling of EANx equipment throughout diving process
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Requirements may include:

- approved cylinders
- colour coding
- dive planning
- stamping

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	• compliance • adequate filtering • compatible equipment and materials.
Hazards may include:	• hypothermia • group management hazards • equipment contamination • oxygen toxicity • explosion risk • decompression illness • EANx blend analysis.
EANx dive plan may include:	• objectives • date, time and duration of dive • site, equipment and resources • safety and emergency procedures • experience and or expertise of dive team • buoyancy • dive log • no-decompression limits • gas plan • calculation of partial oxygen to determine oxygen • risk management plan.
Industry technical and safety criteria may include:	• British Sub-Aqua Club (BSAC) • Professional Association of Diving Instructors (PADI) • SCUBA Schools International (SSI).
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • communication protocols • EANx dive and gas plans • code of ethics • manufacturer's recommendations • minimal impact codes • EANx criteria.
Blend and equipment may include:	• cylinder • regulator • gauges and accessories • valves

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- oxygen compatibility or clean
- labelling
- blend analysis.

Pre dive checks may include:

- dive and gas plans
- the maximum depth for the breathing gas and loss of breathing gas procedures
- buddy separation procedures.

Maintenance may include:

- cylinder specifications
- coding
- stamping
- safety log
- oxygen cleaning of equipment.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSCB318A Dive in open water using surface supplied air

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and performs a dive using surface supplied air, complete post dive procedures, and act as dive tender during operation. Dives are to be conducted in a recreational context and are not to exceed 18 metres in depth.

Application of the Unit

This unit applies to current or aspiring dive guides or instructors working in controlled open water recreational environments to a maximum depth of 18 metres. This may include those working for private dive schools or companies.

Licensing/Regulatory Information

This unit does not describe the performance outcomes, skills and knowledge required for commercial seafood harvesting.

Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan for an open water dive using surface supplied air.	1.1. Identify potential ***risks*** and ***emergency procedures*** according to ***relevant legislation***, ***organisational policies and procedures*** and ***industry technical and safety criteria***. 1.2. Identify an appropriate activity site or location according to ***contextual issues***, relevant legislation and organisational policies and procedures. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plans. 1.4. Establish a communication system to use with buddy and dive tender while diving.
2. Select and use equipment for open water dives using surface supplied air.	2.1. Select suitable ***equipment*** after consideration of design and or construction features and contextual issues. 2.2. Check working condition of all equipment components and report any faults according to relevant legislation and organisational policies and procedures. 2.3. Select personal clothing for pre and post dive according to conditions. 2.4. Determine and apply ***maintenance procedures*** for surface supplied air diving equipment. 2.5. Assemble, prepare and don all equipment.
3. Conduct an open water dive using surface supplied air.	3.1. Prepare the surface supplied air unit for use. 3.2. Conduct a pre-dive safety check and deep water entry. 3.3. Perform a ***five-point descent***. 3.4. Swim a distance of at least 25 metres underwater on surface supplied air. 3.5. Perform ***diving techniques*** and emergency procedures. 3.6. Perform a ***five-point ascent***, followed by a deep water exit. 3.7. Roll and store the diver air hose according to organisational policies and procedures and manufacturer's instructions.
4. Act as dive tender.	4.1. Conduct ***dive tender duties*** for a diver performing an open water dive using surface supplied air. 4.2. Monitor diver progress constantly and respond

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ELEMENT	PERFORMANCE CRITERIA
	appropriately to emergencies.
5. Evaluate diving activity.	5.1. Evaluate ***relevant aspects*** of the dive. 5.2. Identify improvements for future diving experiences.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - inform progress
  - interact with buddy
  - signal dive tender throughout dive
- teamwork skills to:
  - check, assemble and fit equipment
  - monitor diver at all times while tendering
  - give, recognise and respond to underwater signals
- swimming skills to swim 100 metres on the surface and at least 25 metres underwater on surface supply air
- problem-solving skills to:
  - determine safe entries and exits
  - remove and replace equipment on surface
  - navigate underwater
  - adapt to changing weather and sea conditions
- rescue, first aid and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe and legal conduct of all activities
- minimal impact interactions and techniques to minimise negative impact on aquatic animal and plant life
- selection, use and maintenance of surface supplied air diving equipment, characteristics and technology, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment to enable safe performance
- weather and environmental information to interpret forecast conditions and their effect on the diving activity
- sea features such as currents, waves and tides and how these might impact on the dive
- factors affecting buoyancy during surface supplied air diving

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- physics and physiology, such as effects of pressure and signs, symptoms, prevention and treatment of common hookah diving risks such as carbon monoxide toxicity, to enable safe performance in open water to a depth of 18 metres
- underwater communication systems to communicate with buddy and or tender
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan a safe dive and select, maintain and operate surface supplied air diving equipment • demonstrates a range of safe open water dives using surface supplied air and diving techniques such as five point descents and ascents • identifies potential risks and emergency situations commonly associated with open water dives using surface supplied air and implements appropriate emergency management procedures • actively communicates with buddy and tender throughout dive and performs safe tendering of a diver by monitoring and operating surface supply air unit • evaluates and reflects on own performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in open water dives using surface supplied air that are of a sufficient duration to allow the participant to demonstrate competency and consistency of performance. Assessment must also ensure access to: • access to resources and information to accurately plan and select appropriate equipment for the diving activity • access to a suitable open water dive site • access to a suitable buddy and tender to participate in

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dive process
- access to a suitable diving boat
- access to surface supplied air diving equipment such as small air compressor, air reserve tank, portable gasoline engine or electric motor, floating air hose, gasoline, regulator, harness, exposure suit, hood, gloves, fins, full face mask, buoyancy compensating device, in line pressure gauge, bail out cylinder and weight system.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the planning and review process with evidence of reference to resources
- oral or written questioning to assess knowledge of open water hookah diving techniques, risks and emergency procedures
- observation of safe participation and communication with buddy and tender throughout diving process
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure
- carbon monoxide toxicity
- panic
- Decompression Illness (DCI).

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Emergency procedures may include:	• tired diver assist • sharing air • controlled emergency swimming ascent • unconscious diver rescue • system failure.
Relevant legislation may include:	• Occupational Health and Safety • permits from land and water management authorities • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • risk management procedures • communication protocols • code of ethics • minimal impact codes.
Industry technical and safety criteria may include:	• British Sub-Aqua Club (BSAC) • Professional Association of Diving Instructors (PADI) • SCUBA Schools International (SSI).
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size • amount of fuel available, for boat and compressor • water conditions • aquatic life or activity.
Relevant sources may include:	• Bureau of Meteorology • Media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings

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	• synoptic charts • high and low tide predictions.
Equipment may include:	• small air compressor • air reserve tank • portable gasoline engine or electric motor • floating air hose • regulator • harness • exposure suit • hoods • gloves • masks • fins • in line pressure gauge • bail out cylinder • buoyancy compensating device • weight system • complete instrumentation to monitor depth, time and direction underwater
Maintenance procedures may include:	• checking buddy's equipment • checking, cleaning and or replacing filters on compressor as per manufacturer's recommendations • checking V-belt for signs of deterioration and tension • regularly running out the diver air hose to remove twists from the hose • checking the diver air hose for cuts and abrasions • checking bail out cylinder and regulator.
Five-point descent may include:	• signalling the intent to descend • orientating position in the water • ensuring regulator is correctly fitted • noting the time • descending feet first, equalising every metre.
Diving techniques may include:	• adjusting weight system • clearing dive mask • sending and receiving messages from the surface • changing between surface supplied air regulator and bail out regulator • removing and refitting the surface air supplied hose and belt or harness while using the bail

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	out regulator • removing and refitting the weight system.
Five-point ascent may include:	• signalling the intent to ascend • noting the time • placing right hand over the head for protection • looking up • swimming up slowly while ensuring the air hose does not get tangled.
Dive tender duties may include:	• checking diver's equipment before dive • being attentive to the diver and surface conditions • responding quickly to emergencies • communicating with diver • maintaining gas levels.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed • identification of risks and emergency procedures • use of equipment and communication system • correct surface supplied air diving techniques • safe tendering of another diver.

Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSCB419A Instruct SCUBA diving skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct SCUBA diving skills. This unit focuses on planning, instructing and evaluating instructional SCUBA diving sessions to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in an open water SCUBA diving activity.

Application of the Unit

This unit applies to those working as SCUBA diving instructors who conduct SCUBA diving instructional sessions in a range of open water conditions. This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a SCUBA diving session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current SCUBA diving knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***SCUBA diving plan*** according to participant's needs and characteristics, ***industry technical and safety criteria***, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with SCUBA diving and minimise ***risks*** according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***. 1.7. Establish the need for a dive lookout and or above-water dive supervisor according to conditions, industry technical and safety criteria, relevant legislation and organisational policies and procedures.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues***, industry technical and safety criteria and organisational policies and procedures, and check serviceability. 2.2. Check equipment for safety and suitability according to relevant legislation and manufacturer's recommendations and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and relevant information about the SCUBA diving session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable communication system for participants to use while SCUBA diving. 3.4. Inform participants of known and anticipated

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ELEMENT	PERFORMANCE CRITERIA
	hazards, ***safety procedures*** and appropriate behaviour.
	3.5. Check and confirm that all participant equipment is fitted and adjusted.
4. Instruct a SCUBA diving session.	4.1. Conduct introductory SCUBA diving activities to reduce risk.
	4.2. Monitor individual participant's performance during SCUBA diving session.
	4.3. Apply ***instructional techniques*** to impart ***activity specific knowledge***, ***SCUBA diving techniques*** and ***safety and rescue procedures***.
	4.4. Observe participants during SCUBA diving and adjust or refine individual and or group technique as required.
	4.5. Demonstrate procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.
5. Complete post session responsibilities.	5.1. Inform participants of opportunities to further develop their SCUBA diving skills and knowledge.
	5.2. Retrieve, inspect, wash, and store equipment according to organisational policies and procedures.
	5.3. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required.
	5.4. Evaluate ***relevant aspects*** of the SCUBA diving session and determine the level of learning achieved.
	5.5. Identify potential areas of improvement for future SCUBA diving instructional sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an appropriate SCUBA diving session
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:

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    - plan SCUBA diving sessions according to participant's needs and characteristics
    - address participant difficulties in developing techniques
    - anticipate and respond to non-routine situations
- planning and organising skills to:
    - source, allocate and coordinate resources, equipment and a suitable SCUBA diving site
    - monitor and evaluate progress
    - organise participants into manageable groups or buddy pairs for SCUBA diving
- language and literacy skills to:
    - produce SCUBA diving and instructional plans for the session
    - complete post session participant and self evaluations
- personal SCUBA diving skills to a high level of technical correctness to demonstrate and explain techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing SCUBA diving.

Required knowledge

- legislation, organisational policies and procedures and industry technical and safety criteria to enable safe conduct of SCUBA diving session
- site specific information to assist in the planning process and enable management of potential dive hazards and any special restrictions applying to the area
- equipment types, characteristics and technology used for SCUBA diving, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection
- instruction techniques and theories applicable to a range of ages and learning abilities to enable effective instruction of participants with different needs, characteristics and ability levels
- physics and physiology, such as the direct and indirect effects of pressure and signs, symptoms, prevention and treatment of common SCUBA diving risks such as decompression illness to enable safe performance
- SCUBA diving techniques and underwater communication systems used between buddy and other divers to reduce risk
- no-decompression dive tables and limits to determine air requirements
- hazards and risks commonly associated with open water SCUBA diving
- navigation techniques to avoid getting lost under water
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group
- minimal impact interactions and techniques to minimise negative impact on aquatic animal and plant life.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers information, explanations and demonstrations for SCUBA diving sessions to ensure activities are conducted safely according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve SCUBA diving technique and performance
- uses and modifies instructional techniques and or activities to cater for a range of individual learning styles
- evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure instruction of SCUBA diving activities that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance

Assessment must also ensure access to:

- an open water SCUBA diving site and controlled location for the conduct of instructional dive sessions
- groups of participants with different needs and characteristics to take part in SCUBA diving sessions
- a suitable diving boat, if required
- SCUBA diving, navigation, communication, safety, rescue, first aid and teaching equipment
- resources and information regarding participants and location to plan, instruct and document SCUBA diving sessions for a variety of participants.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics

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- oral or written questioning to assess application of legislation, industry technical and safety criteria and organisational policies and procedures to ensure safe conduct of all SCUBA diving activities
- observation of safe SCUBA diving instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of SCUBA diving session plans
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:
- age
- cultural and situational factors
- previous experience and knowledge
- physical development.

Session's aims and objectives may include:
- developing SCUBA diving instruction skills
- education
- development
- therapy
- fitness targets
- recreation.

Instructional plan may include:
- SCUBA diving activities and drills
- duration of activities and drills.

SCUBA diving plan may include:
- aims and objectives
- date, time and duration
- location, equipment and resources
- safety requirements.

Industry technical and safety criteria may include:
- British Sub-Aqua Club (BSAC)
- Professional Association of Diving Instructors (PADI)
- SCUBA Schools International (SSI).

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Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations.

Organisational policies and procedures may include:

- occupational health and safety
- assessment procedures
- time and budget constraints
- communication protocols
- confidentiality of participant information
- code of ethics
- minimal impact codes.

Hazards may include:

- temperature extremes
- group management hazards
- SCUBA hazards.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- lost party of party member
- equipment failure
- barotrauma
- nitrogen narcosis
- contaminated SCUBA air
- pressure or volume or density relationships
- buoyancy
- respiration
- air consumption
- oxygen toxicity
- carbon monoxide toxicity
- stings or bites
- Decompression Illness (DCI).

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguards
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings

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- river levels
- synoptic charts
- high and low tide predictions.

Contingency plans may include:
- change in weather and water conditions
- equipment failure.

Equipment may include:
- SCUBA diving equipment
- safety and rescue equipment
- navigation equipment
- communication equipment.

Resources may include:
- clothing
- food and water
- teaching aids.

Contextual issues may include:
- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Safety procedures may include:
- suitable buddy
- communication signs and signals
- in-water supervision
- safety and rescue equipment.

Instructional techniques may include:
- simple to complex
- part to whole
- chronological
- known to unknown
- D.E.D.I.C.T.
- E.D.I.C.T.
- I.D.E.A.
- orientate, enhance, synthesise

Required knowledge may include:
- risk and hazard prevention and management
- safety procedures
- SCUBA diving techniques
- communication and buddy systems
- responsible and safe behaviour.

SCUBA diving techniques may include:
- entries to and exits from the water
- removal and replacement of equipment on surface
- mask and regulator removal, recovery and replacement in water

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	• use of buddy and communication system • buoyancy control • underwater navigation • controlled breathing • descending and ascending • equalising pressure • self and buddy rescues • bearings or reciprocal bearings • dive calculations • air supply monitoring.
Safety and rescue procedures may include:	• emergency response procedures • group management in emergency situations • symptoms, treatment and prevention of common SCUBA diving risks.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSCB420A Instruct specialised SCUBA diving skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct specialised SCUBA diving skills. This unit focuses on planning, instructing and evaluating instructional specialised SCUBA diving sessions to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in an open water SCUBA diving activity.

Application of the Unit

This unit applies to those working as specialised SCUBA diving instructors who conduct specialised SCUBA diving instructional sessions in a range of open water conditions. This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a specialised SCUBA diving session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current ***specialised SCUBA diving*** knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***specialised SCUBA diving plan*** according to participant's needs and characteristics, ***industry technical and safety criteria***, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with specialised SCUBA diving and minimise ***risks*** according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***. 1.7. Establish the need for a dive lookout and or above-water dive supervisor according to conditions, industry technical and safety criteria, relevant legislation and organisational policies and procedures.
2. Select and organise equipment and resources.	2.1. Select and access specific ***equipment*** and ***resources*** for specialised SCUBA diving session according to ***contextual issues***, industry technical and safety criteria and organisational policies and procedures, and check serviceability. 2.2. Check equipment for safety and suitability according to relevant legislation and manufacturer's recommendations and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and relevant information about the specialised SCUBA diving session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable communication system for

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ELEMENT	PERFORMANCE CRITERIA
	participants to use during specialised SCUBA diving. 3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour. 3.5. Check and confirm that all participant equipment is fitted and adjusted.
4. Instruct a specialised SCUBA diving session.	4.1. Conduct introductory specialised SCUBA diving activities to reduce risk. 4.2. Monitor individual participant's performance during specialised SCUBA diving session. 4.3. Apply ***instructional techniques*** to impart ***activity specific knowledge***, ***specialised SCUBA diving techniques*** and ***safety and rescue procedures***. 4.4. Demonstrate procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.
5. Complete post-session responsibilities.	5.1. Inform participants of opportunities to further develop their specialised SCUBA diving skills and knowledge. 5.2. Retrieve, inspect, wash, and store equipment according to organisational policies and procedures. 5.3. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.4. Evaluate ***relevant aspects*** of the specialised SCUBA diving session and determine the level of learning achieved. 5.5. Identify potential areas of improvement for future specialised SCUBA diving instructional sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an appropriate specialised SCUBA diving session
  - convey information about the safety aspects of the session

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    - interact with participants to create a safe and positive environment
- problem-solving skills to:
    - plan specialised SCUBA diving sessions according to participant's needs and characteristics
    - address participant difficulties in developing techniques
    - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
    - source, allocate and coordinate resources, equipment and a suitable diving site
    - monitor and evaluate progress
    - organise participants into manageable groups or buddy pairs for specialised diving
- language and literacy skills to:
    - produce specialised SCUBA diving and instructional plans for the session
    - complete post-session participant and self evaluations
- personal specialised SCUBA diving skills required for specific specialised dives to a high level of technical correctness to demonstrate and explain techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing specialised SCUBA diving.

Required knowledge

- legislation, organisational policies and procedures and industry technical and safety criteria to enable safe and legal conduct of SCUBA diving session
- site specific information to assist in the planning process and enable management of potential specialised dive hazards and any special restrictions applying to the area
- equipment types, characteristics and technology used for SCUBA diving, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection
- instructional techniques and theories applicable to a range of ages and learning abilities
- specialised SCUBA diving techniques and underwater communication systems used between buddy and other divers to reduce risk
- specialist diving knowledge required for specific areas, such as the types and features of underwater photography equipment used during a specialist photography dive
- physics and physiology, such as the direct and indirect effects of pressure and signs, symptoms, prevention and treatment of common SCUBA diving risks such as decompression illness to enable safe performance
- no-decompression dive tables and limits to determine air requirements
- hazards and risks commonly associated with the specific open water specialised SCUBA diving activity
- navigation techniques to avoid getting lost under water

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- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group
- minimal impact interactions and techniques to minimise negative impact on aquatic animal and plant life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for specialised SCUBA diving sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve specialised SCUBA diving technique and performance • uses and modifies instructional techniques and or activities to cater for a range of individual learning styles • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of e specialised SCUBA diving activities that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance Assessment must also ensure access to: • a suitable open water SCUBA diving site and controlled location for the conduct of instructional dive sessions • groups of participants to take part in the specialised SCUBA diving sessions • a suitable diving boat, if required • specialised SCUBA diving, navigation, communication, safety, rescue, first aid and teaching equipment • resources and information regarding participants and

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location to plan, instruct and document specialised SCUBA diving sessions for a variety of participants.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess application of legislation, industry technical and safety criteria and organisational policies and procedures to ensure safe conduct of all specialised SCUBA diving activities
- observation of safe specialised SCUBA diving instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of specialised SCUBA diving session plans
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:

- age
- cultural and situational factors
- previous experience and knowledge
- physical development.

Specialised SCUBA diving may include:

- night diving
- underwater navigation
- altitude diving
- boat diving
- drift diving
- dry suit diving
- multi level diving
- search and recovery diving

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	• underwater photography • underwater videography • wreck diving • deep diving • underwater naturalist • peak performance buoyancy • computer aided dives • diving with enriched air nitrox (EANx).
Session's aims and objectives may include:	• developing SCUBA diving skills • education • development • therapy • fitness targets • recreation.
Instructional plan may include:	• specialised SCUBA diving activities and drills • duration of specialised activities and drills.
Specialise SCUBA diving plan may include:	• aims and objectives • date, time and duration • location, equipment and resources • safety requirements.
Industry technical and safety criteria may include:	• British Sub-Aqua Club (BSAC) • Professional Association of Diving Instructors (PADI) • SCUBA Schools International (SSI).
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations • working with children.
Organisational policies and procedures may include:	• occupational health and safety • assessment procedures • time and budget constraints • communication protocols • confidentiality of participant information • environmental regulations • code of ethics.
Hazards may include:	• temperature extremes • group management hazards. • specialised SCUBA hazards.
Risks may include:	• hypothermia • heat exhaustion

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- injuries
- lost party or party member
- equipment failure
- exhaustion
- near drowning
- barotrauma
- nitrogen narcosis
- contaminated SCUBA air
- cramps
- stings or bites from marine creatures
- Decompression Illness (DCI).

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Contingency plans may include:

- change in weather and water conditions
- equipment failure.

Equipment may include:

- SCUBA diving equipment
- safety and rescue equipment
- specialised equipment
- navigation equipment
- communication equipment.

Resources may include:

- clothing
- food and water
- teaching aids.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives

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- group size
- participant characteristics
- number of support staff
- features of dive
- other divers

Safety procedures may include:

- suitable buddy
- communication signs and signals
- in-water supervision
- safety and rescue equipment.

Instructional techniques may include:

- simple to complex
- part to whole
- chronological
- known to unknown
- D.E.D.I.C.T.
- E.D.I.C.T.
- I.D.E.A.
- orientate, enhance, synthesise

Required knowledge may include:

- risk and hazard prevention and management
- safety procedures
- specialised SCUBA diving techniques
- communication and buddy systems
- responsible and safe behaviour.

Specialised SCUBA diving techniques may include:

- videoing
- photography
- dry suit
- computer aided
- wreck dives.

Safety and rescue procedures may include:

- emergency response procedures
- group management in emergency situations
- symptoms, treatment and prevention of common specialised SCUBA diving risks.

Relevant aspects may include:

- objectives
- planning process
- activity site
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback

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- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSCB521A Demonstrate technical diving

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and perform technical dives. This includes making no stop dives and extended no stop dives using air and enriched air to a maximum depth of 40m.

Application of the Unit

This unit applies to current or aspiring technical dive guides or instructors working in open water dive environments to a maximum depth of 40 metres. This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

SISOSCB303A Complete deep dives to between 18 and 40 metres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for a technical dive.	1.1. Prepare ***technical diving plan*** and ensure physiological and psychological well being according to industry standards, ***industry technical and safety criteria***, ***relevant legislation*** and ***organisational policies and procedures***.
	1.2. Access information on the dive site and identify potential ***hazards*** associated with the technical dive and implement procedures to minimise ***risks***.
	1.3. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and account for environmental variables when developing dive plan.
	1.4. Develop accident management strategies to address potential emergencies and technical diving risks according to industry technical and safety criteria.
	1.5. Develop an appropriate ***gas plan*** according to industry technical and safety criteria.
	1.6. Select, inspect and assemble ***equipment*** and technical diving rig.
2. Perform technical dive.	2.1. Demonstrate technical diving techniques and procedures.
	2.2. Respond efficiently to emergencies and negotiate technical dive hazards and risks according to dive plan and industry technical and safety criteria.
	2.3. Demonstrate safe ascent rate according to no decompression limits.
3. Complete post-technical dive responsibilities.	3.1. Inspect, wash and store equipment according to organisational policies and procedures.
	3.2. Complete dive log before and after the technical dive according to industry technical and safety criteria and organisational policies and procedures.
	3.3. Evaluate ***relevant aspects*** of the technical dive and identify potential areas of improvement for future technical dives.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- planning and organising skills to develop technical diving and gas plans according to the scope of the dive and to select appropriate technical diving equipment
- self management and observation skills to:
  - inspect technical diving equipment and rig
  - monitor health and well being throughout dive
  - evaluate relevant aspects of technical dive
- problem-solving skills to:
  - calculate gas mixtures and develop a suitable gas plan
  - negotiate hazards and risks
  - navigate underwater and adapt to changing conditions
- numeracy skills to calculate gas mix and consumption
- literacy skills to complete dive logs
- first aid and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

Required knowledge

- legislation, organisational policies and procedures, industry standards and industry technical and safety criteria to enable safe conduct of technical diving
- equipment types, characteristics and technology used for technical diving, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection
- principles of mixing gas, the different types of gas and its application in technical diving
- technical diving hazards, risks and emergencies to plan and prepare response strategies
- underwater navigation techniques at depths of up to 40m
- no decompression limits for technical diving
- weather and environmental information to interpret forecast conditions and their effect on the technical diving activity
- minimal impact interactions and techniques to minimise negative impact on aquatic animal and plant life
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies relevant process to select, inspect and fit technical diving equipment, including a basic rig
- calculates gas mixtures and no decompression limits according to industry technical and safety criteria, relevant legislation and organisational policies and procedures
- identifies potential hazards, risks and emergency situations commonly associated with technical diving and implements appropriate risk management procedures according to industry technical and safety criteria
- evaluates and reflects on technical diving performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation of technical diving activities that are of a sufficient duration to allow the participant to demonstrate competency and consistency of performance

Assessment must also ensure access to:

- resources and information to plan and select appropriate equipment for the technical diving activity
- an open water site suitable for technical diving
- a suitable diving boat, if required
- technical diving, navigation, communication, safety, rescue and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the planning and review process with evidence of reference to resources
- oral or written questioning to assess knowledge of technical diving techniques, procedures, hazards and risks
- observation of safe participation and handling of equipment throughout technical diving process
- third-party reports from a supervisor detailing performance.

Industry has determined that this unit must be assessed with the following unit or units:

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- SISOSCB317A Complete a dive using Enriched Air Nitrox.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Technical diving plan may include:	• objectives • date, time and duration of dive • site, diving rig and equipment • safety and emergency procedures.
Industry technical and safety criteria may include:	• British Sub-Aqua Club (BSAC) • Professional Association of Diving Instructors (PADI) • SCUBA Schools International (SSI).
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • communication protocols • code of ethics.
Hazards may include:	• temperature extremes • lack of immediate access to the surface • hypoxia or hyperoxia • narcosis • decompression illness (DCI) • errors and omitted procedures • drowning, due to failed buoyancy control device (BCD) and backup, or water entry with closed cylinder valves.
Risks may include:	• hypothermia • heat exhaustion • injuries

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- lost party or party member
- equiptment failure
- no gas
- regulator free flow
- Buoyancy Control Device (BCD) failure
- oxygen toxicity
- dive computer failure or lost slate and or dive tables
- hypoxia
- hyperoxia
- pulmonary toxicity
- carbon dioxide
- central nervous toxicity
- toxicity in dive partner
- lost bottom gas
- catastrophic gas loss.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Gas plan may include:

- equivalent air depth (EAD)
- maximum blend depth
- gas consumption
- actual and reserve gas supply
- calculate best mix for any depth
- residual oxygen percentage for repetitive diving
- oxygen dose
- decompression on oxygen
- air and enriched air of up to 60 per cent oxygen.

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Equipment may include:

- exposure suits
- mask
- fins
- weight systems
- buoyancy control device (BCD) and harness
- multigas computers
- gas related equipment
- accessories
- navigation equipment
- communication equipment.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed
- development of technical diving and gas plans
- technical diving techniques and procedures
- rescues and emergency procedures.

Unit Sector(s)

Outdoor Recreation

Competency Field

SCUBA

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SISOSKB201A Demonstrate snowboarding skills on beginner terrain

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to snowboard on beginner terrain such as a green run at a snowsport area.

Application of the Unit

This unit applies to those working as assistant snowboarding coaches or instructors under supervision in a variety of controlled conditions, such as green runs at snowsport areas.

This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for a snowboarding activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the ***conditions*** of the activity. 1.2. Identify an appropriate activity site or location after consideration of ***contextual issues***. 1.3. Identify possible ***hazards*** associated with the activity. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information***. 1.5. Comply with ***relevant legislation*** and ***organisational policies and procedures*** as specified by the supervisor.
2. Select appropriate equipment.	2.1. Select suitable ***equipment*** after consideration of design and or construction features and contextual issues and check working order. 2.2. Adjust and fit equipment according to manufacturer's specification to ensure ***comfort and safety***. 2.3. Select personal clothing for activity according to the design and or construction features appropriate to the conditions.
3. Demonstrate snowboarding skills.	3.1. Participate in pre-snowboarding warm ups and stretching exercises. 3.2. Demonstrate straight running with an upright centred stance while looking at terrain ahead. 3.3. Apply side-slipping with flexion extension and pressure control in the lateral and longitudinal plane on both toe and heel side. 3.4. Maintain a sliding traverse with centred pressure over the board. 3.5. Link a basic turn through the fall-line, showing a blend of the fundamental ***movements***. 3.6. Control speed by turning the board across the fall line using a blend of the movements. 3.7. Approach hazards in a safe manner and minimise ***risks*** to self and group where possible.
4. Evaluate snowboarding	4.1. Evaluate ***relevant aspects*** of the activity. 4.2. Identify improvements for future snowboarding

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ELEMENT	PERFORMANCE CRITERIA
activity.	experiences.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy and numeracy skills to analyse and interpret weather and environmental information
- planning and organising skills to allocate and select relevant food, water, clothing and equipment for snowboarding
- communication skills to interact with group leader and other participants to maintain a positive and safe environment while snowboarding
- problem-solving skills to determine appropriate techniques
- snowboarding skills and movements such as balancing, control, steering and edging, to manoeuvre the board effectively
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct and legal access
- minimal impact codes to ensure protection of environment
- equipment types, characteristics and technology used for snowboarding, the advantages and disadvantages of the range of equipment provided by supervisor, and factors affecting appropriate selection of equipment
- clothing requirements for snowboarding and factors affecting appropriate clothing selection
- basic snowboarding techniques and when and how to use them
- principles of nutrition to maintain health and energy during activity
- weather and environmental information to interpret forecast conditions and their affect on the activity
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements appropriate to the conditions and duration of the snowboarding activity • follows written and verbal instructions from leader to accurately apply knowledge and demonstrate snowboarding techniques and manoeuvres • practices a range of appropriate snowboarding skills, such as linking basic turns through the fall line, while maintaining balance and control • seeks advice and feedback from leader and evaluates and reflects on own snowboarding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple snowboarding activities on beginner terrain to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, such as principles of nutrition and weather sources, to accurately plan and prepare for the snowboarding activity • a suitable snowsport location with beginner terrain, such as green runs, for basic snowboarding skills to be demonstrated • a qualified leader or supervisor • equipment such as a snowboard, bindings, boots, suitable clothing, goggles, wrist guards and food and water.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of snowboarding manoeuvres and techniques • observation of safe participation and demonstration of snowboarding skills, such as maintaining speed control • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the

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industry sector, workplace and job role is recommended, for example:

- SISONAV201A Navigate in tracked or easy untracked areas.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:

- range of foods:
  - perishability
  - packaging
  - storage.

Principles of nutrition may include:

- food groups
- dietary guidelines
- individual food requirements and allergies.

Conditions may include:

- snow:
  - surface snow conditions
- terrain:
  - steepness of slope
  - run out
- weather:
  - visibility
  - wind.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles

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- dense vegetation
- group management hazards.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river heights
- synoptic charts
- high and low tides.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:

- operating procedures and company or enterprise policies
- occupational health and safety
- use and maintenance of equipment
- communication protocols
- emergency procedures
- code of ethics
- alpine responsibility code.

Equipment may include:

- beanie
- board
- boots
- bindings
- wrist guards
- gloves.

Comfort and safety may include:

- length of snowboard
- boot type.

Movements may include:

- pressure control
- steering
- edging.

Risks may include:

- hypothermia
- heat exhaustion
- injuries

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- exhaustion
- lost party or party member
- equipment failure.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Snowboarding

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SISOSKB302A Snowboard on intermediate terrain

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to snowboard on intermediate terrain. This unit focuses on the application of safe snowboarding techniques on intermediate terrain, such as blue runs at a snowsport area.

Application of the Unit

This unit applies to those working as a snowboarding coach or guide in a variety of controlled conditions, such as blue runs at a snowsport area. This unit may also apply to those working at lodges and or resorts, or those working for private outdoor adventure companies who run snowboarding camps and holiday programs, or for volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for a snowboarding activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the ***conditions*** of the activity. 1.2. Identify an appropriate activity site or location according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Determine possible ***hazards*** associated with snowboarding in a variety of snow, terrain and weather conditions. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plans.
2. Select appropriate equipment.	2.1. Select suitable ***equipment*** after consideration of ***design and or construction features*** and contextual issues and check that it is in good working order. 2.2. Select personal clothing for activity according to the design and or construction features appropriate for the conditions. 2.3. Adjust and fit equipment according to manufacturer's specification to ensure ***comfort and safety***.
3. Apply snowboarding skills.	3.1. Participate in pre-snowboarding warm ups and stretching exercises. 3.2. Demonstrate straight running with an upright centred stance while looking at terrain ahead. 3.3. Execute snowboard ***techniques*** in basic skidded turns and strong edged turns through the fall line, using a blend of ***movements***. 3.4. Control speed with the ***shape of the turn***, using a blend of movements adapted for conditions and terrain. 3.5. Approach hazards in a safe manner and minimise ***risks*** to self and group where possible. 3.6. Take ***measures*** to guard personal safety and ***safety of others*** while snowboarding.
4. Evaluate snowboarding activity.	4.1. Evaluate ***relevant aspects*** of the activity. 4.2. Identify improvements for future snowboarding experiences.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- planning and organising skills to allocate and select relevant food, water, clothing and equipment for the snowboarding activity
- communication skills to interact with other participants to maintain a positive and safe environment
- problem-solving skills to:
  - respond appropriately to changing conditions
  - determine techniques to use when snowboarding in various conditions
- self management skills to:
  - review and reflect on own performance
  - set goals to improve technique
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct and legal access
- Alpine Responsibility Code and snowboarding practices, snowsport area signs and regulations, and minimal impact codes to ensure safety and protection of environment
- equipment types, characteristics and technology used for snowboarding, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- snowboarding techniques, such as those performed in basic skidded turns and strong edged turns
- principles of nutrition to maintain health and energy during activity
- sources of weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements appropriate to the blue run conditions and duration of the snowboarding activity • practices a range of safe snowboarding manoeuvres such as strong edged turns and skidded turns using a blend of movements while negotiating hazards, and maintaining balance and control • evaluates and reflects on own snowboarding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple snowboarding activities on intermediate terrain to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable snowsport location with intermediate terrain, such as blue runs, to enable demonstration of snowboarding skills • resources and information, such as principles of nutrition and weather sources to accurately plan and prepare for the snowboarding activity • equipment such as snowboards, bindings, boots, suitable clothing, goggles, lift pass, backpack or bumbag, and food and water.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of snowboarding strategies and techniques • observation of safe participation and demonstration of snowboarding skills, such as the execution of turns and speed control on blue runs • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISONAV302A Apply navigation skills in an

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intermediate environment
- SISOSKB307A Guide day snowboarding activities

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:
- range of foods:
  - perishability
  - packaging
  - storage.

Principles of nutrition may include:
- food groups
- dietary guidelines.

Conditions may include:
- snow:
  - surface snow conditions
- weather:
  - visibility
- terrain.

Contextual issues may include:
- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:
- occupational health and safety
- use and maintenance of equipment
- communication protocols
- safety and emergency procedures
- code of ethics
- snowsport area signs and regulations
- Alpine Responsibility Code and snowboarding

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	practices within the code.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Equipment may include:	• beanie • board • boots • bindings • wrist guards • gloves • sun glasses or goggles.
Design and or construction features may include:	• long, narrow, rigid, and directional shaped board • strap-in or step-in bindings with no automatic release • well fitted, supportive boots • length, width, sidecut, flex and tail or nose width.
Comfort and safety may include:	• height and weight • boot type • side-cut • overall length • effective edge.
Techniques may include:	• skidded turns

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- strong edged turns
- edge control
- side-slipping with flexion-extension
- speed control
- stopping
- falling
- balance
- linking turns and movements.

Movements may include:

- pressure control
- steering
- edging.

Shape of the turn may include:

- medium radius
- long radius.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Measures may include:

- safe falling
- speed
- observation of winter weather conditions and terrain
- adequate clothing
- fluid and food intake
- complying with all snowsport area signs and regulations
- complying with Alpine Responsibility Code and snowboarding practices within the code.

Safety of others may include:

- speed
- distance from other snow users.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- directing techniques
- rescue techniques employed.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Snowboarding

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SISOSKB303A Guide day snowboarding activities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants in day snowboarding activities. This unit focuses on the application of planning skills to make suitable arrangements to guide a group through a day snowboarding trip.

Application of the Unit

This unit applies to those working as snowboarding guides who conduct day snowboarding trips and activities in a range of controlled conditions at a snowsport area.

This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a day snowboarding trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a trip ***plan*** according to participant's needs, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select an appropriate location for the trip according to participant's abilities, ***trip objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with snowboarding and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the day trip. 1.7. Inform ***appropriate authorities*** before commencing the snowboarding trip
2. Select equipment for the group.	2.1. Select ***equipment*** according to contextual issues and organisational policies and procedures and check serviceability. 2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort. 2.3. Pack equipment that is not required on hand in a suitable manner. 2.4. Check safety and rescue equipment to ensure suitability to the group and the conditions.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the snowboarding trip in a manner suitable to the participants. 3.2. Outline ***safety procedures*** and safe areas and or boundaries for the trip. 3.3. Explain symptoms, treatment and prevention of hypothermia and dehydration to group to assist in self-monitoring. 3.4. Establish a suitable ***communication system*** for participants to use while snowboarding.

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ELEMENT	PERFORMANCE CRITERIA
	3.5. Check and confirm participants are properly equipped for the trip.
4. Supervise snowboarding activities during trip.	4.1. Demonstrate correct ***snowboarding techniques*** to participants. 4.2. Monitor snowboarding techniques to ensure safety of participants. 4.3. Monitor individual ***participant's performance*** and provide appropriate feedback. 4.4. Implement appropriate modifications to activities in regard to all ***variable factors*** that are monitored. 4.5. Use positive encouragement throughout trip, and encourage feedback and questioning from group members. 4.6. Respond to emergencies or non-routine situations according to organisational policies and procedures.
5. Complete post trip responsibilities.	5.1. Notify appropriate authorities of trip completion. 5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.3. Evaluate ***relevant aspects*** of snowboarding activities. 5.4. Identify potential areas of improvement for future snowboarding trips. 5.5. Review own performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan a snowboarding trip that meets their needs
  - convey information about the safety aspects of the trip
  - interact with participants to create a safe and positive snowboarding environment
- problem-solving skills to:
  - plan a suitable snowboarding trip according to participant's needs and abilities
  - make decisions about potential hazards that may affect activities
  - respond appropriately to non-routine situations

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- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - organise participants into manageable groups for snowboarding
- language and literacy skills to:
  - produce a plan for the snowboarding trip,
  - complete post-activity participant and self evaluations
  - apply for permission or permits to use snowboarding location to guide a group
- personal snowboarding skills to a high level of technical correctness to demonstrate and explain techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of snowboarding activities
- Alpine Responsibility Code and snowboarding practices, snowsport area signs and regulations, and minimal impact codes to ensure safety and protection of environment
- information about local area to assist in the planning process and enable management of potential snowboarding hazards, and any special restrictions applying to the area
- equipment types, characteristics and technology used for snowboarding, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- use, care and maintenance of snowboarding equipment to ensure prolonged life span and safety requirements
- principles of nutrition to maintain health and energy during the trip
- snowboarding techniques and common communication methods used between snowboarders to reduce risk
- technical snowboarding knowledge, such as techniques and procedures to suit the features of the surface
- sources of weather and environmental information to ascertain possible conditions and their affect on the trip
- hazards that may be experienced in various conditions on different terrain
- first aid, emergency and rescue procedures relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors groups in a safe and professional manner • applies effective contingency management techniques to deal with a range of problems and issues that commonly arise during snowboarding trips • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure leading snowboarding activities that are appropriate to the needs of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable snowsport area that enables the demonstration and practice of snowboarding activities • a group of participants to take part in the snowboarding trip • resources and information regarding participants and location to accurately plan, guide and document snowboarding activities for a variety of participants • equipment such as snowboards, bindings, boots, suitable clothing, goggles, lift pass, backpack or bumbag, safety and emergency equipment and food and water.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interaction with a group of participants, including conveying information for safe participation • oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all snowboarding activities • observation of dealing with contingencies such as

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changing weather conditions and equipment failure
- review of snowboarding trip plans
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOSKT305A Apply snowcraft skills for day touring

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:
- skill level
- previous experience
- physical capabilities and fitness level
- age
- injuries and illnesses.

Plan may include:
- activity aims and objectives
- date, time and duration
- location
- guide and participant ratios
- resources and equipment
- food and water
- weather details
- participant information:
- safety and emergency requirements
- risk management plan
- relevant legislation and organisational policies and procedures.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:
- occupational health and safety:
- assessment procedures

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	• time and budget constraints • use, maintenance and storage of equipment • communication protocols • safety and emergency procedures • code of ethics • confidentiality of participant information • guide and participant ratios • snowsport area signs and regulations • Alpine Responsibility Code and snowboarding practices within the code.
Activity objectives may include:	• self improvement • meeting people • fitness targets • adventure and recreation.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Food and water requirements	• range of foods:

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may include:	• perishability • packaging • storage.
Principles of nutrition may include:	• food groups • dietary guidelines.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Appropriate authorities may include:	• authorities • supervisors.

Equipment may include:	• snowboarding equipment:
	  • beanie
	  • board
	  • boots
	  • bindings
	  • wrist guards
	  • gloves
	  • sun glasses or goggles
	• resources:
	  • food and water
	  • navigation equipment
	• safety and rescue equipment:
	  • repair equipment
	• first aid kit.

Relevant information may include:	• personal equipment requirements: • safety procedures • preventative measures for risks • possible hazards • environmental impact minimisation • snowboarding techniques • objectives • rules and codes • responsible and safe behaviour.
Snowboarding techniques may include:	• skidded and edged turns • edge control

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- side-slipping with flexion-extension
- speed control
- stopping
- falling
- balance
- straight running
- upright stance
- blend of movements.

Communication system may include:

- calls
- radio
- hand signals
- whistles.

Safety procedures may include:

- equipment checked and undamaged
- snowboarders ready
- correct fitting equipment
- wearing of helmets
- appropriate spacing between participants
- use of safety and rescue equipment.

Participant's performance may include:

- use of appropriate communication system
- snowboarding technique
- snowboarding pace over various distances and conditions
- attitude
- negotiation of hazards
- use of equipment.

Variable factors may include:

- change of weather
- equipment failure
- participant's needs
- snow conditions.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques:

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- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Snowboarding

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SISOSKB404A Snowboard on advanced terrain

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to snowboard on advanced terrain. This unit focuses on the application of safe snowboarding techniques on advanced terrain, such as black runs at a snowsport area.

Application of the Unit

This unit applies to those working as a snowboarding guide or leader in a variety of conditions, such as black runs at a snowsport area. This unit may also apply to those working at lodges and or resorts, or those working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan for a snowboarding activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the ***conditions*** of the activity. 1.2. Identify an appropriate activity site or location according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Determine possible ***hazards*** associated with snowboarding in a variety of snow, terrain and weather conditions. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plans.
2. Select appropriate equipment.	2.1. Select suitable ***equipment*** after consideration of ***design and or construction features*** and contextual issues, and check that it is in good working order. 2.2. Adjust and fit equipment, according to manufacturer's specification, to ensure ***comfort and safety***. 2.3. Select personal clothing for activity according to the design and or construction features appropriate for the conditions.
3. Apply snowboarding skills.	3.1. Participate in pre-snowboarding warm ups and stretching exercises. 3.2. Combine snowboarding ***movements*** to demonstrate efficient riding and different ***turn types***, while maintaining a relaxed, upright stance. 3.3. Demonstrate linked turns through the fall line and controlled speed through ***turnshape***. 3.4. Perform airs to show extension on take-off, stability in air and flexion on landing with balance throughout. 3.5. Demonstrate fakie turns on all groomed terrain through the fall line. 3.6. Execute flat land spins in both directions, maintaining a centred stance. 3.7. Approach hazards in a safe manner and minimise ***risks*** to self and group where possible. 3.8. Take ***measures*** to guard personal safety and ***safety of others*** while snowboarding.
4. Evaluate snowboarding	4.1. Evaluate ***relevant aspects*** of the activity. 4.2. Identify improvements for future snowboarding

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ELEMENT	PERFORMANCE CRITERIA
activity.	experiences.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- planning and organising skills to allocate and select relevant food, water, clothing and equipment for the snowboarding activity
- communication skills to interact with other participants to maintain a positive and safe environment
- problem-solving skills to:
  - respond appropriately to changing conditions
  - determine techniques to use when snowboarding in different conditions
- self management skills to review and reflect on own performance and set goals to improve technique
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct and legal access
- Alpine Responsibility Code and snowboarding practices, snowsport area signs and regulations, and minimal impact codes to ensure safety and protection of environment
- equipment types, characteristics and technology used for snowboarding, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- snowboarding techniques, such as the blending of movements, execution of turns and jumping skills to demonstrate efficient riding
- principles of nutrition to maintain health and energy during activity
- basic weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements appropriate to the black run conditions and duration of the snowboarding activity • demonstrates snowboarding techniques, such as flexion on landing, fakie turns and flat land spins in both directions • practices a range of safe snowboarding manoeuvres such as linking moves and jumping, gliding and landing in a balanced and controlled manner while negotiating hazards • evaluates and reflects on own snowboarding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple snowboarding activities on advanced terrain to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable snowsport location with advanced terrain, such as black runs, for snowboarding skills to be demonstrated • resources and information, such as principles of nutrition and weather sources to accurately plan and prepare for the snowboarding activity • equipment such as snowboards, bindings, boots, suitable clothing, goggles, lift pass, backpack or bumbag, and food and water.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of snowboarding strategies and techniques • observation of safe participation and demonstration of snowboarding skills, such as the execution of turns and speed control on black runs and the blending of skills

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- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISONAV403A Navigate in uncontrolled environments
- SISOSKB408A Guide overnight snowboarding activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:

- range of foods:
  - perishability
  - packaging
  - storage.

Principles of nutrition may include:

- food groups
- dietary guidelines.

Conditions may include:

- snow:
  - surface snow conditions
- weather:
  - visibility
- terrain.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations.

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Organisational policies and procedures may include:	• occupational health and safety: • use and maintenance of equipment • communication protocols • safety and emergency procedures • code of ethics • snowsport area signs and regulations • Alpine Responsibility Code and snowboarding practices within the code.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Equipment may include:	• beanie • board • boots • bindings • wrist guards • gloves • sun glasses or goggles.
Design and or construction features may include:	• side-cut • overall length • effective edge • torsional flex • stance width • stance angle

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	• forward lean.
Comfort and safety may include:	• height and weight • boot type • side-cut • overall length • effective edge • forward lean • stance width • stance angle • surfaces waxed.
Techniques may include:	• relaxed, upright stance • linked turns through the fall line • controlled speed through turnshape • airs to show extension on take-off • stability in air • flexion on landing • fakie turns • jumping • gliding • landing • flat land spins in both directions • edge control • side-slipping with flexion-extension.
Movements may include:	• pressure control • steering • edging.
Turn types may include:	• skidded • strong edged • small radius • medium radius • large radius.
Shape of the turn may include:	• complete • closed or finished and incomplete • open or unfinished.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Measures may include:	• safe falling

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- speed
- observation of winter weather conditions and terrain
- adequate clothing
- fluid and food intake
- complying with all snowsport area signs and regulations
- complying with Alpine Responsibility Code and snowboarding practices within the code.

Safety of others may include:

- speed
- distance from other snow users.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Snowboarding

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SISOSKB405A Snowboard freestyle on advanced terrain

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to snowboard freestyle on advanced terrain. This unit focuses on the application of safe freestyle snowboarding techniques, including snowboarding freestyle on manmade terrain features on advanced terrain at a snowsport area.

Application of the Unit

This unit applies to those working as a freestyle snowboarding guide, leader or instructor in a variety of conditions on advanced terrain at a snowsport area. This unit may also apply to those working at lodges and or resorts, or those working for private outdoor adventure companies who run snowboarding camps and holiday programs or for volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide
1. Plan for a freestyle snowboarding activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the ***conditions*** of the activity. 1.2. Identify an appropriate activity site or location according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Determine possible ***hazards*** associated with ***freestyle snowboarding*** in a variety of snow, terrain and weather conditions. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plans.
2. Select appropriate equipment.	2.1. Select suitable ***equipment*** after consideration of ***design and or construction features*** and contextual issues, and check that it is in good working order. 2.2. Adjust and fit equipment, according to manufacturer's specification, to ensure ***comfort and safety***. 2.3. Select personal clothing for activity according to the design and or construction features appropriate for the conditions.
3. Apply freestyle snowboarding skills.	3.1. Participate in pre-snowboarding warm ups and stretching exercises. 3.2. Apply ***principles of form*** to adapt the ***movements*** of snowboarding to suit the terrain and snow conditions. 3.3. Link together ***turns*** of varying ***radius*** through the fall line and control speed with the ***shape of the turn*** and or by using sideslipping. 3.4. Execute ***airs*** showing extensions on take-off, flexion on landing, with stability throughout. 3.5. Demonstrate fakie turns on all groomed terrain through the fall line. 3.6. Approach hazards in a safe manner and minimise ***risks*** to self and group where possible. 3.7. Take ***measures*** to guard personal safety and ***safety of others whilst*** freestyle snowboarding.
4. Demonstrate freestyle	4.1. Execute airs, including a ***grab***, while utilising

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ELEMENT	PERFORMANCE CRITERIA
snowboarding on manmade terrain features.	various ***manmade terrain features***, and show extension on take-off, flexion on landing and stability throughout. 4.2. Undertake half pipe riding utilising ***board performance*** and the ***shape of the pipe***. 4.3. Demonstrate air turns either above or below the lip of the half pipe throughout a run. 4.4. Execute snowboarding techniques through a boarder cross course, demonstrating adaptation and utilisation of terrain features.
5. Evaluate freestyle snowboarding activity.	5.1. Evaluate ***relevant aspects of*** the activity. 5.2. Identify improvements for future freestyle snowboarding experiences.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- planning and organising skills to allocate and select relevant food, water, clothing and equipment for the freestyle snowboarding activity
- communication skills to interact with other participants to maintain a positive and safe environment
- problem-solving skills to:
  - respond appropriately to changing conditions
  - determine techniques to use when snowboarding freestyle
- self management skills to:
  - review and reflect on own performance
  - set goals to improve technique
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct and legal access
- Alpine Responsibility Code and snowboarding practices, snowsport area signs and regulations, and minimal impact codes to ensure safety and protection of environment

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- equipment types, characteristics and technology used for freestyle snowboarding, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- freestyle snowboarding techniques, such as the execution of airs and the negotiation of manmade terrain features to demonstrate efficient riding
- principles of nutrition to maintain health and energy during activity
- sources of weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements appropriate to the advanced terrain and duration of the freestyle snowboarding activity • demonstrate freestyle snowboarding techniques, such as airs and fakie turns and a range of safe freestyle snowboarding manoeuvres on manmade terrain features such as half pipe riding and air turns • evaluates and reflects on own freestyle snowboarding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple freestyle snowboarding activities on advanced terrain to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable snowsport location with advanced terrain for freestyle snowboarding skills to be demonstrated • resources and information, such as principles of nutrition and weather sources to accurately plan and prepare for the freestyle snowboarding activity

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- equipment such as freestyle snowboards, bindings, boots, suitable clothing, goggles, helmet, manmade terrain features, lift pass, backpack or bumbag, and food and water.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of freestyle snowboarding strategies and techniques
- observation of safe participation and demonstration of freestyle snowboarding skills, such as the execution of airs and half pipes
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOSKB403A Snowboard on advanced terrain.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:

- range of foods:
  - perishability
  - packaging
  - storage.

Principles of nutrition may include:

- food groups
- dietary guidelines.

Conditions may include:

- snow:
  - surface snow conditions
- weather:
  - visibility
- terrain.

Contextual issues may include:

- weather conditions, including times
- season

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- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment
- communication protocols
- safety and emergency procedures
- code of ethics
- snowsport area signs and regulations
- Alpine Responsibility Code and snowboarding practices within the code.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

Freestyle snowboarding may include:

- man-made terrain features to perform tricks and jumps
- soft boots
- twin tipped board
- soft binding.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- river heights
- synoptic charts
- high and low tides.

Equipment may include:

- beanie

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- freestyle snowboard
- freestyle boots
- freestyle bindings
- wrist guards
- gloves
- sun glasses or goggles.

Design and or construction features may include:

- side-cut
- overall length
- effective edge
- forward lean
- stance angle.

Comfort and safety may include:

- height and weight
- boot type
- side-cut
- overall length
- effective edge.

Principles of form may include:

- speed
- timing
- power
- range
- co-ordination.

Movements may include:

- ollies
- nose rolls
- airs
- all terrain riding
- steering
- edging
- pressure control
- sideslipping.

Turns may include:

- up un-weighting
- down un-waiting
- skidded
- edged
- carved
- turn size.

Radius may include:

- small radius
- medium radius
- large radius.

Shape of the turn may include:

- open
- unfinished incomplete and or closed
- finished

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- complete.

Airs may include:

- 180 rotation
- 360 rotation
- 540 rotation
- front side or backside.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Measures may include:

- surfaces waxed
- edges sharpened
- bindings securely attached
- safe falling
- observation of winter weather conditions and terrain
- adequate clothing
- fluid and food intake
- complying with all snowsport area signs and regulations
- complying with Alpine Responsibility Code and snowboarding practices within the code.

Safety of others may include:

- speed
- distance from other snow users.

Grab may include:

- indy
- mute
- method
- lien
- nose and tail.

Man-made terrain features may include:

- berms
- rollers
- table tops
- whoop-de-doo's
- step ups.

Board performance may include:

- side cut
- camber
- effective edge
- torsional flex.

Shape of the pipe may include:

- frontside wall
- backside wall

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- transition
- flat bottom.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Snowboarding

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SISOSKB406A Snowboard alpine-style on advanced terrain

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to snowboard alpine-style on advanced terrain. This unit focuses on the application of safe alpine-style snowboarding techniques, including through a gated course on advanced terrain, such as black runs at a snowsport area.

Application of the Unit

This unit applies to those working as an alpine-style snowboarding guide, leader or instructor in a variety of conditions, such as black runs at a snowsport area. This unit may also apply to those working at lodges and or resorts, or those working for private outdoor adventure companies who run snowboarding camps and holiday programs or for volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for an alpine-style snowboarding activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the ***conditions*** of the activity. 1.2. Identify an appropriate activity site or location according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Determine possible ***hazards*** associated with ***alpine-style snowboarding*** in a variety of snow, terrain and weather conditions. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plans.
2. Select appropriate equipment.	2.1. Select suitable ***equipment*** after consideration of ***design and or construction features*** and contextual issues, and check that it is in good working order. 2.2. Adjust and fit equipment, according to manufacturer's specification, to ensure ***comfort and safety***. 2.3. Select personal clothing for activity according to the design and or construction features appropriate for the conditions.
3. Apply alpine-style snowboarding skills.	3.1. Participate in pre-snowboarding warm ups and stretching exercises. 3.2. Apply ***principles of form*** to adapt the ***movements*** of snowboarding to suit the terrain and snow conditions. 3.3. Carve ***turns*** of differing types, shapes and sizes through the fall line. 3.4. Apply speed control using ***turn-shape*** on all black runs. 3.5. Determine principles of form to refine the movements of snowboarding to result in an ***efficient line through a gated course***. 3.6. Execute alpine-style snowboarding through a gated course, demonstrating sideslipping and use of the most efficient line. 3.7. Approach hazards in a safe manner and minimise ***risks*** to self and group where possible.

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ELEMENT	PERFORMANCE CRITERIA
	3.8. Take ***measures*** to guard personal safety and ***safety of others*** whilst alpine-style snowboarding.
4. Evaluate snowboarding activity.	4.1. Evaluate ***relevant aspects*** of the activity. 4.2. Identify improvements for future alpine-style snowboarding experiences.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- planning and organising skills to allocate and select relevant food, water, clothing and equipment for the alpine-style snowboarding activity
- communication skills to interact with other participants to maintain a positive and safe environment
- problem-solving skills to:
  - respond appropriately to changing conditions
  - determine techniques to use when alpine-style snowboarding
- self management skills to review and reflect on own performance and set goals to improve technique
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct and legal access
- Alpine Responsibility Code and snowboarding practices, snowsport area signs and regulations, and minimal impact codes to ensure safety and protection of environment
- equipment types, characteristics and technology used for alpine-style snowboarding, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- alpine-style snowboarding techniques, such as the execution of turns and sideslipping to demonstrate efficient riding
- principles of nutrition to maintain health and energy during activity
- sources of weather and environmental information to ascertain possible conditions

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and their affect on the activity
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements appropriate to the black run conditions and duration of the alpine-style snowboarding activity • demonstrate alpine-style snowboarding techniques, such as carving a variety of turns, and a range of safe alpine-style snowboarding manoeuvres through a gated course such as sideslipping in a balanced and controlled manner while negotiating hazards • evaluates and reflects on own alpine-style snowboarding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple alpine-style snowboarding activities on advanced terrain to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable snowsport location with advanced terrain, such as black runs, for alpine-style snowboarding skills to be demonstrated • resources and information, such as principles of nutrition and weather sources to accurately plan and prepare for the alpine-style snowboarding activity • equipment such as alpine-style snowboards, bindings, boots, suitable clothing, goggles, helmet, gated course, lift pass, backpack or bumbag, and food and water.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral or written questioning to assess knowledge of alpine-style snowboarding strategies and techniques
- observation of safe participation and demonstration of alpine-style snowboarding skills, such as the execution of turns and speed control on black runs
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOSKB404A Snowboard on advanced terrain

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:

- range of foods:
  - perishability
  - packaging
  - storage.

Principles of nutrition may include:

- food groups
- dietary guidelines.

Conditions may include:

- snow:
  - surface snow conditions
- weather:
  - visibility
- terrain.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

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Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • safety and emergency procedures • code of ethics • snowsport area signs and regulations • Alpine Responsibility Code and snowboarding practices within the code.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Alpine-style snowboarding may include:	• narrower board • greater edge contact • greater side-cut • greater stance angle • hard boots • plate bindings.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Equipment may include:	• beanie • alpine-style snowboard • alpine- style boots • bindings • wrist guards • gloves

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	• sun glasses or goggles.
Design and or construction features may include:	• side-cut • overall length • effective edge • camber • torsional flex • boot flex.
Comfort and safety may include:	• height and weight • boot type • side-cut • overall length • effective edge • forward lean • stance width • stance angle.
Principles of form may include:	• speed • timing • power • range • co-ordination.
Movements may include:	• steering • edging • pressure control • sideslipping.

Turns may include:	• turns:
	  • up un-weighting
	  • down un-waiting
	  • skidded
	• turn sizes.

Turn shape may include:	• complete • closed or finished and incomplete • open or unfinished.
Efficient line through a gated course may include:	• flow • rhythm • tightness to the gate • early edge change • effective turn shape.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion

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- lost party or party member
- equipment failure.

Measures may include:

- safe falling
- speed
- observation of winter weather conditions and terrain
- adequate clothing
- fluid and food intake
- complying with all snowsport area signs and regulations
- complying with Alpine Responsibility Code and snowboarding practices within the code.

Safety of others may include:

- speed
- distance from other snow users.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Snowboarding

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SISOSKB407A Instruct snowboarding

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct snowboarding. This unit focuses on planning, instructing and evaluating an instructional snowboarding session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in a snowboarding activity.

Application of the Unit

This unit applies to those working as snowboarding instructors at a snowsport area.

This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a snowboarding session.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's current snowboarding knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***snowboarding plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with snowboarding and minimise ***risks*** according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check working condition. 2.2. Check equipment for safety and suitability according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. ***Communicate*** instructions and ***relevant information*** about the snowboarding session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and ***feedback*** as required during the session. 3.3. Establish a suitable ***communication system*** for participants to use while snowboarding. 3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour. 3.5. Check and confirm that all participant equipment is fitted and adjusted.

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ELEMENT	PERFORMANCE CRITERIA
4. Instruct a snowboarding session.	4.1. Conduct introductory activities for participants to reduce the risk of injury. 4.2. Monitor individual ***participant's performance*** during snowboarding session. 4.3. Provide positive encouragement and or feedback to each participant throughout session and encourage feedback and questioning. 4.4. Apply clear and accurate ***instructional techniques*** to impart ***activity specific knowledge***, ***snowboarding skills*** and ***safety and rescue procedures***. 4.5. Observe participants during snowboarding and adjust or refine individual and or group technique as required. 4.6. Inform participants of ***opportunities*** to further develop their snowboarding skills and knowledge.
5. Complete post session responsibilities	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Evaluate ***relevant aspects*** of the snowboarding session and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future snowboarding instructional sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an appropriate snowboarding session,
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan snowboarding sessions according to participant's needs and characteristics,
  - address participant difficulties in developing techniques
  - anticipate and respond appropriately to non-routine situations

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- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable snowsport area,
  - monitor and evaluate progress
  - organise participants into manageable groups for snowboarding
- language and literacy skills to:
  - produce snowboarding and instructional plans for the session
  - complete post session participant and self evaluations
  - apply for permission or permits to use a suitable snowsport area to instruct a group
- instructional techniques to suit a range of participant's needs, characteristics and learning styles
- personal snowboarding skills to a high level of technical correctness to demonstrate and explain techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing snowboarding.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of snowboarding activities
- Alpine Responsibility Code and snowboarding practices, snowsport area signs and regulations, and minimal impact codes to ensure safety and protection of environment
- information about local snowsport area to assist in the planning process and enable management of potential snowboarding hazards and any special restrictions applying to the area
- equipment types, characteristics and technology used for snowboarding, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- care and maintenance of snowboarding equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- principles of nutrition to maintain health and energy throughout the session
- snowboarding techniques and common communication methods used between snowboarders to reduce risk
- technical snowboarding knowledge, such as techniques and procedures to suit the features of the surface
- sources of weather and terrain information to ascertain possible conditions and their affect on the session
- hazards and risks associated with snowboarding in various conditions on different terrain and how to avoid or negotiate these

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- first aid, emergency and rescue procedures relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers precise relevant information, explanations and demonstrations for snowboarding session to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve snowboarding performance • uses and modifies instructional techniques and or activities to cater for a range of individual learning styles • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of safe snowboarding activities that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to accurately plan, instruct and document snowboarding sessions for a variety of participants • a suitable snowsport area for the conduct of instructional sessions • an indoor location suitable for the conduct of aspects of the instructional session and instructional tools such as videos, DVDs, televisions, whiteboards, books, magazines, handouts and the internet if required • a group of participants to take part in the snowboarding session • equipment such as snowboards, bindings, boots,

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suitable clothing, goggles, lift pass, back pack, food and water, safety, rescue and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all snowboarding activities
- observation of safe snowboarding instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of snowboarding session plans
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOSKB404A Snowboard on advanced terrain.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:

- age
- cultural factors
- fitness level and physical capabilities
- snowboarding skills and knowledge
- injuries and illnesses.

Session's aims and objectives may include:

- developing snowboarding skills and techniques
- education
- development
- therapy
- fitness targets

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- recreation.

Instructional plan may include:

- snowboarding activities and drills
- duration of activities and drills.

Snowboarding plan may include:

- session's aims and objectives
- date, time and duration
- location
- instructor and participant ratios
- resources
- equipment
- food and water
- weather details
- participant information:
- safety requirements
- risk management plan.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- risk management procedures
- time and budget constraints
- use and maintenance of equipment
- communication protocols
- confidentiality of participant information
- instructor and participant ratios
- code of ethics
- snowsport area signs and regulations
- Alpine Responsibility Code and snowboarding practices within the code.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment and course failure.

Relevant sources may include:

- Bureau of Meteorology

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	• media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river heights • synoptic charts • high and low tides.
Contingency plans may include:	• change in weather • equipment failure • unavailability of equipment or suitable snowsport area.

Equipment may include:	• snowboarding equipment:
	  • snowboard
	  • bindings
	  • boots
	• safety and rescue equipment:
	  • repair equipment
	  • first aid kit
	  • emergency position indicating radio beacon (EPIRB).

Resources may include:	• sun screen • appropriate clothing • food and water • back pack • teaching aids.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• equipment and resource requirements, selection and use: • safety procedures • risk prevention measures • possible hazards

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- risk management
- snowboarding techniques
- communication
- objectives
- rules and codes
- responsible and safe behaviour.

Feedback may include:

- information on participant progress
- any improvements needed
- verbal
- written
- visual.

Communication system may include:

- calls
- radio
- hand signals
- whistles.

Safety procedures may include:

- equipment checked and undamaged
- snowboarders ready
- correct fitting equipment
- wearing of helmets
- appropriate spacing between participants
- understanding of contingency and risk management plans
- use of safety and rescue equipment.

Participant's performance may include:

- use of appropriate communication system
- snowboarding technique
- snowboarding pace over various distances and conditions
- attitude
- negotiation of hazards
- use and maintenance of equipment.

Instructional techniques may include:

- sequence of instruction:
  - simple to complex
  - part to whole
  - chronological
  - known to unknown
- D.E.D.I.C.T:
  - demonstrate
  - explain
  - demonstrate
  - instruct
  - critique

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- test
- E.D.I.C.T:
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- I.D.E.A:
  - introduce
  - demonstrate
  - explain
  - apply

Required knowledge may include:

- relevant legislation
- organisational policies and procedures
- snowboarding skills and techniques
- snow features and conditions
- terrain and weather reading skills
- factors to consider when planning a snowboarding session
- minimal impact practices
- risk and hazard management
- equipment selection, use and maintenance
- communication systems used in snowboarding.

Snowboarding skills may include:

- skidded and edged turns
- edge control
- side-slipping with flexion-extension
- speed control
- stopping
- falling
- balance
- straight running
- upright stance
- blend of movements

Safety and rescue procedures may include:

- emergency response procedures
- group management in emergency situations
- relevant legislation
- organisational policies and procedures
- equipment checked and in good working condition
- correct fitting and undamaged equipment
- use of communication systems.

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Opportunities may include:

- locations suitable to skill level
- range of snowboarding equipment available
- snowboarding clubs or groups in the local area.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Snowboarding

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SISOSKB408A Guide overnight snowboarding activities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants in overnight snowboarding activities. This unit focuses on the application of planning skills to make suitable arrangements to guide a group through an overnight snowboarding trip. This unit requires planning for the overnight trip. The performance outcomes, skills and knowledge to set up an overnight site are covered in the unit SISOOPS004A Use and maintain a temporary or overnight site.

Application of the Unit

This unit applies to those working as snowboarding guides who conduct overnight snowboarding trips and activities in a range of controlled conditions at a snowsport area.

This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan an overnight snowboarding trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a trip ***plan***, according to participant's needs, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select an appropriate location for the overnight trip according to participant's abilities, ***trip objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with snowboarding and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the overnight trip. 1.7. Inform ***appropriate authorities*** before commencing the snowboarding trip.
2. Select equipment for the group.	2.1. Select ***equipment*** according to contextual issues and organisational policies and procedures and check serviceability. 2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort. 2.3. Pack equipment that is not required on hand in a suitable manner. 2.4. Check safety and rescue equipment to ensure suitability to the group and the conditions.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the snowboarding trip in a manner suitable to the participants. 3.2. Establish a suitable ***communication system*** for participants to use while snowboarding. 3.3. Outline ***safety procedures*** and safe areas and or boundaries for the overnight trip.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Explain symptoms, treatment and prevention of hypothermia and dehydration to group to assist in self-monitoring. 3.5. Check and confirm participants are ***properly equipped*** for the overnight trip.
4. Supervise snowboarding activities during overnight trip.	4.1. Demonstrate correct ***snowboarding techniques*** to participants 4.2. Monitor snowboarding techniques to ensure safety of participants. 4.3. Monitor individual ***participant's performance*** and provide appropriate feedback. 4.4. Implement appropriate modifications to activities in regard to all ***variable factors*** that are monitored. 4.5. Use positive encouragement throughout trip, and encourage feedback and questioning from group members. 4.6. Respond accordingly to any emergency or non-routine situation.
5. Complete post trip responsibilities.	5.1. Notify appropriate authorities of trip completion. 5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.3. Evaluate ***relevant aspects*** of snowboarding activities. 5.4. Identify potential areas of improvement for future overnight snowboarding trips. 5.5. Review own performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an overnight snowboarding trip that meets their needs
  - convey information about the safety aspects of the trip
  - interact with participants to create a safe and positive snowboarding environment

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- problem-solving skills to:
  - plan a suitable snowboarding trip according to participant's needs and abilities
  - navigate group to an overnight destination
  - make decisions about potential hazards that may affect activities
  - respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - arrange an overnight site
  - organise participants into manageable groups for snowboarding
- language and literacy skills to:
  - produce a plan for the overnight snowboarding trip
  - complete post activity participant and self evaluations
  - apply for permission or permits to use snowboarding location to guide a group on an overnight trip
- personal snowboarding skills to a high level of technical correctness to demonstrate and explain techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- Alpine Responsibility Code and snowboarding practices, snowsport area signs and regulations, and minimal impact codes to ensure safety and protection of environment
- information about local area to assist in the planning process and selection of an overnight site, enable management of potential snowboarding hazards, and any special restrictions applying to the area
- equipment types, characteristics and technology used for snowboarding and camping, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- care and maintenance of equipment to ensure prolonged life span and safety requirements
- conflict resolution strategies to enable effective group management
- principles of nutrition to maintain health and energy throughout the overnight trip
- snowboarding techniques and common communication methods used between snowboarders to reduce risk
- technical snowboarding knowledge, such as techniques and procedures to suit the features of the surface
- activity-specific knowledge such as navigation and camping techniques to lead the group safely and professionally

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- sources of weather and environmental information to ascertain possible conditions and their affect on the overnight trip
- hazards that may be experienced in various conditions on different terrain
- first aid, emergency and rescue procedures relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors groups in a safe and professional manner • applies effective contingency management techniques to deal with a range of problems and issues that may arise during the overnight snowboarding trip • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure leading multiple snowboarding activities that reflect the needs of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable snowsport area to enable demonstration of overnight snowboarding activities • resources and information regarding participants and location to accurately plan, guide and document snowboarding activities for a variety of participants • a group of participants to take part in the overnight snowboarding trip • equipment such as snowboards, bindings, boots, suitable clothing, goggles, lift pass, backpack or bumbag, safety and emergency equipment, clothing and footwear, food and water, overnight equipment and navigation equipment.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with a group of participants, including conveying information for safe participation
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all snowboarding activities
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- review of overnight snowboarding trip plans
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Industry has determined that this unit must be assessed with the following unit:

- SISOOPS202A Use and maintain a temporary or overnight site.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- skill level
- previous experience
- physical capabilities
- fitness level
- age
- injuries and illnesses.

Plan may include:

- activity aims and objectives
- date, time and duration
- location:
- guide and participant ratios

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- resources
- equipment:
- food and water
- weather details
- participant information:
- safety and emergency requirements
- risk management plan
- relevant legislation and organisational policies and procedures.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- time and budget constraints
- use and maintenance of equipment
- communication protocols
- safety and emergency procedures
- code of ethics
- confidentiality of participant information
- guide and participant ratios
- snowsport area signs and regulations
- Alpine Responsibility Code and snowboarding practices within the code.

Trip objectives may include:

- enhancing snowboarding skills and techniques
- self improvement
- meeting people
- staying overnight in snow conditions
- fitness targets
- adventure and recreation.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

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Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river heights
- synoptic charts
- high and low tides.

Food and water requirements may include:

- range of foods:
  - perishability
  - packaging
  - storage.

Principles of nutrition may include:

- food groups
- dietary guidelines
- food preparation:
- individual food requirements and allergies.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Appropriate authorities may include:

- authorities
- supervisors.

Equipment may include:

- snowboarding equipment:
  - snowboard
  - bindings
  - boots
- resources:
  - uphill transport method, such as snowshoes, split boards, climbing skins
  - adjustable poles
  - avalanche probe
- overnight equipment:
  - cooking system

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	• tent • sleeping bag • navigation equipment: • safety and rescue equipment: • emergency position indicating radio beacon (EPIRB).
Relevant information may include:	• personal equipment requirements: • safety procedures • preventative measures for risks • possible hazards • environmental impact minimisation • snowboarding techniques • objectives • rules and codes • responsible and safe behaviour.
Snowboarding techniques may include:	• skidded and edged turns • edge control • side-slipping with flexion-extension • speed control • stopping • falling • balance.
Communication system may include:	• calls • radio • hand signals • whistles.
Safety procedures may include:	• equipment checked and undamaged • snowboarders ready • correct fitting equipment • wearing of helmets • appropriate spacing between participants • understanding of contingency and risk management plans • use of safety and rescue equipment.
Participant's performance may include:	• use of appropriate communication system • snowboarding technique • attitude • negotiation of hazards • use and maintenance of equipment.
Variable factors may include:	• change of weather • equipment failure

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- participant's needs
- snow conditions.

Temporary site may include:

- safe location to arrange shelter, such as tents, bivvies, snow caves or lean-tos
- appropriate shelter for prevailing weather conditions
- comfort and safety.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques:
  - rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Snowboarding

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SISOSKB509A Snowboard off-piste

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to snowboard off-piste at a snowsport area. This unit focuses on the application of safe off-piste snowboarding techniques at a snowsport area in a range of un-patrolled snow conditions.

Application of the Unit

This unit applies to those working as off-piste snowboarding instructors in a variety of un-patrolled conditions at a snowsport area. This unit may also apply to those working at lodges and or resorts, or those working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan for an off-piste snowboarding activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the ***conditions*** of the activity. 1.2. Identify an appropriate activity site or location according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Determine possible ***hazards*** associated with ***off-piste snowboarding*** in a variety of snow, terrain and weather conditions. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plans.
2. Select appropriate equipment.	2.1. Select suitable ***equipment*** after consideration of ***design and or construction features*** and contextual issues, and check that it is in good working order. 2.2. Adjust and fit equipment, according to manufacturer's specification, to ensure ***comfort and safety***. 2.3. Select personal clothing for activity according to the design and or construction features appropriate for the conditions.
3. Apply off-piste snowboarding skills.	3.1. Participate in pre-snowboarding warm ups and stretching exercises. 3.2. Execute snowboard techniques demonstrating an upright centred stance and efficient blending of ***movements***. 3.3. Adapt ***turn types and shapes*** for the terrain and snow conditions and link together through the fall line. 3.4. Control speed with the ***shape of the turn*** and or by using side slipping. 3.5. Execute airs in off-piste terrain showing extension on take-off, flexion on landing, and stability throughout. 3.6. Approach hazards in a safe manner and minimise ***risks*** to self and group where possible. 3.7. Take ***measures*** to guard personal safety and ***safety of others*** while off-piste snowboarding.
4. Evaluate snowboarding activity.	4.1. Evaluate ***relevant aspects*** of the activity. 4.2. Identify improvements for future off-piste snowboarding experiences.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to analyse, interpret and apply weather and environmental information, legislation and organisational policies and procedures
- planning and organising skills to allocate and select relevant food, water, clothing and equipment for the off-piste snowboarding activity
- communication skills to interact with other participants to maintain a positive and safe environment
- problem-solving skills to:
  - respond appropriately to changing conditions,
  - navigate through off-piste conditions
  - determine techniques to use when off-piste snowboarding
- self management skills to:
  - review and reflect on own performance
  - set goals to improve technique
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies such as an avalanche, and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct and legal access
- Alpine Responsibility Code and snowboarding practices, snowsport area signs and regulations, and minimal impact codes to ensure safety and protection of environment
- equipment types, characteristics and technology used for off-piste snowboarding, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- off-piste snowboarding techniques, such as the execution of turns, airs and sideslipping to demonstrate efficient riding
- principles of nutrition to maintain health and energy during activity
- sources of weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards, such as avalanches, relevant to the location to ensure risk minimisation to self and group.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements appropriate to the off-piste conditions and duration of the snowboarding activity • demonstrate off-piste snowboarding techniques, such as turns and side slipping, and safe off-piste snowboarding manoeuvres away from patrolled snowsport areas, such as controlling speed with the shape of the turn or by using side slipping • evaluates and reflects on own off-piste snowboarding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple off-piste snowboarding activities to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a snowsport location with terrain suitable for off-piste snowboarding skills to be demonstrated • resources and information, such as principles of nutrition and weather sources to accurately plan and prepare for the off-piste snowboarding activity • equipment such as off-piste snowboards, bindings, boots, suitable clothing, goggles, helmet, backpack or bumbag, navigation equipment, rescue and first aid equipment and food and water.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of off-piste snowboarding strategies and techniques • observation of safe participation and demonstration of off-piste snowboarding skills, such as the execution of airs and turns • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the

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industry sector, workplace and job role is recommended, for example:

- SISOSKB404A Snowboard on advanced terrain.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:

- range of foods:
  - perishability
  - packaging
  - storage.

Principles of nutrition may include:

- food groups
- dietary guidelines.

Conditions may include:

- snow:
  - surface snow conditions
- weather:
  - visibility
- terrain.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment
- communication protocols
- safety and emergency procedures
- code of ethics
- snowsport area signs and regulations

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	• Alpine Responsibility Code and snowboarding practices within the code.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Off-piste snowboarding may include:	• backcountry snowboarding • no lifts or patrols • extreme terrain and snow conditions • dangerous terrain such as cliffs, deep snow, chutes, and trees • navigation through off-piste conditions.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river heights • synoptic charts • high and low tides.
Equipment may include:	• beanie • larger, off-piste snowboard • off-piste boots • bindings • wrist guards • gloves • sun glasses or goggles.
Design and or construction features may include:	• side-cut • overall length • effective edge • torsional flex • camber • soft or hard boots • soft or hard bindings.
Comfort and safety may include:	• height and weight

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- boot type
- side-cut
- overall length
- effective edge
- forward lean
- stance width
- stance angle
- surfaces waxed.

Movements may include:

- steering
- edging
- pressure control
- sideslipping.

Turn types and shapes may include:

- turn types:
  - skidded
  - edged
  - carved
- shapes:
  - small radius
  - medium radius
  - large radius.

Shape of the turn may include:

- open
- unfinished
- incomplete and or closed
- finished
- complete.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Measures may include:

- effective communication with other snowboarders
- first aid and emergency response
- rescue procedures
- navigation
- safe falling
- observation of winter weather conditions and terrain
- fluid and food intake
- complying with all snowsport area signs and

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	regulations • complying with Alpine Responsibility Code and snowboarding practices within the code.
Safety of others may include:	• speed • distance from other snow users.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Snowboarding

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SISOSKI201A Demonstrate alpine skiing skills downhill on beginner terrain

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in downhill alpine skiing. This unit focuses on the demonstration of alpine skiing, downhill on beginner terrain at a snowsport area using a range of techniques.

Application of the Unit

This unit applies to those working as assistant ski coaches or instructors under supervision, in a variety of controlled conditions, such as set ski trails at resorts or green runs at snowsport areas .This unit may also apply to those working as support staff at lodges and resorts, those working for private outdoor adventure companies who run ski camps and holidays.

This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not for profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for an alpine skiing activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the conditions of the activity. 1.2. Identify an appropriate activity site or location after consideration of ***contextual issues***. 1.3. Identify possible ***hazards*** associated with the activity. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information***. 1.5. Comply with ***relevant legislation*** and ***organisational policies and procedures*** as specified by the supervisor.
2. Select appropriate equipment.	2.1. Select suitable ***equipment*** according to design and or construction features and contextual issues, and check that it is in good working order. 2.2. Adjust and fit equipment, according to manufacturer's specification, to ensure ***comfort and safety***. 2.3. Select personal clothing for activity and identify the design and or construction features that make it appropriate.
3. Demonstrate alpine skiing skills.	3.1. Demonstrate a degree of balance, movement and confidence. 3.2. Execute a ***gliding wedge***, ***wedge turn*** and ***linked wedge*** in alpine skiing techniques showing effective usage of ***planes of movement***. 3.3. Apply ***speed control*** whilst traversing and using the ***shape of the turn***. 3.4. Approach hazards safely and minimise ***risks*** to self and group where possible. 3.5. Take ***measures*** to guard personal safety and ***safety of others*** whilst skiing.
4. Evaluate alpine skiing activity.	4.1. Evaluate ***relevant aspects*** of the activity. 4.2. Identify improvements for future alpine skiing experiences.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to analyse and interpret weather and environmental information
- planning and organising skills to allocate and select relevant food, water, clothing and equipment for the alpine skiing activity
- communication skills to interact with group leader and other participants to maintain a positive and safe environment while skiing
- problem-solving skills to select appropriate techniques
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct and legal access
- minimal impact codes to ensure protection of environment
- equipment types, characteristics and technology used for alpine skiing, the advantages and disadvantages of the range of equipment provided by supervisor, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- basic alpine skiing techniques, and when and how to use them
- principles of nutrition to maintain health and energy during activity
- basic weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements appropriate to the conditions and

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duration of the alpine skiing activity
- follows written and verbal instructions from leader to accurately apply knowledge and demonstrate alpine skiing techniques, such as a gliding wedge
- practices a range of appropriate alpine skiing skills, such as basic gliding wedge turns, while maintaining balance and control
- seeks advice and feedback from leader to improve skills and ensure safety of self and group
- evaluates and reflects on own skiing performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in downhill alpine skiing on beginner terrain that reflects local conditions and is of sufficient duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information, such as principles of nutrition and weather sources, to accurately plan and prepare for the alpine skiing activity
- a suitable snowsport location with beginner terrain, such as green runs, for basic alpine skiing skills to be demonstrated
- a qualified leader or supervisor
- equipment such as alpine skis, poles, bindings, boots, suitable clothing, goggles, backpack or bumbag, and food and water.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the planning and review process with evidence of reference to resources
- oral and or written questioning to assess knowledge on alpine skiing strategies and techniques
- observation of safe participation and demonstration of alpine skiing skills, such as using a gliding wedge to speed control
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISONAV201A Navigate in tracked or easy

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untracked areas

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods • cooking methods.
Principles of nutrition may include:	• food groups • dietary guidelines • essential nutrients • intake of nutrients • balanced diet • food preparation • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures

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- weather warnings
- event warnings
- river heights
- synoptic charts
- high and low tides.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment
- communication protocols
- emergency procedures
- code of ethics
- alpine responsibility code.

Equipment may include:

- alpine skis
- poles
- ski boots
- ski bindings
- backpack or bumbag
- clothing and footwear
- sunglasses or goggles
- safety and first aid equipment.

Comfort and safety may include:

- ski length appropriate to skier's ability, height and weight
- ski boot type appropriate for beginner skier
- ski bindings have a Deutsches Institute fur Normung (DIN) range suitable for beginner skier
- ski poles appropriate to the body size of a trainee.

Terrain may include:

- steepness of slope
- run out
- gentle to moderate
- controlled environment.

Gliding wedge may include:

- controlling of speed
- V shaped position
- centred stance in relation to the fore, aft and lateral planes
- looking at the terrain ahead.

Wedge turn may include:

- using one ski to slowly stop
- centred and athletic skiing stance in relation to the fore and aft plane of movement

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	• rotational, lateral and vertical planes of movement.
Linked wedge may include:	• linking successive wedge turns • transference of pressure from ski to ski.
Planes of movement may include:	• steering movements that originate in the lower body of the legs • lateral balance and edging skills for basic wedge Christie turns • flexion and extension for wedge turns.
Speed control may include:	• stopping • slowing down • speeding up.
Shape of the turn may include:	• medium radius turns • long radius turns • traverses.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Measures may include:	• safe falling • speed • observation of winter weather conditions and terrain • adequate clothing • fluid and food intake • complying with all snowsport area signs and regulations.
Safety of others may include:	• speed • distance from other skiers.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback

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- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Skiing

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SISOSKI402A Alpine ski downhill on intermediate terrain

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to alpine ski downhill on intermediate terrain. This unit focuses on the application of safe alpine skiing techniques on intermediate terrain at a snowsport area.

Application of the Unit

This unit applies to those working as a ski coach, guide or instructor in a variety of controlled conditions, such as blue runs at a snowsport area. This unit may also apply to those working at lodges and or resorts, those working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan for an alpine skiing activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the ***conditions*** of the activity. 1.2. Identify an appropriate activity site or location according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Determine possible ***hazards*** associated with downhill skiing in a variety of snow, terrain and weather conditions. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plans.
2. Select appropriate equipment.	2.1. Select suitable ***equipment*** after consideration of ***design and or construction features*** and contextual issues, and check that it is in good working order. 2.2. Adjust and fit equipment, according to manufacturer's specification to ensure ***comfort and safety***. 2.3. Select personal clothing for activity according to the design and or construction features appropriate for the conditions.
3. Apply alpine skiing skills.	3.1. Execute basic parallel turns on intermediate terrain, demonstrating ***efficient movement*** in relation to the ***planes of movement***. 3.2. Perform linked parallel turns through the fall line. 3.3. Apply ***speed control*** while turning and using the ***shape of the turn*** on all blue runs. 3.4. Approach hazards in a safe manner and minimise ***risks*** to self and group where possible. 3.5. Take ***measures*** to guard personal safety and ***safety of others*** while skiing.
4. Evaluate alpine skiing activity.	4.1. Evaluate ***relevant aspects*** of the activity. 4.2. Identify improvements for future alpine skiing experiences.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures to activity
- planning and organising skills to allocate and select relevant food, water, clothing and equipment for the downhill alpine skiing activity
- communication skills to interact with other participants to maintain a positive and safe skiing environment
- problem-solving skills to respond appropriately to changing conditions and to determine techniques to use when alpine skiing in various conditions
- self management skills to review and reflect on own performance, and set goals to improve technique
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct and legal access
- Alpine Responsibility Code and skiing practices, snowsport area signs and regulations, and minimal impact codes to ensure safety and protection of environment
- equipment types, characteristics and technology used for alpine skiing, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- downhill alpine skiing techniques, such as when and how to perform parallel turns
- principles of nutrition to maintain health and energy during activity
- sources of weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • applies relevant process to plan equipment and

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competency in this unit	supply requirements appropriate to the blue run conditions and duration of the downhill alpine skiing activity • practices a range of safe alpine skiing techniques such as parallel turns, speed control and use of a pole touch while negotiating hazards, and maintaining balance and control • evaluates and reflects on own skiing performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in downhill alpine skiing on intermediate terrain that reflects local conditions and is of a sufficient duration to demonstrate competency and consistency of performance. Assessment must ensure access to: • a suitable snowsport location with intermediate terrain, such as blue runs, to enable demonstration of downhill alpine skiing skills • resources and information, such as principles of nutrition and weather sources, to accurately plan and prepare for the downhill alpine skiing activity • equipment such as alpine skis, poles, bindings, boots, suitable clothing, goggles, lift pass, backpack or bumbag, and food and water.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the planning and review process with evidence of reference to resources • oral or written questioning to assess knowledge of downhill alpine skiing strategies and techniques • observation of safe participation and demonstration of alpine skiing skills, such as execution of parallel turns and speed control on blue runs • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different

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work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods • emergency food and water
Principles of nutrition may include:	• food groups • dietary guidelines • essential nutrients • balanced diet • food preparation • individual food requirements and allergies.
Conditions may include:	• visibility • snowing • wind • sun • steepness of slope • run out.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits from land management authorities • authority or permission from land owners • working with children • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • code of ethics • snowsport area signs and regulations • Alpine Responsibility Code and skiing practices within the code.
Hazards may include:	• temperature extremes • slippery or unstable terrain

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- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- river heights
- synoptic charts
- high and low tides.

Equipment may include:

- alpine skis
- poles
- ski boots
- ski bindings
- goggles
- safety and first aid equipment.

Design and or construction features may include:

- side-cut
- longitudinal flex
- ski length
- binding risers
- boot rigidity.

Comfort and safety may include:

- the ski length is correct for skier's ability, height and weight
- ski boot type correct for skier
- ski bindings have a Deutsches Institute fur Normung (DIN) range suitable for skier
- ski poles fit the body size of participant.

Efficient movement may include:

- centred and athletic skiing stance in relation to the fore and aft planes of movement
- efficient use of the rotational, lateral and vertical planes of movement
- effective use of a pole touch.

Plane of movement may include:

- rotational plane
- lateral plane
- vertical plane.

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Speed control may include:

- stopping
- slowing down
- speeding up.

Shape of the turn may include:

- medium radius turns
- long radius turns
- shallow turns
- deep turns.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment and course failure.

Measures may include:

- safe falling
- speed
- observation of winter weather conditions and terrain
- adequate clothing
- fluid and food intake
- complying with all snowsport area signs and regulations
- complying with Alpine Responsibility Code and skiing practices within the code.

Safety of others may include:

- speed
- distance from other skiers.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Skiing

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SISOSKI403A Alpine ski downhill on advanced terrain

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to alpine ski downhill on advanced terrain. This unit focuses on the application of safe alpine skiing techniques on advanced terrain at a snowsport area.

Application of the Unit

This unit applies to those working as a ski coach, guide or instructor in a variety of conditions, such as black runs at a snowsport area. This unit may also apply to those working at lodges and or resorts, or leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan for an alpine skiing activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the ***conditions*** of the activity. 1.2. Identify an appropriate activity site or location according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Determine possible ***hazards*** associated with skiing in a variety of snow, terrain and weather conditions. 1.4. Access ***relevant sources*** to interpret ***weather and employment information*** and determine activity plans.
2. Select appropriate equipment.	2.1. Select suitable ***equipment*** after consideration of ***design and or construction features*** and contextual issues, and check that it is in good working order. 2.2. Adjust and fit equipment, according to manufacturer's specification, to ensure ***comfort and safety***. 2.3. Select personal clothing for activity according to the design and or construction features appropriate for the conditions.
3. Apply alpine skiing skills.	3.1. Execute downhill alpine skiing techniques in parallel turns on advanced terrain, demonstrating ***efficient movement*** and ***coordination*** of the ***planes of movement***. 3.2. Perform linked parallel turns through the fall line. 3.3. Apply ***speed control*** using ***turn-shape*** on all black runs. 3.4. Approach hazards in a safe manner and minimise ***risks*** to self and group where possible. 3.5. Take ***measures*** to guard personal safety and ***safety of others*** while skiing.
4. Evaluate alpine skiing activity.	4.1. Evaluate ***relevant aspects*** of the activity. 4.2. Identify improvements for future alpine skiing experiences.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- literacy skills to analyse, interpret and apply weather and employment information, relevant legislation and organisational policies and procedures
- planning and organising skills to allocate and select relevant food, water, clothing and equipment for the downhill alpine skiing activity
- communication skills to interact with other participants to maintain a positive and safe skiing environment
- problem-solving skills to:
  - respond appropriately to changing conditions
  - determine techniques to use when alpine skiing in various conditions
- self management skills to review and reflect on own performance and set goals to improve technique
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct and legal access
- Alpine Responsibility Code and skiing practices, snowsport area signs and regulations, and minimal impact codes to ensure safety and protection of environment
- equipment types, characteristics and technology used for downhill alpine skiing, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- downhill alpine skiing techniques, such as when and how to perform parallel turns
- principles of nutrition to maintain health and energy during activity
- sources of weather and employment information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential:

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competency in this unit	• applies relevant process to plan equipment and supply requirements appropriate to the black run conditions and duration of the downhill alpine skiing activity • follows written and verbal instructions to apply knowledge and demonstrate alpine skiing techniques, such as parallel turns on advanced terrain • demonstrates alpine skiing techniques such as advanced parallel turns while negotiating hazards, and maintaining balance, control and efficient movement • evaluates and reflects on own skiing performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in downhill alpine skiing on advanced terrain that reflects local conditions and is of a sufficient duration to allow the participant to demonstrate competency and consistency of performance Assessment must ensure access to: • a suitable snowsport location with advanced terrain, such as black runs, to enable demonstration of advanced downhill alpine skiing skills • resources and information to accurately plan and prepare for the alpine skiing activity • equipment such as alpine skis and poles.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge on downhill alpine skiing strategies and techniques • observation of safe participation and demonstration of alpine skiing skills, such as the execution of parallel turns and speed control on black runs • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOSKI304A Alpine ski downhill off- piste.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods • emergency food and water.
Principles of nutrition may include:	• food groups • dietary guidelines • essential nutrients • individual food requirements and allergies.
Conditions may include:	• weather • terrain.
Contextual issues may include:	• season • weather • length of trip • personal requirements • safety requirements • water supply.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety: • use and maintenance of equipment • communication protocols • code of ethics • snowsport area signs and regulations • Alpine Responsibility Code and skiing practices within the code.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies

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	• coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and employment information may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Equipment may include:	• alpine skis • poles • ski boots • ski bindings • appropriate clothing and footwear • food and water • goggles.
Design and or construction features may include:	• side-cut • longitudinal flex • ski length • binding risers • boot rigidity.
Comfort and safety may include:	• maintenance of equipment • ski length appropriate to skier's ability, height and weight • ski boot type appropriate for an advanced skier • ski bindings have a Deutsches Institute fur Normung (DIN) range suitable for an advanced skier • ski poles chosen will fit the body size of participant.
Efficient movement may include:	• centred and athletic skiing stance in relation to fore and aft planes of movement • coordination in the rotational, lateral and vertical planes of movement.
Co-ordination may include:	• timing • speed and precision to blend the planes of movement.
Planes of movement may include:	• rotational plane of movement • the lateral plane of movement • vertical plane of movement.
Speed control may include:	• stopping • slowing down

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- speeding up.

Turn-shape may include:

- medium radius turns
- long radius turns
- short radius turns
- shallow turns
- deep turns.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment and course failure.

Measures may include:

- safe falling
- speed
- observation of winter weather conditions and terrain
- adequate clothing
- fluid and food intake
- complying with all snowsport area signs and regulations
- complying with Alpine Responsibility Code and skiing practices within the code.

Safety of others may include:

- speed
- distance from other skiers.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Skiing

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SISOSKI404A Alpine ski downhill off-piste

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to alpine ski downhill off-piste. This unit focuses on the application of safe alpine skiing off-piste using a range of techniques.

Application of the Unit

This unit applies to those working as a ski coach, guide or instructor in a variety of off-piste conditions. This unit may also apply to those working at lodges and or resorts, or those working for private outdoor adventure companies who run ski camps and holiday programs or for volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for an off-piste alpine skiing activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the ***off-piste conditions***.
	1.2. Identify an appropriate activity site or location according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***.
	1.3. Determine possible ***hazards*** associated with skiing off-piste in a variety of conditions.
	1.4. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plans.
2. Select appropriate equipment.	2.1. Select suitable ***equipment*** after consideration of ***design and or construction features*** and contextual issues, and check that it is in good working order.
	2.2. Adjust and fit equipment, according to manufacturer's specification, to ensure ***comfort and safety***.
	2.3. Select personal clothing for activity according to the design and or construction features appropriate for the conditions.
3. Apply alpine skiing techniques in off-piste conditions.	3.1. Execute alpine skiing ***techniques*** in parallel turns in off-piste conditions, demonstrating ***efficient movement*** and ***coordination*** of the ***planes of movement***.
	3.2. Perform linked parallel turns through the fall line in off-piste terrain.
	3.3. Apply ***speed control*** using ***turn-shape*** that is adapted for snow conditions and terrain.
	3.4. Approach hazards in a safe manner and minimise ***risks*** to self and group where possible.
	3.5. Take ***measures*** to guard personal safety and ***safety of others*** while skiing.
4. Evaluate off-piste alpine skiing activity.	4.1. Evaluate ***relevant aspects*** of the activity.
	4.2. Identify improvements for future alpine skiing experiences.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- planning and organisation skills to allocate and select relevant food, water, clothing and equipment for the alpine skiing activity
- communication skills to interact with other participants to maintain a positive and safe skiing environment
- problem-solving skills to:
  - respond appropriately to changing conditions
  - determine techniques to use when downhill alpine skiing in various off-piste conditions
- self management skills to review and reflect on own performance and set goals to improve technique
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies such as an avalanche, and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct and legal access
- Alpine Responsibility Code, safe mountain travelling, and minimal impact codes to ensure safety and protection of environment
- equipment types, characteristics and technology used for downhill alpine skiing, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- downhill alpine skiing techniques, such as the parallel turn, and when and how to use it in various off-piste conditions
- principles of nutrition to maintain health and energy during activity
- sources of weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards, such as avalanches, relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements appropriate to the off-piste conditions and duration of the downhill alpine skiing activity • practices a range of safe alpine skiing techniques in off-piste conditions, such as parallel turns while negotiating hazards, and maintaining balance, control and efficient movement • evaluates and reflects on own skiing performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in downhill alpine skiing on off-piste terrain that reflects local conditions and is of a sufficient duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable off-piste location to enable demonstration of downhill alpine skiing skills and techniques • resources and information to accurately plan and prepare for the alpine skiing activity • equipment such as alpine skis, poles and bindings.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the planning and review process with evidence of reference to resources • oral or written questioning to assess knowledge on downhill alpine skiing strategies and techniques in off-piste conditions • observation of safe participation and demonstration of downhill alpine skiing skills, such as the execution of parallel turns and speed control, off piste • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOSKI303A Alpine ski downhill on advanced

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terrain.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods • emergency food and water
Principles of nutrition may include:	• dietary guidelines • essential nutrients • individual food requirements and allergies.
Off-piste conditions may include:	• weather • terrain.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • code of ethics • snowsport area signs and regulations • Alpine Responsibility Code.
Hazards may include:	• other snow users • temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation

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	• group management hazards.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • river heights • synoptic charts • high and low tides.
Equipment may include:	• alpine skis • poles • ski boots • ski bindings • clothing and footwear • goggles • safety and first aid equipment.
Design and or construction features may include:	• side-cut • longitudinal flex • ski length and width • binding risers • boot rigidity and performance.
Comfort and safety may include:	• maintenance of equipment • the ski length appropriate to skier's ability, height and weight • ski boot type appropriate for an advanced skier • ski bindings chosen have a Deutsches Institute fur Normung (DIN) range suitable for an advanced skier • ski poles fit the body size of participant.
Techniques may include:	• side-step • side-slip • kick-turns • traverse • parallel turns.
Efficient movement may include:	• centred and athletic skiing stance in relation to the fore and aft planes of movement • well timed

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	• strong pole touch to aid balance • coordination in the rotational, lateral and vertical planes of movement.
Coordination may include:	• timing • speed and precision to blend the planes of movement.
Planes of movement may include:	• rotational plane of movement • lateral plane of movement • vertical plane of movement.
Speed control may include:	• stopping • slowing down • speeding up.
Turn-shape may include:	• medium radius turns • long radius turns • short radius turns • shallow turns • deep turns.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Measures may include:	• safe falling • speed • observation of winter weather conditions and terrain • adequate clothing • fluid and food intake • complying with all snowsport area signs and regulations • complying with Alpine Responsibility Code and skiing practices within the code.
Safety of others may include:	• speed • distance from other skiers.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection

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- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Skiing

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SISOSKI405A Alpine free ski on all terrain

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely alpine free ski at a high performance level on all terrain at a snowsport area.

Application of the Unit

This unit applies to those working as a ski coach, guide or instructor in a variety of conditions and terrain at a snowsport area. This unit may also apply to those working at lodges and or resorts, or working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan for an alpine free skiing activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the ***conditions*** of the activity. 1.2. Identify an appropriate activity site or location according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Determine possible ***hazards*** associated with free skiing in a variety of snow, terrain and weather conditions. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plans.
2. Select appropriate equipment.	2.1. Select suitable ***equipment*** after consideration of ***design and or construction features*** and contextual issues, and check that it is in good working order. 2.2. Adjust and fit equipment, according to manufacturer's specification, to ensure ***comfort and safety***. 2.3. Select personal clothing for activity according to the design and or construction features appropriate for the conditions.
3. Apply alpine free skiing skills.	3.1. Execute alpine free skiing techniques in dynamic parallel turns demonstrating ***high level ski performance*** and ***coordination*** of the ***planes of movement***. 3.2. Perform dynamic parallel turns while skiing with speed through the fall line in all terrain and snow conditions. 3.3. Apply ***speed control*** using ***turn-shape*** that is adapted for snow conditions, terrain and carriage of speed. 3.4. Approach hazards in a safe manner and minimise ***risks*** to self and group where possible. 3.5. Take ***measures*** to guard personal safety and ***safety of others*** while skiing.
4. Evaluate alpine free skiing activity.	4.1. Evaluate ***relevant aspects*** of the activity. 4.2. Identify improvements for future alpine skiing experiences.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures to
- planning and organisation skills to allocate and select relevant food, water, clothing and equipment for the alpine skiing activity
- communication skills to interact with other participants to maintain a positive and safe skiing environment
- problem-solving skills to:
  - respond appropriately to changing conditions
  - determine techniques to use when alpine free skiing on all terrain
- self management skills to review and reflect on own performance and set goals to improve technique
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies such as an avalanche, and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct and legal access
- Alpine Responsibility Code, safe mountain travelling, and minimal impact codes to ensure safety and protection of environment
- equipment types, characteristics and technology used for alpine free skiing, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- alpine free skiing techniques, such as performing parallel turns in various conditions on all terrain
- principles of nutrition to maintain health and energy during activity
- sources of weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards, such as avalanches, relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans equipment and supply requirements appropriate to conditions of all terrain and the duration of the alpine free skiing activity
- practices a range of safe alpine free skiing techniques in dynamic parallel turns on all terrain while negotiating hazards, and maintaining balance, control, efficient movement and coordination across various planes of movement
- evaluates and reflects on own free skiing performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in alpine free skiing on all terrain that reflects local conditions and is of a sufficient duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a suitable snowsport location with all terrain to enable demonstration of alpine free skiing skills
- resources and information, such as principles of nutrition and weather sources, to accurately plan and prepare for the alpine free skiing activity
- equipment such as alpine skis, poles and bindings.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the planning and review process with evidence of reference to resources
- oral or written questioning to assess knowledge of alpine free skiing strategies and techniques
- observation of safe participation and demonstration of alpine free skiing skills, such as the execution of techniques in dynamic parallel turns on all terrain
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOSKI403A Alpine ski downhill on advanced terrain.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods • emergency food and water.
Principles of nutrition may include:	• food groups • dietary guidelines • essential nutrients • food preparation • individual food requirements and allergies.
Conditions may include:	• weather • terrain.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety: • use and maintenance of equipment • communication protocols • code of ethics • snowsport area signs and regulations • Alpine Responsibility Code and skiing practices within the code.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles

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- dense vegetation
- group management hazards.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Equipment may include:

- alpine skis
- poles
- ski boots
- ski bindings
- appropriate clothing and footwear
- goggles
- safety and first aid equipment.

Design and or construction features may include:

- side-cut
- longitudinal flex
- ski length
- binding risers
- boot rigidity.

Comfort and safety may include:

- maintenance of equipment
- the ski length appropriate to skier's ability, height and weight
- ski boot type appropriate for an advanced skier
- ski bindings chosen have a Deutsches Institute fur Normung (DIN) range suitable for an advanced skier
- ski poles fit the body size of participant.

High level performance may include:

- skiing through changing snow conditions
- skiing on all terrain
- centred and athletic skiing stance in relation to the fore and aft planes of movement
- efficient movement
- coordination in the rotational, lateral and vertical planes of movement.

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Coordination may include:
- timing
- speed and precision to blend the planes of movement.

Plane of movement may include:
- rotational plane of movement
- lateral plane of movement
- vertical plane of movement.

Speed control may include:
- stopping
- slowing down
- speeding up.

Turn-shape may include:
- medium radius turns
- long radius turns
- short radius turns
- shallow turns
- deep turns.

Risks may include:
- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment and course failure.

Measures may include:
- safe falling
- speed
- observation of winter weather conditions and terrain
- adequate clothing
- fluid and food intake
- complying with all snowsport area signs and regulations
- complying with Alpine Responsibility Code and skiing practices within the code.

Safety of others may include:
- speed
- distance from other skiers.

Relevant aspects may include:
- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique

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- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Skiing

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SISOSKI406A Telemark ski downhill on intermediate terrain

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely Telemark ski downhill on intermediate terrain at a snowsport area. This includes execution of turns and speed control on blue runs.

Application of the Unit

This unit applies to those working as a Telemark ski coach, guide or instructor in a variety of conditions, such as blue runs at a snowsport area. This unit may also apply to those working at lodges and or resorts, or working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan for a Telemark skiing activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the ***conditions*** of the activity. 1.2. Identify an appropriate activity site or location according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Determine possible ***hazards*** associated with downhill Telemark skiing on intermediate terrain. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plans.
2. Select appropriate equipment.	2.1. Select suitable ***equipment*** after consideration of ***design and or construction*** features and contextual issues, and check that it is in good working order. 2.2. Adjust and fit equipment, according to manufacturer's specification, to ensure ***comfort and safety***. 2.3. Select personal clothing for activity according to the design and or construction features appropriate for the conditions.
3. Apply Telemark skiing skills.	3.1. Execute Telemark skiing techniques and ***turns*** on intermediate terrain, demonstrating ***efficient movement*** in relation to the ***planes of movement***. 3.2. Perfrom linked Telemark turns through the fall line. 3.3. Apply ***speed control*** while turning and using the ***shape of the turn*** on all blue runs. 3.4. Approach hazards in a safe manner and minimise ***risks*** to self and group where possible. 3.5. Take ***measures*** to guard personal safety and ***safety of others*** while skiing.
4. Evaluate Telemark skiing activity.	4.1. Evaluate ***relevant aspects*** of the activity. 4.2. Identify improvements for future downhill Telemark skiing experiences.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- planning and organisation skills to allocate and select relevant food, water, clothing and equipment for the downhill Telemark skiing activity
- communication skills to interact with other participants to maintain a positive and safe skiing environment
- problem-solving skills to:
  - respond appropriately to changing conditions
  - determine techniques to use when Telemark skiing in different conditions
- self management skills to review and reflect on own performance, and set goals to improve technique
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies such as an avalanche, and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct and legal access
- Alpine Responsibility Code and skiing practices, snowsport area signs and regulations, and minimal impact codes to ensure safety and protection of environment
- equipment types, design, characteristics and technology used for Telemark skiing, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- downhill Telemark skiing techniques, such as Telemark turns with correct turn shape, edging and pressure
- principles of nutrition to maintain health and energy during activity
- sources of weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards, such as avalanches, relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements appropriate to the blue run conditions and duration of the downhill Telemark skiing activity • practices a range of safe Telemark skiing techniques such as medium and long radius turns while negotiating hazards, and maintaining balance and control • evaluates and reflects on own Telemark skiing performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in downhill Telemark skiing on intermediate terrain that reflects local conditions and is of sufficient duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable snowsport location with intermediate terrain, such as blue runs, to enable demonstration of downhill Telemark skiing skills • resources and information to accurately plan and prepare for the downhill Telemark skiing activity • equipment such as Telemark skis, poles and bindings.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the planning and review process with evidence of reference to resources • oral or written questioning to assess knowledge of downhill Telemark skiing strategies and techniques • observation of safe participation and demonstration of Telemark skiing skills, such as execution of turns and speed control on blue runs • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOSKI302A Alpine ski downhill on intermediate terrain.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods • emergency food and water.
Principles of nutrition may include:	• dietary guidelines • essential nutrients • individual food requirements and allergies.
Conditions may include:	• surface snow conditions • terrain • weather.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • code of ethics • snowsport area signs and regulations • Alpine Responsibility Code and skiing practices within the code.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Relevant sources may include:	• Bureau of Meteorology • media

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	• land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • river heights • synoptic charts • high and low tides.
Equipment may include:	• skis • poles • Telemark boots • ski bindings • backpack or bumbag • appropriate clothing and footwear • goggles • safety and first aid equipment.
Design and or construction features may include:	• shape of ski • length • flex • gliding surfaces • edges • free heel • torsional rigidity • poles, correct length.
Comfort and safety may include:	• ski length appropriate for an intermediate Telemarker's ability, height and weight • boot type appropriate for an intermediate Telemarker • ski binding matches the combination of ski and boot.
Turns may include:	• medium radius • long radius.
Efficient movement may include:	• centred and athletic skiing stance in relation to the planes of movement • utilising design of equipment to enhance Telemark skiing performance • showing a blending of the movements of Telemark • balance

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- turning
- pressure
- flexion and extension
- edging.

Planes of movement may include:

- rotational plane of movement
- lateral plane of movement
- vertical plane of movement.

Speed control may include:

- stopping
- slowing down
- speeding up.

Shape of the turn may include:

- medium radius turns
- long radius turns
- short radius turns
- shallow turns
- deep turns.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment and course failure.

Measures may include:

- safe falling
- speed
- observation of winter weather conditions and terrain
- adequate clothing
- fluid and food intake
- demonstrating knowledge of snowsport area protocol and run status for the day
- complying with all snowsport area signs and regulations
- complying with Alpine Responsibility Code and skiing practices within the code.

Safety of others may include:

- speed
- distance from other skiers.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection

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- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Skiing

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SISOSKI407A Telemark ski downhill on advanced terrain

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely Telemark ski downhill on advanced terrain at a snowsport area. This includes execution of turns and speed control on black runs.

Application of the Unit

This unit applies to those working as a Telemark ski coach, guide or instructor in a variety of conditions, such as black runs at a snowsport area. This unit may also apply to those working at lodges and or resorts, those working for private outdoor adventure companies who run ski camps and holiday programs or for volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for a Telemark skiing activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the ***conditions*** of the activity. 1.2. Identify an appropriate activity site or location according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Determine possible ***hazards*** associated with downhill Telemark skiing on advanced terrain. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plans.
2. Select appropriate equipment.	2.1. Select suitable ***equipment*** after consideration of ***design and or construction features*** and contextual issues, and check that it is in good working order. 2.2. Adjust and fit equipment, according to manufacturer's specification, to ensure ***comfort and safety***. 2.3. Select personal clothing for activity according to the design and or construction features appropriate for the conditions.
3. Apply Telemark skiing skills.	3.1. Execute Telemark skiing techniques and ***turns*** on advanced terrain, demonstrating ***efficient movement*** in relation to the ***planes of movement***. 3.2. Perform linked Telemark turns with speed through the fall line. 3.3. Apply ***speed control*** while turning and using the ***shape of the turn*** on all black runs. 3.4. Approach hazards in a safe manner and minimise ***risks*** to self and group where possible. 3.5. Take ***measures*** to guard personal safety and ***safety of others*** while skiing.
4. Evaluate Telemark skiing activity.	4.1. Evaluate ***relevant aspects*** of the activity. 4.2. Identify improvements for future downhill Telemark skiing experiences.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- planning and organisation skills to allocate and select relevant food, water, clothing and equipment for the downhill Telemark skiing activity
- communication skills to interact with other participants to maintain a positive and safe skiing environment
- problem-solving skills to:
  - respond appropriately to changing conditions
  - determine techniques to use when Telemark skiing in different conditions
- self management skills to review and reflect on own performance, and set goals to improve technique
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies such as an avalanche, and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct and legal access
- Alpine Responsibility Code and skiing practices, snowsport area signs and regulations, and minimal impact codes to ensure safety and protection of environment
- equipment types, design, characteristics and technology used for Telemark skiing, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- downhill Telemark skiing techniques, such as Telemark turns with correct turn shape, edging and pressure
- principles of nutrition to maintain health and energy during activity
- sources of weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards, such as avalanches, relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements appropriate to the black run conditions and duration of the downhill Telemark skiing activity • practices a range of safe Telemark skiing techniques such as small, medium and long radius turns while negotiating hazards, and maintaining speed, balance and control • evaluates and reflects on own Telemark skiing performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participateion in downhill Telemark skiing on black runs that is of sufficient duration to demonstrate competency and consistency of performance Assessment must also ensure access to: • a suitable snowsport location with black runs which enable the demonstration of downhill Telemark skiing skills • resources and information to accurately plan and prepare for the downhill Telemark skiing activity • equipment such as Telemark skis, poles and bindings.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of downhill Telemark skiing strategies and techniques • observation of safe participation and demonstration of Telemark skiing skills, such as execution of turns and speed control on black runs • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOSKI408A Instruct alpine skiing skills.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods: • emergency food and water
Principles of nutrition may include:	• dietary guidelines • essential nutrients • individual food requirements and allergies.
Conditions may include:	• surface snow conditions • terrain • weather.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • code of ethics • snowsport area signs and regulations • Alpine Responsibility Code and skiing practices within the code.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Relevant sources may include:	• Bureau of Meteorology • media

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	• land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environment information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • river heights • synoptic charts • high and low tides.
Equipment may include:	• skis • poles • Telemark boots • ski bindings • backpack or bumbag • appropriate clothing and footwear • goggles • safety and first aid equipment.
Design and or construction features may include:	• shape of ski • length • flex • gliding surfaces • edges • free heel • torsional rigidity • poles, correct length.
Comfort and safety may include:	• maintenance of equipment • the ski length appropriate to Telemarker's ability, height weight and terrain • ski boot type appropriate for an advanced Telemark skier • ski bindings matches the combination of ski and boot • binding is appropriate for an advanced Telemarker's weight, strength and ability.
Turns may include:	• small radius • medium radius • long radius.
Efficient movement may include:	• centred and athletic skiing stance in relation to the planes of movement • coordination of the rotational, lateral and

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	vertical planes of movement • blending the movements of Telemark • retraction and extension movements and turns • diagonal movements • arm and hand movements • steering • edging • balance • turning • pressure • flexion and extension • body positions • stance.
Planes of movement may include:	• the rotational plane of movement • the lateral plane of movement • the vertical plane of movement.
Speed control may include:	• stopping • slowing down • speeding up.
Shape of the turn may include:	• medium radius turns • long radius turns • short radius turns • shallow turns • deep turns • in bumps and jumps.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Measures may include:	• safe falling • speed • adequate clothing • fluid and food intake • snowsport area protocol and run status for the day • snowsport area signs and regulations • Alpine Responsibility Code.
Safety of others may include:	• speed • distance from other skiers.

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Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Skiing

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SISOSKI408A Instruct alpine skiing skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct alpine skiing skills. This unit focuses on planning, instructing and evaluating an instructional alpine skiing session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in an alpine skiing activity.

Application of the Unit

This unit applies to those working as ski instructors in a variety of conditions, such as blue and or black runs at a snowsport area. This may include those instructing downhill alpine skiing, off-piste skiing, free skiing or Telemark skiing on intermediate or advanced terrain. This unit may also apply to those working at lodges and or resorts, or those working for private outdoor adventure companies who run ski camps and holiday programs or for volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan an alpine skiing session.	1.1. Establish ***participant's needs and characteristics*** to determine the ***session's aims and objectives***. 1.2. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.3. Develop an ***alpine skiing plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Identify potential ***hazards*** associated with alpine skiing on ***intermediate or advanced terrain*** and minimise ***risks***, according to organisational policies and procedures. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check serviceability. 2.2. Check equipment for safety and suitability, according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the alpine skiing session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable communication system for participants to use while alpine skiing. 3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour. 3.5. Check and confirm participants are properly equipped for the session.

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ELEMENT	PERFORMANCE CRITERIA
4. Instruct an alpine skiing session.	4.1. Conduct introductory activities for participants, to reduce the risk of injury. 4.2. Demonstrate how emergency and non-routine situations are to be dealt with in accordance with organisational policies and procedures. 4.3. Apply clear and accurate ***instructional techniques*** to impart ***activity specific knowledge***, ***alpine skiing skills*** and ***safety and rescue procedures***. 4.4. Monitor individual ***participant's performance*** during session and adjust or refine individual and or group technique as required. 4.5. Inform participants of ***opportunities*** to further develop their alpine skiing skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Evaluate ***relevant aspects*** of the alpine skiing session, and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future alpine skiing instructional sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an alpine skiing session
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan a suitable alpine skiing session
  - address participant difficulties in developing alpine skiing techniques
  - anticipate and respond appropriately to non routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location

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  - monitor and evaluate progress
  - organise participants into manageable groups for the session
- language and literacy skills to:
- produce alpine skiing and instructional plans
- complete post session participant and self evaluations
- instructional techniques to suit a range of participant's needs and characteristics
- personal downhill alpine, off-piste, free and or Telemark skiing skills to a high level of technical correctness to demonstrate and explain techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of sessions
- information about the location to assist in the planning process and enable management of potential hazards, and any special restrictions applying to the site
- equipment types, characteristics and technology used for alpine skiing, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection and maintenance of equipment
- clothing and footwear requirements for alpine skiing activities to ensure comfort and safety
- instruction techniques and theories applicable to a range of ages and learning abilities
- downhill alpine, off-piste, free and or Telemark skiing techniques and common communication methods and calls used between skiers to reduce risk
- technical alpine skiing knowledge, including techniques and procedures to suit the terrain
- sources of weather and environmental information to ascertain possible conditions and their affect on the session
- hazards commonly experienced in intermediate and or advanced terrain
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • plans and delivers precise relevant information,

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competency in this unit	explanations and demonstrations for alpine skiing session to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention and modifies instructional techniques and or activities to improve performance as required • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of alpine skiing activities for participants with different needs and characteristics to demonstrate competency and consistency of performance. Assessment must ensure access to: • a suitable snowsport location with intermediate terrain, such as blue runs, and or advanced terrain, such as black runs • resources and information regarding participants and location to • suitable participants to take part in the alpine skiing session • equipment such as alpine skis, poles, bindings and boots.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning processes, such as consulting with participants to determine their needs and characteristics • oral or written questioning to assess knowledge of legislation and organisational policies and procedures as they apply to safe conduct of all alpine skiing activities during the session • observation of safe alpine skiing instruction, monitoring and adjustment according to participant's needs and characteristics • review of portfolio of alpine skiing and instructional session plans • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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- SISOSKI407A Telemark ski downhill on advanced terrain.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural factors • situational factors • previous experience • fitness level • physical capabilities • injuries and illnesses.
Session's aims and objectives may include:	• developing alpine skiing skills • education • development • therapy • fitness targets • recreation
Instructional plan may include:	• alpine skiing activities and drills • duration of activities and drills.
Alpine skiing plan may include:	• session's aims and objectives • date, time and duration • location or site • instructor and participant ratios • resources • equipment • weather details • safety requirements.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • time and budget constraints • use and maintenance of equipment

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	• communication protocols • confidentiality of participant information • instructor and participant ratios • code of ethics • snowsport area signs and regulations • Alpine Responsibility Code.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards
Intermediate or advanced terrain includes:	• blue runs at a snowsport area • black runs at a snowsport area.
Risks may include	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • river heights • synoptic charts • high and low tides.
Contingency plans may include:	• change in weather or conditions • equipment failure • emergency situation • unavailability of location.
Equipment may include:	• alpine or Telemark skis • poles • ski boots • ski bindings

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- goggles
- safety and first aid equipment
- rescue equipment.

Resources may include:

- food and water
- clothing and footwear
- teaching aids
- map
- backpack or bumbag.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant information may include:

- equipment requirements, selection and use
- safety practices and procedures
- alpine skiing techniques
- type of skiing
- activity boundaries
- objectives
- rules and codes
- responsible and safe behaviour.

Safety procedures may include:

- use of communication
- boundaries clearly identified
- undamaged equipment
- use of safety and rescue equipment.

Participant's performance may include:

- use of appropriate communication system
- alpine skiing technique
- attitude and behaviour
- negotiation of hazards
- use of equipment.

Instructional techniques may include:

- simple to complex
- part to whole
- chronological
- known to unknown
- D.E.D.I.C.T:
  - demonstrate
  - explain
  - demonstrate
  - instruct

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- critique
- test

- E.D.I.C.T:
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- I.D.E.A:
  - introduce
  - demonstrate
  - explain
  - apply
- orientate, enhance, synthesise

Required knowledge may include:

- alpine skiing skills and techniques
- minimal impact practices
- risk and hazard management
- equipment selection, use and maintenance
- communication systems used when alpine skiing.

Alpine skiing skills may include:

- turns
- stance in relation to fore and aft planes of movement
- coordination in the rotational, lateral and vertical planes of movement
- timing
- speed and precision to blend the planes of movement
- speed control
- use of turn shapes:
- sequencing of skill acquisition and progression
- negotiation of hazards and or risks
- use and maintenance of equipment.

Safety and rescue procedures may include:

- emergency response procedures
- group management in emergency situations
- emergency response equipment
- understanding of safety practices.

Opportunities may include:

- locations suitable to skill level
- range of alpine skiing equipment and clothing available
- alpine skiing clubs or groups in the vicinity.

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Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Skiing

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SISOSKT201A Demonstrate basic cross country skiing skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in cross country skiing. This unit focuses on the demonstration of basic cross country skiing skills through the participation in cross country skiing in a variety of controlled conditions. Other related competencies, such as navigation, are defined in other units.

Application of the Unit

This unit applies to those working as assistant cross country ski leaders under supervision, in a variety of controlled conditions, such as set ski trails at resorts. This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the cross country skiing activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the conditions of the activity. 1.2. Address packaging and storage considerations when menu planning. 1.3. Identify possible ***hazards*** associated with the activity. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information***. 1.5. Identify an appropriate activity site according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***.
2. Select equipment.	2.1. Select ***equipment*** according to construction features and contextual issues, and check that it is in good working condition. 2.2. Adjust and fit equipment, according to manufacturer's specification, to ensure comfort and safety. 2.3. Select personal clothing for activity and identify the design and or construction features that make it appropriate.
3. Apply cross country skiing skills.	3.1. Demonstrate a degree of balance and confidence. 3.2. Display efficiency of movement and ***skiing skills*** across ***terrain***. 3.3. Modify ***technique*** to account for changes in terrain. 3.4. Apply rhythm and smooth transfers between strides, steps and turns. 3.5. Approach hazards in a safe manner and minimise ***risks*** to self and group where possible. 3.6. Take measures to guard personal safety and ***safety of others*** while skiing.
4. Evaluate skiing activity.	4.1. Evaluate ***relevant aspects*** of the activity. 4.2. Identify improvements for future skiing experiences.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- literacy and numeracy skills to read and interpret maps and weather and environmental information
- planning and organising skills to select food, water, clothing and equipment for the skiing activity
- communication skills to interact with group leader and other participants to maintain a positive and safe environment while skiing
- problem-solving skills to determine skiing skills to use according to conditions
- literacy and numeracy skills to follow maps and or trails.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all cross country skiing activities
- equipment types, characteristics and technology used for skiing, the advantages and disadvantages, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- principles of nutrition to maintain health and energy during activity
- navigation techniques to determine location, direction and potential hazards
- weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans equipment and supply requirements appropriate to the conditions and duration of the cross country skiing activity
- applies to the full range of skiing skills to a basic level of technique as defined
- seeks advice and feedback from leader to improve skills and ensure safety of self and group
- evaluates and reflects on own skiing performance to identify strengths, weaknesses and areas that need

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	improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple cross country skiing activities on controlled, groomed ski trails to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information to plan and prepare for the cross country skiing activity • a suitable outdoor location for basic cross country skiing • a qualified leader or supervisor • cross country skiing, safety, first aid and navigation equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of cross country skiing strategies and techniques • observation of safe participation and demonstration of cross country skiing skills, such as safe falling to minimise injuries • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISONAV201A Navigate in tracked or easy untracked areas.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may	• food groups

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include:	• dietary guidelines • individual food requirements and allergies.
Hazards may include:	• poor visibility • temperature extremes • difficult snow conditions • dense vegetation • group management hazards.
Relevant sources may include:	• ski patrol • Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • river heights • synoptic charts.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • alpine responsibility code • code of ethics.
Equipment may include:	• cross country skis • poles • ski boots • ski bindings • personal clothing • sunglasses or goggles • safety and first aid equipment

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	• navigation equipment.
Skiing skills must include:	• basic diagonal stridesnow plough glide and brake • snow plough turn • side step • herringbone climbing • kick turn • downhill run • traverse downhill • safe falling and recovery • basic skate • basic double poling.
Terrain may include:	• gentle to moderate • controlled • groomed ski trails • near to resorts.
Technique may include:	• edging • degree of glide • pole position • hand and arm position • body position • knee flex • position of skis with respect to each other • weight transfer • synchronisation of movement.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment misuse.
Safety of others may include:	• speed • distance from other skiers.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Skiing - Ski Touring

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SISOSKT202A Demonstrate ski touring skills in a patrolled environment to a basic standard

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to demonstrate basic ski touring skills in patrolled areas.

Application of the Unit

This unit applies to those working as assistant ski touring leaders under supervision, in a variety of patrolled conditions which may include untracked and ungroomed areas and slopes angled up to and including 10 degrees.

This unit applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the ski touring activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the conditions of the activity. 1.2. Address packaging and storage considerations when menu planning. 1.3. Identify possible ***hazards*** associated with the activity. 1.4. Access ***relevant sources*** to interpret ***weather and environment information***. 1.5. Identify an activity site and route according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***
2. Select equipment.	2.1. Select ***equipment*** according to construction features and contextual issues, and check that it is in good working condition. 2.2. Adjust and fit equipment, according to manufacturer's specification, to ensure ***comfort and safety***. 2.3. Select personal clothing for activity and identify the design and or construction features that make it appropriate. 2.4. Pack a day pack which includes clothing and ***minimum supplies*** for a backcountry day trip to meet safety requirements for minimising hazards and or dealing with emergencies.
3. Apply skiing skills whilst ski touring.	3.1. Select and execute ***skiing skills*** taking into account terrain, weather and ***snow conditions***. 3.2. Modify ***technique*** to account for changes in terrain. 3.3. Apply rhythm and smooth transfers between strides, steps and turns. 3.4. Execute ***single turns*** through the fall-line under good snow conditions. 3.5. Choose the angle of climb and selection of slope, and complete climbs taking into account the terrain, weather and snow conditions. 3.6. Select the ***method of climbing and turning*** for the terrain, snow conditions and ***skier needs***.

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ELEMENT	PERFORMANCE CRITERIA
	3.7. Adhere to safe backcountry ski touring practices and approach hazards in a safe manner, minimising ***risks*** to self and group where possible. 3.8. Take measures to guard personal safety and ***safety of others*** while skiing.
4. Evaluate skiing activity.	4.1. Evaluate ***relevant aspects*** of the activity. 4.2. Identify improvements for future ski touring experiences.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to analyse and interpret weather and environmental information
- planning and organising skills to select food, water, clothing and equipment for the skiing activity
- communication skills to interact with group leader and other participants to maintain a positive and safe environment while skiing
- problem-solving skills to determine skiing skills to use according to conditions
- numeracy to follow maps and or trails
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all cross ski touring activities
- equipment types, characteristics and technology used for ski touring, the advantages and disadvantages, and factors affecting appropriate selection of equipment
- characteristics of skiing equipment that affects performance, such as length, width and weight of skis, grip and glide zones of skis, edges, free-heel, longitudinal rigidity, boots, poles
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- principles of nutrition to maintain health and energy during activity
- navigation techniques to determine location, direction and potential hazards under supervision
- weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards relevant to the location to ensure risk

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minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans equipment and supply requirements according to the conditions and duration of the ski touring activity • applies the full range of skiing skills to a basic level of technique • seeks advice and feedback from leader to improve skills and ensure safety of self and group • evaluates and reflects on own skiing performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple ski touring activities on patrolled, groomed ski trails to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information to plan and prepare for the ski touring activity • a suitable outdoor location for basic patrolled ski touring • a qualified leader or supervisor • ski touring, safety, first aid and navigation equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of ski touring strategies and techniques • observation of safe participation and demonstration of ski touring skills, such as using the correct safe falling method to minimise injuries • third-party reports from a supervisor detailing

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performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISONAV201A Demonstrate navigation skills in a controlled environment.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Hazards may include:	• poor visibility • temperature extremes • difficult snow conditions • dense vegetation • group management hazards.
Relevant sources may include:	• ski patrol • Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts.
Contextual issues may include:	• weather conditions, including times • season • transport

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- location
- trip distance and duration
- group objectives
- group size.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment
- communication protocols
- emergency procedures
- alpine responsibility code
- code of ethics.

Equipment may include:

- touring skis
- poles
- ski boots
- ski bindings
- navigation equipment
- sunglasses or goggles
- safety and first aid equipment.

Comfort and safety may include:

- length, weight and width of ski
- grip and glide zones of skis
- flex and shape of ski
- edges tuned
- free-heel
- longitudinal rigidity
- surfaces waxed and or cleaned
- length of poles and basket type
- bindings and boots in good working order.

Minimum supplies may include:

- waterproof clothing
- whistle
- food and water
- first aid kit
- map and compass
- stove and fuel
- torch
- space blanket
- repair kit
- small shelter
- sleeping bag
- sleeping mat

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	• snow shovel • mobile phone or EPIRBor PLB.
Skiing skills must include:	• basic diagonal stride • snow plough glide and brake • snow plough turn • side step • herringbone climbing • kick-turn • downhill run • traverse downhill • safe falling and recovery • basic skate • basic double poling.
Snow conditions may include:	• surface snow • snow stability • steepness of slope • run-out • terrain features • visibility • wind • sun • human alteration • vegetation.
Technique may include:	• edging • degree of glide • pole position • hand and arm position • body position • knee flex • position of skis with respect to each other • weight transfer • synchronisation of movement.
Single turns may include:	• snow plough • step-turns.
Method of climbing and turning may include:	• kick-turns • traverse • side-step • herringbone • diagonal stride.
Skier needs may include:	• physical • psychological

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	• energy.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment misuse.
Safety of others may include:	• speed • distance from other skiers.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection.

Unit Sector(s)

Outdoor Recreation

Competency Field

Skiing - Ski Touring

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SISOSKT303A Day ski tour away from a patrolled area

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to ski tour away from a patrolled environment. This unit focuses on the demonstration of ski touring skills in non patrolled areas which are untracked and un-groomed.

Application of the Unit

This unit applies to those working as ski touring leaders in a variety of non patrolled conditions which are untracked and un-groomed on slopes angled up to and including 15 degrees. This unit also applies to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan for the ski touring activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the conditions of the activity. 1.2. Address packaging and storage considerations when menu planning. 1.3. Identify possible ***hazards*** associated with ski touring away from patrolled areas 1.4. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plans. 1.5. Identify an appropriate activity site and route according to ***contextual issues***, ***relevant legislation and organisational policies and procedures***.
2. Select equipment.	2.1. Select suitable ***equipment*** after consideration of design and or construction features and contextual issues, and check serviceability. 2.2. Adjust and fit equipment according to manufacturer's specifications to ensure ***comfort and safety***. 2.3. Select personal clothing for activity and identify the design and or construction features that make it appropriate. 2.4. Pack a day pack which includes clothing and ***minimum supplies*** for a backcountry day trip to meet safety requirements for minimising hazards and or dealing with emergencies.
3. Apply skiing skills while ski touring.	3.1. Select and execute ***skiing skills*** according to terrain, weather and ***snow conditions***. 3.2. Modify ***technique*** to account for changes in terrain. 3.3. Apply rhythm and smooth transfers between strides, steps and turns. 3.4. Link together ***turns*** through the fall-line under good snow conditions, with speed and ***turn-shape*** adapted for conditions and terrain. 3.5. Choose the angle of climb and selection of slope, and complete climbs taking into account the terrain, weather and snow conditions. 3.6. Select the ***method of climbing and turning*** according to the terrain and snow conditions. 3.7. Adhere to safe backcountry ski touring practices and approach hazards in a safe manner, minimising ***risks***

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ELEMENT	PERFORMANCE CRITERIA
	to self and group where possible. 3.8. Take measures to guard personal safety and ***safety of others*** while skiing.
4. Evaluate skiing activity.	4.1. Evaluate ***relevant aspects*** of the activity. 4.2. Identify improvements for future ski touring experiences.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organising skills to allocate and select relevant food, water, clothing and equipment for the activity
- communication skills to interact with other participants to maintain a positive and safe skiing environment
- problem-solving skills to:
  - respond to changing conditions
  - determine techniques to use according to the conditions
  - ski touring skills in various non patrolled conditions, including slopes angled up to and including 15 degrees.
- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- self management skills to:
  - review and reflect on own performance
  - set goals to improve technique
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies such as an avalanche, and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all day ski touring activities
- Alpine Responsibility Code, safe mountain travelling, and minimal impact codes to ensure safety and protection of environment
- equipment types, characteristics and technology used for ski touring, the advantages and disadvantages, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- principles of nutrition to maintain health and energy during activity

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- weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards, such as avalanches, relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans equipment and supply requirements appropriate to the conditions and duration of the ski touring activity • applies the full range of skiing skills to an intermediate level of technique when moving up and downhill on slopes angled up to 15 degrees • evaluates and reflects on own skiing performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple ski touring activities in non patrolled areas with untracked and un-groomed snow to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable non patrolled ski touring location with untracked and un-groomed slopes angled up to and including 15 degrees • ski touring, safety, first aid and navigation equipment. • resources and information to plan and prepare for the ski touring activity.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of ski touring strategies and techniques • observation of safe participation and demonstration of ski touring skills, such as using side steps to move

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up and down hills, downhill runs and turns and safe falling methods to minimise injuries
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOSKT202A Demonstrate ski touring skills in a patrolled environment to a basic standard
- SISOSKT305A Demonstrate snowcraft skills for day touring
- SISONAV302A Apply navigation skills in an intermediate environment.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Hazards may include:	• poor visibility • temperature extremes • difficult snow conditions • dense vegetation • group management hazards.
Relevant sources may include:	• Bureau of Meteorology • ski patrol • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • event warnings

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- river level
- synoptic charts.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment
- communication protocols
- emergency procedures
- snowsport area signs and regulations
- Alpine Responsibility Code
- code of ethics.

Equipment may include:

- touring skis
- poles
- ski boots
- ski bindings
- backpack, up to 12kg
- navigation equipment
- sunglasses or goggles
- first aid equipment
- safety and rescue equipment
- communications equipment.

Comfort and safety may include:

- length, weight and width of ski
- grip and glide zones of skis
- flex and shape of ski
- edges tuned
- free heel
- longitudinal rigidity
- surfaces waxed and cleaned
- length of poles and basket type
- bindings and boots in good working order.

Minimum supplies may include:

- waterproof clothing
- whistle
- food and water

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- first aid kit
- map and compass
- stove and fuel
- torch
- space blanket
- repair kit
- small shelter
- sleeping bag
- sleeping mat
- snow shovel
- mobile phone or EPIRB or PLB.

Skiing skills must include:

- diagonal stride
- snow plough, glide, brake and turn
- side step
- step turns
- double pole
- herringbone
- downhill run
- kick turn
- traverse
- basic skate
- side-slip
- stopping
- stem-turns and step turns
- kick and tacking turns
- telemark running
- self arrest

Technique may include:

- edging
- degree of glide
- pole position
- hand and arm position
- body position
- knee flex
- position of skis with respect to each other
- weight transfer
- synchronisation of movement.

Snow conditions may include:

- surface snow
- snow stability
- steepness of slope
- run-out
- terrain features
- visibility

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	• wind • sun • vegetation.
Turns may include:	• snow plough • stem-turns • open stance telemark turns • step • kick and tacking turns.
Turn-shape may include:	• long radius • medium radius.
Method of climbing and turning may include:	• kick-turns • traverse • side-step • herringbone • diagonal stride • removing skis and walking.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Safety of others may include:	• speed • distance from other skiers.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection.

Unit Sector(s)

Outdoor Recreation

Competency Field

Skiing - Ski Touring

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SISOSKT304A Guide day ski tours

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on day ski tours. This unit focuses on the application of planning skills to make suitable arrangements to lead groups in day ski touring activities.

Application of the Unit

This unit applies to those working as ski touring leaders who conduct day ski touring activities in a variety of patrolled and non-patrolled conditions which are untracked and ungroomed on slopes angled up to and including 15 degrees.

This unit also applies to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a day ski touring trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a trip ***plan*** according to participant's needs, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select a location according to participant's abilities, ***trip objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with ski touring and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the ski touring trip.
2. Select equipment for the group.	2.1. Select ***equipment*** according to contextual issues and organisational policies and procedures and check serviceability. 2.2. Adjust and fit equipment, according to manufacturer's specification, to ensure ***comfort and safety***. 2.3. Pack equipment that is not required on hand in a suitable manner. 2.4. Check safety and rescue equipment to ensure suitability to the group and the conditions.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the ski touring trip in a manner suitable to the participants. 3.2. Outline safety procedures and safe areas and or boundaries for the trip. 3.3. Explain symptoms, treatment and prevention of hypothermia and dehydration to group to assist in self-monitoring. 3.4. Establish a suitable communication system for participants to use while ski touring. 3.5. Check and confirm participants are properly

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ELEMENT	PERFORMANCE CRITERIA
	equipped for the trip.
4. Lead a group of skiers.	4.1. Demonstrate correct ***ski touring skills and technique*** to participants. 4.2. Monitor ski touring skills to ensure safety of participants. 4.3. Monitor individual participant's performance and provide appropriate feedback. 4.4. Implement modifications to activities in regard to all ***variable factors*** that are monitored. 4.5. Recognise and resolve conflict situations, where applicable. 4.6. Respond to emergencies or non-routine situations according to organisational policies and procedures.
5. Complete post trip responsibilities.	5.1. Notify appropriate authorities of trip completion. 5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.3. Evaluate ***relevant aspects*** of ski touring trip. 5.4. Identify potential areas of improvement for future ski touring trips. 5.5. Review own performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan a ski touring trip that meets their needs
  - convey information about the safety aspects of the trip
  - interact with participants to create a safe and positive ski touring environment
- problem-solving skills to:
  - plan a suitable day ski touring trip according to participant's needs and abilities
  - make decisions about potential hazards that may affect activities
  - respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - organise participants into manageable groups for ski touring

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- language and literacy skills to:
  - produce a plan for the ski touring trip
  - complete post-activity participant and self evaluations
- personal ski touring skills to a high level of technical correctness to demonstrate and explain skills to participants
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities performed during day ski tours
- Alpine Responsibility Code and skiing practices, snowsport area signs and regulations, and minimal impact codes to ensure safety and protection of environment
- location specific information to assist in the planning process and enable management of potential ski touring hazards and any special restrictions applying to the area
- equipment types, characteristics and technology used for ski touring, the advantages and disadvantages, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- use, care and maintenance of skiing equipment to ensure prolonged life span and safety requirements
- principles of nutrition to maintain health and energy during the day ski touring trip
- ski touring skills and common communication methods used between skiers
- technical ski touring knowledge, such as techniques and procedures to suit the features of the terrain
- weather and environmental information to ascertain possible conditions and their affect on the trip
- hazards that may be experienced in various conditions on different terrain
- first aid, emergency and rescue procedures relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and Evidence of the following is essential:

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evidence required to demonstrate competency in this unit	• plans within activity constraints and guides and monitors groups in a safe and professional manner • applies contingency management techniques to deal with a range of problems and issues that may arise during ski touring trips • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the safe guiding of groups in day ski touring activities in suitable snowsport areas that are appropriate to the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable snowsport area to guide groups in ski touring activities • participants to take part in the ski touring trip • ski touring, safety, first aid, rescue, repair, navigation and communication equipment • resources and information regarding participants and location to plan, guide and document ski touring activities for a variety of participants.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interaction with a group of participants, including conveying information for safe participation • oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all ski touring activities • observation of dealing with contingencies such as changing weather conditions and equipment failure • review of ski touring trip plans • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISONAV302A Apply navigation skills in an intermediate environment

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- SISOSKT303A Day ski tour away from a patrolled area
- SISOSKT305A Demonstrate snowcraft skills for day touring.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:
- previous experience
- physical development
- age
- injuries and illnesses.

Plan may include:
- aims and objectives
- date, time and duration
- location, equipment and resources
- safety and emergency requirements.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:
- occupational health and safety
- assessment procedures
- time and budget constraints
- communication protocols
- code of ethics
- confidentiality of participant information
- snowsport area signs and regulations
- Alpine Responsibility Code.

Trip objectives may include:
- self improvement
- meeting people
- fitness targets
- adventure and recreation.

Hazards may include:
- temperature extremes
- slippery or unstable terrain
- dense vegetation
- group management hazards.

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Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment misuse.
Relevant sources may include:	• Bureau of Meteorology • ski patrol • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • event warnings • river level • synoptic charts
Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Equipment may include:	• ski touring equipment • safety, first aid and rescue equipment • navigation equipment • communication equipment • repair equipment.
Relevant information may include:	• safety procedures • logistical details • risk and hazard prevention and management • ski touring techniques • responsible and safe behaviour.
Ski touring skills and technique may include:	• diagonal stride • snow plough

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- side step
- step turns
- double pole
- herringbone
- downhill run
- kick turn
- traverse
- stride double pole
- basic skate
- side-slip
- stopping
- stem-turns
- open stance telemark turns.

Variable factors may include:

- change of weather
- equipment failure
- snow conditions.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Skiing - Ski Touring

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SISOSKT305A Apply snow craft skills for day touring

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely undertake day activities in a snow environment, including the ability to identify and negotiate potential avalanche conditions and construct snow shelters.

Application of the Unit

This unit applies to those working as skiing or snowboarding leaders in a range of conditions. This may apply to those working at lodges and resorts or leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan for day snow activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the ***conditions*** and ***duration*** of the ***snow activity***. 1.2. Determine an appropriate site for the snow activity according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Identify possible ***hazards*** associated with the snow activity. 1.4. Identify the signs, symptoms, prevention and treatment of possible ***risks*** associated with the snow activity.
2. Select and carry equipment for day snow activity.	2.1. Select ***equipment*** after consideration of construction features and contextual issues, and check serviceability. 2.2. Pack a day pack which includes clothing and ***minimum supplies*** for a backcountry day trip to meet safety requirements for minimising hazards and or dealing with emergencies. 2.3. Use protective clothing and apply pace of travel and other methods to reduce the possibility of hypothermia.
3. Negotiate snow conditions.	3.1. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plans. 3.2. Identify the effect of weather and snow conditions on the snowpack and the planned activity. 3.3. Identify potential avalanche terrain using knowledge of ***factors contributing to avalanches***. 3.4. Select, where necessary, a line of travel which reduces exposure to avalanches.
4. Construct an emergency shelter.	4.1. Determine ***factors*** to be considered when locating and building emergency shelters. 4.2. Select and justify snow shelter site and ***type of emergency snow shelter***. 4.3. Construct an emergency snow shelter according to the site and conditions.
5. Evaluate snow activity.	5.1. Evaluate ***relevant aspects*** of the activity. 5.2. Identify improvements for future snow activities and experiences.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organising skills to allocate and select relevant food, water, clothing and equipment for the snow activity
- communication skills to interact with other participants to maintain a positive and safe environment
- problem-solving skills to:
  - respond to changing conditions
  - navigate along safe lines
  - make decisions about potential hazards
  - determine activity-specific skills to use according to the conditions
- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- self management skills to:
  - review and reflect on own performance
  - set goals to improve technique
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies such as an avalanche, and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all snowcraft activities
- Alpine Responsibility Code, safe mountain travelling, and minimal impact codes to ensure safety and protection of environment
- equipment types, characteristics and technology used for day snow activities, the advantages and disadvantages, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- principles of nutrition to maintain health and energy during snow activities
- snow shelter construction techniques to locate and build a snow shelter in emergency circumstances
- signs, symptoms and first aid of common snow-related conditions such as hypothermia, to enable efficient treatment
- weather and environmental information and factors affecting snow conditions to ascertain possible impact on activities
- emergency procedures and potential hazards, such as avalanches, relevant to the location to ensure risk minimisation to self and others.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans equipment and supply requirements appropriate to the conditions and duration of the snow activity • identifies potential hazards and risks associated with the snow activity and applies knowledge of weather and snow conditions to take adequate safety precautions in potential avalanche areas • demonstrates the construction of a range of emergency snow shelters to accommodate a small group of people • reflects on own performance and identifies any areas requiring improvements.
Context of and specific resources for assessment	Assessment must ensure participation in multiple snowcraft activities at a suitable snow location to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable snow location to undertake snow activities during a day trip • activity specific, navigation, overnight, emergency, first aid and rescue equipment • resources and information to plan and prepare for the snow activity.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of personal safety strategies and techniques used in snow conditions • observation of safe participation and demonstration of safe snowcraft skills, such as selecting a safe line of travel which reduces exposure to avalanches • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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for example:

- SISOSKT303A Day ski tour away from a patrolled area
- SISOSKT304A Guide day ski tours
- SISOSKB302A Snowboard on intermediate terrain
- SISOSKB303A Guide day snowboarding activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Conditions may include:	• surface snow • snow stability • steepness of slope • run-out • terrain features • visibility • wind • sun.
Duration may include:	• morning • afternoon • whole day.
Snow activity may include:	• snowboarding activities • skiing activities.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.

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Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:
- occupational health and safety
- use and maintenance of equipment
- communication protocols
- emergency procedures
- snowsport area signs and regulations
- Alpine Responsibility Code
- code of ethics.

Hazards may include:
- poor visibility
- temperature extremes
- difficult snow conditions
- dense vegetation
- group management hazards.

Risks may include:
- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment misuse.

Equipment may include:
- clothing
- goggles or glasses
- activity-specific equipment
- navigation equipment
- first aid equipment
- safety and rescue equipment
- communication equipment.

Minimum supplies may include:
- waterproof clothing
- whistle
- food and water
- first aid kit
- map and compass
- stove and fuel
- torch
- space blanket
- repair kit
- small shelter
- sleeping bag
- sleeping mat
- snow shovel

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- mobile phone or ERIRB or PLB.

Relevant sources may include:

- ski patrol
- bureau of meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts.

Factors contributing to avalanches may include:

- slope angle
- elevation
- weather
- deposition
- snowpack structure
- local instability
- topography.

Factors may include:

- construction time
- equipment
- weather
- physical and mental state of the party
- suitability of the snow and location.

Type of emergency snow shelter may include:

- snow mould
- igloo
- snow cave
- trench
- improvised shelter.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- rescue techniques employed.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Skiing - Ski Touring

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SISOSKT406A Demonstrate advanced cross country skiing skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in advanced cross country skiing. This unit focuses on the demonstration of advanced cross country skiing on moderate to steep slopes.

Application of the Unit

This unit applies to those working as cross country ski guides or instructors in a variety of conditions, such as moderate to steep slopes with groomed trails for the conduct of advanced cross country skiing. This unit may also apply to those working at lodges and resorts, or those working for private outdoor adventure companies who run ski camps or for volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the cross country skiing activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the conditions of the activity. 1.2. Address packaging and storage requirements of foods when menu planning. 1.3. Identify potential ***hazards*** associated with the activity. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plans. 1.5. Identify an appropriate activity site according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***.
2. Select equipment.	2.1. Select ***equipment*** after consideration of construction features and contextual issues, and check serviceability. 2.2. Adjust and fit equipment, according to manufacturer's specifications to ensure comfort and safety. 2.3. Select personal clothing according to location and activity requirements.
3. Apply advanced cross country skiing skills.	3.1. Display efficiency of movement and ***advanced cross country skiing skills*** across ***terrain***. 3.2. Modify ***technique*** to account for changes in terrain. 3.3. Apply rhythm and smooth transfers between strides, steps and turns showing a degree of balance and confidence. 3.4. Approach hazards in a safe manner and minimise ***risks*** to self and group where possible. 3.5. Take measures to guard personal safety and ***safety of others*** while skiing.
4. Evaluate cross country skiing activity.	4.1. Evaluate ***relevant aspects*** of the activity. 4.2. Identify improvements for future cross country skiing experiences.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organising skills to allocate and select relevant food, water, clothing and equipment for the cross country skiing activity
- communication skills to interact with other participants to maintain a positive and safe skiing environment
- problem-solving skills to:
  - respond to changing conditions
  - determine techniques to use when cross country skiing in different conditions
- self management skills to:
  - review and reflect on own performance
  - set goals to improve advanced technique
- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all advanced cross ski touring activities
- Alpine Responsibility Code and skiing practices, snowsport area signs and regulations, and minimal impact codes to ensure safety and protection of environment
- equipment types, characteristics and technology used for cross country skiing, the advantages and disadvantages, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- cross country skiing techniques, such as one and two skating, with correct pole and body positioning
- principles of nutrition to maintain health and energy during activity
- weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans equipment and supply requirements appropriate to the conditions and duration of the cross country skiing activity • applies a range of safe cross country skiing techniques while negotiating hazards and maintaining balance and control • evaluates and reflects on own performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple cross country skiing activities on advanced terrain to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable outdoor location with groomed trails for the conduct of advanced cross country skiing skills to be demonstrated • cross country skiing, safety, first aid and navigation equipment • resources and information to plan and prepare for the cross country skiing activity.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of cross country skiing strategies and techniques • observation of safe participation and demonstration of advanced cross country skiing skills, such as linked stem and Telemark turning • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISONAV403A Navigate in uncontrolled environments • SISOSKT411A Instruct cross country skiing.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of food.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • snow cover • weather warnings • visibility.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.

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Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • safety and emergency procedures • snowsport area signs and regulations • Alpine Responsibility Code • code of ethics.
Equipment may include:	• cross country skis • poles • ski boots • ski bindings • sunglasses or goggles • navigation equipment • safety and first aid equipment.
Advanced cross country skiing skills may include:	• two skating • one skating • linked stem turning • linked Telemark turning in soft and hard snow • linked parallel turning • Telemark straight running • self arrest.
Terrain may include:	• moderate to steep slopes • full range of snow conditions.
Technique may include:	• edging • degree of glide • pole position • hand and arm position • body position • knee flex • position of skis with respect to each other • weight transfer • synchronisation of movement.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.

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Safety of others may include:

- speed
- distance from other skiers.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Skiing - Ski Touring

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SISOSKT407A Overnight ski tour in difficult terrain using advanced ski touring skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in overnight ski tours in difficult terrain using advanced ski touring skills. This may include non patrolled areas which are untracked and un-groomed.

Application of the Unit

This unit applies to those working as ski touring leaders who conduct overnight ski touring trips and activities in a range of non patrolled, untracked and un-groomed conditions with slopes angled up to and including 25 degrees. This unit also applies to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the ski touring activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the conditions of the activity. 1.2. Address packaging and storage considerations of different foods when menu planning. 1.3. Identify an appropriate activity site and route according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plans. 1.5. Identify potential ***hazards*** associated with ski touring away from patrolled areas.
2. Select equipment.	2.1. Select ***equipment*** after consideration of construction features and contextual issues, and check serviceability. 2.2. Adjust and fit equipment, according to manufacturer's specifications to ensure ***comfort and safety***. 2.3. Select personal clothing according to location and activity requirements. 2.4. Pack and carry or tow an overnight pack or sled which includes clothing and ***minimum supplies*** to meet safety requirements and minimise hazards and emergencies.
3. Perform skiing techniques whilst ski touring.	3.1. Select and execute ***skiing techniques*** according to terrain, weather and ***snow conditions***. 3.2. Link together ***advanced turns*** through the fall-line under a ***range of snow conditions***, with speed and ***turn-shape*** for conditions and terrain. 3.3. Chose the angle of climb and selection of slope, and complete climbs, taking into account the terrain, weather and snow conditions. 3.4. Select the ***method of climbing and turning*** according to ***skier's needs*** and contextual issues. 3.5. Adhere to safe ski touring practices and approach hazards in a safe manner, minimising ***risks*** to self and group where possible.

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ELEMENT	PERFORMANCE CRITERIA
	3.6. Take measures to guard personal safety and ***safety of others*** while skiing on difficult terrain.
4. Evaluate skiing activity.	4.1. Evaluate ***relevant aspects*** of the activity. 4.2. Identify improvements for future ski touring experiences.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organising skills to allocate and select relevant food, water, clothing and equipment for overnight activities
- communication skills to interact with other participants to maintain a positive and safe skiing environment
- problem-solving skills to respond to changing conditions and to determine techniques to use according to the difficult conditions
- numeracy skills to plan routes and calculate grid and magnetic bearings using a map and compass
- self management skills to:
  - review and reflect on own performance
  - set goals to improve technique
- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies such as an avalanche, and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all overnight ski touring activities in difficult terrain
- Alpine Responsibility Code, safe mountain travelling, and minimal impact codes to ensure safety and protection of environment
- equipment types, characteristics and technology used for ski touring and camping, the advantages and disadvantages, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- advanced ski touring techniques in difficult terrain, including slopes angled up to and including 25 degrees
- principles of nutrition to maintain health and energy throughout the overnight trip

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- weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards, such as avalanches, relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans equipment and supply requirements appropriate to the conditions and duration of the overnight ski touring activity • applies to the full range of ski towing skills to and advanced level of technique when moving up and downill on slopes angled up to and including 25 degrees. • evaluates and reflects on own skiing performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in advanced overnight ski touring activities in non patrolled areas with untracked and un-groomed snow to demonstrate competency and consistency of performance Assessment must also ensure access to: • a suitable non patrolled ski touring location with untracked and un-groomed slopes angled up to and including 25 degrees • ski touring, safety, first aid, overnight and navigation equipment • resources and information to plan and prepare for the overnight ski touring activity.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of overnight ski touring strategies and techniques • observation of safe participation and demonstration

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of advanced ski touring skills, such as the application of a variety of climbing and turning methods while carrying a back pack or towing a sled in difficult terrain
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. Industry has determined that this unit must be assessed with the following unit:

- SISOOPS202A Use and maintain a temporary or overnight site.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures

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- snowsport area signs and regulations
- Alpine Responsibility Code
- code of ethics.

Relevant sources may include:

- Bureau of Meteorology
- ski patrol
- land managers or agencies
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- event warnings
- river level
- synoptic charts.

Hazards may include:

- poor visibility
- temperature extremes
- difficult snow conditions
- dense vegetation
- group management hazards.

Equipment may include:

- towing skis
- ski boots
- ski poles
- ski bindings
- backpack or sled to carry overnight provisions
- overnight equipment
- navigation equipment
- sunglasses or goggles
- first aid equipment
- search and rescue equipment
- communications equipment.

Comfort and safety may include:

- length, weight and width of ski
- grip and glide zones of skis
- flex and shape of ski
- edges tuned
- free-heel
- longitudinal rigidity
- surfaces waxed and or cleaned
- length of poles and basket type
- bindings and boots in good working order.

Minimum supplies may include:

- waterproof clothing
- whistle
- food and water

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- first aid kit
- map and compass
- stove and fuel
- torch
- space blanket
- repair kit
- small shelter
- sleeping bag
- sleeping mat
- snow shovel
- mobile phone or EPIRB or PLB.

Skiing skills must include:

- kick and tacking turns
- diagonal stride
- snow plough, glide, brake and turn
- step turns
- double pole
- side slipping
- herringbone
- traverse
- self arrest
- stopping
- stem-turns
- linked telemark turns or linked parallel turns.

Snow conditions may include:

- surface snow
- snow stability
- steepness of slope
- run-out
- terrain features
- visibility
- wind
- sun
- human alteration
- aspect
- vegetation.

Advanced turns may include:

- linked telemark turns
- linked parallel turns.

Range of snow conditions may include:

- powder
- corn
- crust
- soft, wet snow
- icy snow

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- solid base with softening surface.

Turn-shape may include:

- long radius
- medium radius
- short radius.

Method of climbing and turning may include:

- kick-turns
- wedge turns
- parallel turn
- jump turns
- traverse
- side-step
- herringbone
- diagonal stride.

Skier's needs may include:

- physical
- psychological
- efficiency of energy
- locational goal.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment misuse.

Safety of others may include:

- speed
- distance from other skiers.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Skiing - Ski Touring

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SISOSKT408A Apply snow craft skills for overnight touring

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely undertake overnight activities in a snow environment including the ability to identify and negotiate potential avalanche conditions and construct snow shelters.

Application of the Unit

This unit applies to those working as skiing or snowboarding leaders who conduct overnight tours in a range of snow conditions. This may apply to those working at lodges and resorts or outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan for overnight snow activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the ***conditions*** and ***duration*** of the ***snow activity***. 1.2. Determine an appropriate site for the overnight snow activity according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Identify possible ***hazards*** associated with the overnight snow activity. 1.4. Identify the signs, symptoms, prevention and treatment of possible ***risks*** associated with the snow activity.
2. Select and carry equipment.	2.1. Select ***equipment*** after consideration of construction features and contextual issues, and check serviceability. 2.2. Adjust and fit equipment, according to manufacturer's specification, to ensure ***comfort and safety***. 2.3. Identify ***minimum emergency and safety equipment*** to be carried while participating in the overnight snow activity. 2.4. Use protective clothing and apply pace of travel and other methods to reduce the possibility of hypothermia.
3. Negotiate snow conditions.	3.1. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plans. 3.2. Identify the effect of weather and snow conditions on the snowpack and the planned activity. 3.3. Identify potential avalanche terrain using knowledge of ***factors contributing to avalanches***. 3.4. Select, where necessary, a line of travel which reduces exposure to avalanches.
4. Construct an emergency shelter.	4.1. Determine ***factors*** to be considered when locating and building emergency shelters. 4.2. Select and justify snow shelter site and ***type of emergency snow shelter***. 4.3. Construct an emergency snow shelter according to the site and conditions.
5. Evaluate snow	5.1. Evaluate ***relevant aspects*** of the activity.

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ELEMENT	PERFORMANCE CRITERIA
activity.	5.2. Identify improvements for future overnight snow activities and experiences.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organising skills to allocate and select relevant food, water, clothing and equipment for the overnight snow activity
- communication skills to interact with other participants to maintain a positive and safe environment
- problem-solving skills to:
  - respond to changing conditions
  - navigate along safe lines to an overnight destination
  - make decisions about potential hazards
  - determine activity-specific skills to use according to the conditions
- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- self management skills to:
  - review and reflect on own performance
  - set goals to improve technique
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies such as an avalanche, and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all overnight snowcraft activities
- Alpine Responsibility Code, safe mountain travelling, and minimal impact codes to ensure safety and protection of environment
- equipment types, characteristics and technology used for overnight snow activities, the advantages and disadvantages, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- principles of nutrition to maintain health and energy throughout the overnight snow trip
- snow shelter construction techniques to locate and build a snow shelter in emergency circumstances
- signs, symptoms and first aid of common snow-related conditions such as

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hypothermia to enable efficient treatment
- weather and environmental information and factors affecting snow conditions to ascertain possible impact on activities
- emergency procedures and potential hazards, such as avalanches, relevant to the location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans equipment and supply requirements appropriate to the conditions and duration of the overnight snow activity • identifies potential hazards and risks associated with the snow activity and applies knowledge of weather and snow conditions to take adequate safety precautions in potential avalanche areas • demonstrates the construction of a range of emergency snow shelters to accommodate a small group of people reflects on own performance and identifies any areas requiring improvements.
Context of and specific resources for assessment	Assessment must ensure participation in multiple overnight snowcraft activities at a suitable snow location to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable snow location to undertake snow activities and overnight stays • activity-specific, navigation, overnight, emergency, first aid and rescue equipment • resources and information to plan and prepare for the overnight snow activity.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of personal safety strategies and techniques used in

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snow conditions
- observation of safe participation and demonstration of safe overnight snowcraft skills, such as selecting a safe line of travel which reduces exposure to avalanches
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. Industry has determined that this unit must be assessed with the following unit:

- SISOOPS202A Use and maintain a temporary or overnight site
- SISOSKT303A Day ski tour away from a patrolled area
- SISOSKT304A Guide day ski tours
- SISOSKB302A Snowboard on intermediate terrain
- SISOSKB303A Guide day snowboarding activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:
- menu planning and preparation
- range of foods.

Principles of nutrition may include:
- food groups
- dietary guidelines
- individual food requirements and allergies.

Conditions may include:
- surface snow
- snow stability
- steepness of slope
- run-out
- terrain features
- visibility
- wind
- sun.

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Duration may include:	• overnight • several nights.
Snow activity may include:	• snowboarding activities • skiing activities.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • snowsport area signs and regulations • Alpine Responsibility Code • code of ethics.
Hazards may include:	• poor visibility • temperature extremes • difficult snow conditions • dense vegetation • group management hazards.group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment misuse.
Comfort and safety may include:	• length, weight and width of ski • grip and glide zones of skis • flex and shape of ski • edges tuned • free-heel • longitudinal rigidity • surfaces waxed and or cleaned • length of poles and basket type

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	• bindings and boots in good working order.
Equipment may include:	• personal cloting • goggles orglasses • activity-specific equipment • overnight pack or sled • overnight equipment • navigation equipment • safety and rescue equipment • communication equipment • first aid equipment • snow shovel.
Minimum emergency and safety equipment may include:	• whistle • matches • space blanket.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • ski patrol • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • event warnings • river level • synoptic charts.
Factors contributing to avalanches may include:	• slope angle • elevation • weather • deposition • snow pack structure • local instability • topography.
Factors may include:	• construction time versus available time • equipment • weather • physical and mental state of the party • suitability of the snow and location.
Type of emergency snow shelter may include:	• snow mould • igloo • snow cave • trench

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Relevant aspects may include:

- improvised shelter.
- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Skiing - Ski Touring

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SISOSKT409A Apply intermediate cross country skiing skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in intermediate cross country skiing. This unit focuses on the demonstration of intermediate level cross country skiing on gentle to moderate terrain.

Application of the Unit

This unit applies to those working as cross country ski guides or instructors in a variety of controlled conditions, such as gentle to moderate terrain at resorts where ski trails may be groomed and set, and may provide off - track slopes for turns and downhill technique. This unit may also apply to those working as support staff at lodges and resorts or those working for private outdoor adventure companies who run ski camps or for leaders working for outdoor education or adventure organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the cross country skiing activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the conditions of the activity. 1.2. Address packaging and storage requirements of food when menu planning. 1.3. Identify possible ***hazards*** associated with the activity. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information*** and their influence on activity plans. 1.5. Identify an appropriate activity site according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***.
2. Select equipment.	2.1. Select ***equipment*** according to construction features and contextual issues, and check serviceability. 2.2. Adjust and fit equipment according to manufacturer's specifications to ensure comfort and safety. 2.3. Select personal clothing according to location and activity requirements.
3. Apply intermediate cross country skiing skills.	3.1. Display efficiency of movement and ***intermediate cross country skiing skills*** across ***terrain***. 3.2. Modify ***technique*** to account for changes in terrain. 3.3. Apply rhythm and smooth transfers between strides, steps and turns, showing a degree of balance and confidence. 3.4. Approach hazards in a safe manner and minimise ***risks*** to self and group where possible. 3.5. Take measures to guard personal safety and ***safety of others*** while skiing.
4. Evaluate cross country skiing activity.	4.1. Evaluate ***relevant aspects*** of the activity. 4.2. Identify improvements for future cross country skiing experiences.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to interact with other participants to maintain a positive and safe skiing environment
- problem-solving skills to:
  - respond to changing conditions
  - determine techniques to use when cross country skiing in various conditions
- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures to ensure safe conduct of activities
- planning and organising skills to allocate and select food, water, clothing and equipment for the cross country skiing activity
- self management skills to:
  - review and reflect on own performance
  - set goals to improve technique
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all cross ski touring activities
- Alpine Responsibility Code and skiing practices, snowsport area signs and regulations, and minimal impact codes to ensure safety and protection of environment
- equipment types, characteristics and technology used for cross country skiing, the advantages and disadvantages, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- cross country skiing techniques, such as the ability to apply rhythm and smooth transfers between strides, steps and turns
- principles of nutrition to maintain health and energy during activity
- weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans equipment and supply requirements appropriate to the conditions and duration of the cross country skiing activity
- applies a range of cross country skiing techniques while negotiating hazards and maintaining balance and control
- evaluates and reflects on own performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in multiple intermediate cross country skiing activities on gentle to moderate terrain to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information to plan and prepare for the cross country skiing activity
- a suitable outdoor controlled location for intermediate cross country skiing skills to be demonstrated
- cross country skiing, safety, first aid and navigation equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of cross country skiing strategies and techniques
- observation of safe participation and demonstration of intermediate cross country skiing skills such as downhill traversing and free skating
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOSKT408A Demonstrate snowcraft skills for

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	overnight touring • SISONAV302A Apply navigation skills in an intermediate environment.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river level • synoptic charts • high and low tide predictions.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration

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	• group objectives • group size.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment, such as waxing • communication protocols • snowsport area signs and regulations • Alpine Responsibility Code • code of ethics.
Equipment may include:	• cross country skis • poles • ski boots • ski bindings • sunglasses or goggles • navigation equipment • safety and first aid equipment.
Intermediate cross country skiing skills may include:	• diagonal striding in open terrain • free skating • downhill traversing • step turns • basic stem turning • telemark straight running • kick turns • side slipping.
Terrain may include:	• gentle and moderate slopes on groomed trails • on and off packed snow • controlled environment • ski trails.
Technique may include:	• edging • degree of glide • pole position • hand and arm position • body position • knee flex • position of skis with respect to each other • weight transfer • synchronisation of movement.
Risks may include:	• hypothermia

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- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment and course failure.

Safety of others may include:

- speed
- distance from other skiers.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Skiing - Ski Touring

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SISOSKT410A Guide overnight ski tours

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on overnight ski tours. This unit focuses on the application of planning skills to make suitable arrangements to lead groups in overnight ski touring activities.

Application of the Unit

This unit applies to those working as ski touring guides who conduct overnight ski touring trips and activities in a variety of non-patrolled conditions.

This unit apples to ski tour leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide
1. Plan an overnight ski touring trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a trip ***plan*** according to participant's needs, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select a location according to participant's abilities, ***trip objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with overnight ski touring and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the overnight ski touring trip.
2. Select equipment for the group.	2.1. Select ***equipment*** according to contextual issues and organisational policies and procedures and check serviceability. 2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort. 2.3. Pack equipment that is not required on hand in a suitable manner. 2.4. Check safety and rescue equipment to ensure suitability to the group and the conditions.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the overnight ski touring trip in a manner suitable to the participants. 3.2. Outline safety procedures and safe areas and or boundaries for the trip. 3.3. Explain symptoms, treatment and prevention of hypothermia and dehydration to group to assist in self-monitoring. 3.4. Establish a suitable communication system for participants to use while ski touring. 3.5. Check and confirm participants are properly equipped for the overnight trip.
4. Lead a group of	4.1. Demonstrate correct ***ski touring skills and***

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ELEMENT	PERFORMANCE CRITERIA
skiers.	***techniques*** to participants. 4.2. Monitor ski touring skills to ensure safety of participants. 4.3. Monitor individual participant's performance and provide appropriate feedback. 4.4. Implement appropriate modifications to activities in regard to all ***variable factors*** that are monitored. 4.5. Recognise and resolve conflict situations, where applicable. 4.6. Respond to emergencies or non-routine situations according to organisational policies and procedures.
5. Complete post trip responsibilities.	5.1. Notify appropriate authorities of trip completion. 5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.3. Evaluate ***relevant aspects*** of overnight ski touring trip. 5.4. Identify potential areas of improvement for future overnight ski touring trips. 5.5. Review own performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an overnight ski touring trip that meets their needs
  - convey information about the safety aspects of the trip
  - interact with participants to create a safe and positive ski touring environment
- problem-solving skills to:
  - plan a suitable overnight ski touring trip according to participant's needs and abilities
  - make decisions about potential hazards that may affect activities
  - respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - organise participants into manageable groups for ski touring

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- language and literacy skills to:
  - produce a plan for the overnight ski touring trip
  - complete post activity participant and self evaluations
- numeracy skills to plan routes and calculate grid and magnetic bearings using a map and compass
- personal ski touring skills to a high level of technical correctness to demonstrate and explain techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities performed during overnight ski touring activities
- Alpine Responsibility Code and skiing practices, snowsport area signs and regulations, and minimal impact codes to ensure safety and protection of environment
- location specific information to assist in the planning process and enable management of potential overnight ski touring hazards, and any special restrictions applying to the area
- equipment types, characteristics and technology used for ski touring and camping, the advantages and disadvantages, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- use, care and maintenance of skiing and camping equipment to ensure prolonged life span and safety requirements
- principles of nutrition to maintain health and energy during the overnight ski touring trip
- ski touring skills and common communication methods used between skiers
- technical ski touring knowledge, such as techniques and procedures to suit the features of the terrain
- weather and environmental information to ascertain possible conditions and their affect on the overnight trip
- hazards that may be experienced in various conditions on different terrain
- first aid, emergency and rescue procedures relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans within activity constraints and guides and monitors groups in a safe and professional manner
- applies contingency management techniques to deal with a range of problems and issues that may arise during ski touring trips
- encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement

Context of and specific resources for assessment

Assessment must ensure the safe guiding of groups in overnight ski touring activities in suitable snowsport areas that are appropriate to the needs and characteristics of a range of participants to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a suitable snowsport area to guide groups in multiple overnight ski touring activities
- participants to take part in the overnight ski touring trip
- ski touring, safety, first aid, rescue, repair, navigation, overnight and communication equipment
- resources and information regarding participants and location to plan, guide and document overnight ski touring activities for a variety of participants.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with a group of participants, including conveying information for safe participation
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all overnight ski touring activities
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- review of overnight ski touring trip plans
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the

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industry sector, workplace and job role is recommended.

Industry has determined that this unit must be assessed with the following unit:

- SISONAV302A Apply navigation skills in an intermediate environment
- SISOSKT303A Day ski tour away from a patrolled area
- SISOSKT305A Apply snowcraft skills for day touring.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- previous experience
- physical development
- age
- injuries and illnesses.

Plan may include:

- aims and objectives
- date, time and duration
- location, equipment and resources
- safety and emergency requirements.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- assessment procedures
- time and budget constraints
- communication protocols
- code of ethics
- confidentiality of participant information
- snowsport area signs and regulations
- Alpine Responsibility Code.

Trip objectives may include:

- self improvement
- meeting people
- fitness targets

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	• adventure and recreation.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment misuse.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • ski patrol • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • event warnings • river level • synoptic charts • high and low tide predictions.
Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Equipment may include:	• ski touring equipment • overnight equipment • safety, first aid and rescue equipment • navigation equipment • communication equipment • repair equipment.

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Relevant information may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Ski touring skills and techniques must include:

- diagonal stride
- snow plough, glide, break and turn
- side step
- step turns
- double pole
- herringbone
- downhill run
- kick turn
- traverse
- basic skate
- side-slip
- stopping
- stem-turns
- kick and tack turns
- open stance telemark turns
- telemark run
- self arrest.

Variable factors may include:

- change of weather
- equipment failure
- snow conditions.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content

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- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Skiing - Ski Touring

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SISOSKT411A Instruct cross country skiing

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct cross country skiing skills. This unit focuses on planning, instructing and evaluating an instructional cross country skiing session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in an intermediate or advanced cross country skiing activity.

Application of the Unit

This unit applies to those working as cross country ski instructors who are responsible for planning, implementing and evaluating instructional sessions for groups of participants on intermediate or advanced terrain at snowsport areas, lodges and or resorts.

This unit may also apply to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not for profit organisations or government agencies who run ski camps and holiday programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a cross country skiing session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current cross country skiing knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***cross country skiing plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with cross country skiing on ***intermediate or advanced terrain*** and minimise ***risks*** according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check serviceability. 2.2. Check equipment for safety and suitability according to relevant legislation and manufacturer's recommendations and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the cross country skiing session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Establish a suitable communication system for participants to use while cross country skiing. 3.4. Inform participants of known and anticipated hazards, safety procedures and appropriate behaviour. 3.5. Check and confirm participants are properly equipped for the session.
4. Instruct a cross country skiing session.	4.1. Conduct introductory activities for participants, to reduce the risk of injury. 4.2. Demonstrate procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 4.3. Apply ***instructional techniques*** to impart ***required knowledge***, ***cross country skiing skills*** and ***safety and rescue procedures***. 4.4. Monitor individual participant's performance during session and adjust or refine individual and or group technique as required. 4.5. Inform participants of opportunities to further develop their cross country skiing skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Evaluate ***relevant aspects*** of the cross country skiing session, and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future cross country skiing instructional sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan a cross country skiing session that meets their needs

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    - convey information about the safety aspects of the session
    - interact with participants to create a safe and positive environment
- problem-solving skills to:
    - plan a cross country skiing session according to participant's needs and characteristics
    - address participant difficulties in developing cross country skiing techniques
    - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
    - source, allocate and coordinate resources, equipment and a suitable location
    - monitor and evaluate progress
    - organise participants into manageable groups for the session
- language and literacy skills to:
    - produce cross country skiing and instructional plans for the session
    - complete post-session participant and self evaluations
- personal cross country skiing skills to a high level of technical correctness to demonstrate and explain techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of cross country skiing sessions
- site specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the site
- equipment types, characteristics and technology used for cross country skiing, the advantages and disadvantages, and factors affecting appropriate selection of equipment
- clothing and footwear requirements, including care and maintenance, for cross country skiing activities to ensure comfort and safety
- instruction techniques and theories applicable to a range of ages and learning abilities
- cross country skiing techniques and common communication methods and calls used between skiers to reduce risk
- technical cross country skiing knowledge, such as techniques and procedures to suit the terrain
- weather and environmental information to ascertain possible conditions and their affect on the session
- hazards commonly experienced in intermediate and or advanced terrain
- emergency procedures, potential hazards and obstacles relevant to the location to ensure safety of self and others.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers information, explanations and demonstrations for cross country skiing session to ensure activities are conducted safely according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve performance as required
- evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure instruction of cross country skiing activities at suitable locations appropriate to the needs and characteristics of a range of participants to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a suitable snowsport location with intermediate or advanced terrain
- participants to take part in the cross country skiing session
- cross country skiing, rescue, safety, first aid and teaching equipment
- resources and information regarding participants and location to plan, instruct and document cross country skiing sessions for a variety of participants.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge and application of legislation and organisational policies and procedures to enable safe conduct of all cross country skiing activities during the session
- observation of safe cross country skiing instruction, monitoring and adjustment according to participant's needs and characteristics
- review of portfolio of cross country skiing and

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instructional session plans
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOSKT406A Demonstrate advanced cross country skiing skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:
- age
- cultural and situational factors
- previous experience and knowledge
- physical development.

Session's aims and objectives may include:
- developing cross country skiing skills
- education
- development
- therapy
- fitness targets
- recreation.

Instructional plan may include:
- cross country skiing activities and drills
- duration of activities and drills.

Cross country skiing plan may include:
- aims and objectives
- date, time and duration
- location, equipment and resources
- safety requirements.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:
- occupational health and safety
- assessment procedures
- time and budget constraints
- communication protocols

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- confidentiality of participant information
- code of ethics
- snowsport area signs and regulations
- Alpine Responsibility Code.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

Intermediate or advanced terrain may include:

- intermediate terrain:
  - gentle and moderate slopes on groomed trails
- advanced terrain:
  - moderate to steep slopes
  - full range of snow conditions.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment and course failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Contingency plans may include:

- change in weather or conditions
- equipment failure
- emergency situation.

Equipment may include:

- cross country skiing equipment
- rescue equipment
- safety and first aid equipment.

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Resources may include:

- food and water
- clothing and footwear
- teaching aids
- lift pass
- map.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant information may include:

- safety procedures
- risk and hazard prevention and management
- cross country skiing techniques
- responsible and safe behaviour.

Instructional techniques may include:

- simple to complex
- part to whole
- chronological
- known to unknown
- D.E.D.I.C.T:
  - demonstrate
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- E.D.I.C.T:
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- I.D.E.A:
  - introduce
  - demonstrate
  - explain
  - apply

Required knowledge may include:

- cross country skiing skills and techniques
- minimal impact practices

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- risk and hazard management
- communication systems.

Cross country skiing skills may include:

- intermediate cross country skiing skills:
  - diagonal striding in open terrain
  - free skating
  - downhill traversing
  - step turns
  - basic stem turning
  - Telemark straight running
  - kick turns
  - side slipping
- advanced cross country skiing skills:
  - two skating
  - one skating
  - linked stem turning
  - linked Telemark turning
  - linked parallel turning
  - Telemark straight running
  - self arrest.

Safety and rescue procedures may include:

- emergency response procedures
- group management in emergency situations
- symptoms, treatment and prevention of common risks.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Skiing - Ski Touring

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SISOSNK201A Demonstrate snorkelling activities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in snorkelling activities in confined and or open water.

Application of the Unit

This unit applies to those working as assistant snorkelling guides, instructors or support staff under supervision in a range of confined and or open water conditions.

This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for a snorkelling activity.	1.1. Identify an appropriate ***activity location*** according to ***relevant legislation***, ***organisational policies and procedures*** and ***industry criteria***. 1.2. Access information on the location and identify potential ***hazards*** associated with the activity. 1.3. Identify the ***effects of pressure***, ***temperature and volume*** in relation to snorkel diving. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information***. 1.5. Establish a communication system to use with buddy and other participants while snorkelling.
2. Select snorkelling equipment.	2.1. Select snorkel dive ***equipment*** according to ***contextual issues***, and check working condition. 2.2. Fit and adjust equipment to ensure comfort, safety and suitability to the participant. 2.3. Use and maintain snorkel dive equipment according to industry criteria and manufacturer's recommendations.
3. Apply snorkelling skills.	3.1. Assess conditions before entering the water. 3.2. Apply breathing techniques through a snorkel. 3.3. Demonstrate clearing of snorkel and mask. 3.4. Apply methods of equalising to clear water from ears. 3.5. Demonstrate surface and underwater swimming and diving on a snorkel according to industry and safety criteria. 3.6. Communicate with buddy.
4. Perform snorkel dive rescues.	4.1. Demonstrate rescues and or treatments for a variety of potential snorkelling ***first aid situations***. 4.2. Support buddy and tow 10 metres in a simulated rescue exercise. 4.3. Apply cramp release techniques on self and buddy to relieve cramp. 4.4. Perform self rescue techniques to achieve buoyancy.
5. Evaluate snorkelling activity.	5.1. Evaluate ***relevant aspects*** of the snorkelling activity. 5.2. Identify improvements for future snorkelling experiences.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to inform progress and interact with instructor and buddy during snorkelling
- teamwork skills to snorkel with and look out for a buddy
- listening skills to follow instructions and directions from the supervisor about water conditions to maintain safety
- swimming skills to:
  - swim 400 metres on surface wearing snorkelling equipment
  - hold breath, dive under water and clear snorkel upon re-surfacing
  - perform self rescue and unconscious diver recovery from 3 metres
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation, organisational policies and procedures and industry criteria to enable safe conduct of all snorkelling activities
- weather and environmental information to interpret forecast conditions and their affect on the activity
- sea features such as currents, waves and tides and how these impact on the activity
- selection and maintenance of snorkelling equipment
- factors affecting buoyancy and how to control sinking and floating
- pressure, volume and temperature, as related to squeezes
- atmospheric related concerns, such as hypothermia, hyperthermia and sunburn
- gases and respiration as related to shallow water blackout, hyperventilation, overexertion
- accident prevention, self rescue, rescue and first aid procedures
- aquatic hazards, such as sea life and environmental, and how to negotiate these
- emergency and rescue procedures appropriate to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies relevant process to plan and select a snorkelling location and equipment for the conditions and duration of the activity
- demonstrates snorkelling surface and diving techniques and performs snorkel dive rescues in realistic simulations
- seeks advice and feedback from leader and evaluates and reflects on own snorkelling performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in multiple snorkelling activities in controlled conditions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information to plan and select appropriate equipment for the snorkelling activity
- a suitable snorkelling location with either open or confined water
- a qualified leader or supervisor
- snorkelling, safety, rescue and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral and or written questioning to assess knowledge of snorkel dive rescuing techniques and common snorkelling first aid situations
- observation of safe participation and demonstration of snorkelling skills, such as surface and dive snorkelling
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISCAQU202A Perform water rescue techniques

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Activity location may include:
- open water
- confined water.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations.

Organisational policies and procedures may include:
- occupational health and safety
- use and maintenance of equipment
- communication protocols
- emergency procedures
- code of ethics.

Industry criteria may include:
- British Sub-Aqua Club (BSAC)
- Professional Association of Diving Instructors (PADI)
- SCUBA Schools International (SSI).

Hazards may include:
- temperature extremes
- dangerous animals and insects
- group management hazards

Effects of pressure, temperature and volume may include:
- barotrauma
- hypothermia
- hyperthermia
- hyperventilation
- shallow water blackout
- buoyancy
- phobias.

Relevant sources may include:
- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:
- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures

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- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Equipment may include:

- mask
- snorkel
- fins
- weight system or buoyancy control
- exposure protection
- dive knife and or tool
- wetsuit
- safety and rescue equipment
- first aid equipment.

Contextual issues may include:

- weather conditions, including tide times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

First aid situations may include:

- near drowning
- hypothermia
- hyperthermia
- barotrauma
- aquatic injuries
- stings
- exhaustion
- sunburn.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques

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- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Snorkelling

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SISOSNK302A Guide snorkelling

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants in snorkelling activities. This unit focuses on the application of planning skills to make suitable arrangements to lead groups in a snorkelling activity in confined and or open water conditions.

Application of the Unit

This unit applies to those working as snorkelling guides who conduct snorkelling activities in a range of confined and or open water conditions.

This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a snorkelling activity.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop an ***activity plan*** according to participant's needs, ***industry criteria***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select an appropriate site for snorkelling according to participant's abilities, ***activity objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with snorkelling and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the snorkelling activity.
2. Select equipment for the group.	2.1. Select ***equipment*** according to contextual issues and organisational policies and procedures and check serviceability. 2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort. 2.3. Check safety and rescue equipment to ensure suitability to the group and the dive.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the snorkelling activity in a manner suitable to the participants. 3.2. Outline safety procedures to the participants and check understanding. 3.3. Establish a suitable communication system for participants to use during the snorkelling activity. 3.4. Check and confirm participants are properly equipped for the activity.
4. Lead a group in snorkelling.	4.1. Demonstrate ***snorkelling techniques*** to participants. 4.2. Monitor snorkelling techniques to ensure safety of participants. 4.3. Identify potential hazards and decide how they can

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ELEMENT	PERFORMANCE CRITERIA
	be overcome or avoided. 4.4. Monitor individual participant's performance and provide appropriate feedback. 4.5. Implement appropriate modifications to activities in regard to all ***variable factors*** that are monitored. 4.6. Respond to emergencies or non-routine situations according to organisational policies and procedures.
5. Complete post activity responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Evaluate ***relevant aspects*** of snorkelling activity. 5.3. Identify potential areas of improvement for future snorkelling activities. 5.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to identify individual and group needs
  - convey information about the safety aspects of the activity
  - interact with participants to create a safe and positive snorkelling environment
- problem-solving skills to:
  - plan a suitable snorkelling activity according to participant's needs and abilities
  - make decisions about potential hazards that may affect the activity
  - respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable snorkelling site
  - organise participants into manageable groups for snorkelling
- language and literacy skills to:
  - produce a plan for the snorkelling activity
  - complete post-activity participant and self evaluations
- personal snorkelling skills to a high level of technical correctness to demonstrate and explain techniques to participants
- first aid and emergency response skills appropriate to the site to enable initial

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response and or rescue in emergencies whilst instructing snorkelling.

Required knowledge

- legislation, organisational policies and procedures and industry criteria to enable safe conduct of all snorkelling activities
- site specific information to assist in the planning process and enable management of potential hazards, and any special restrictions applying to the site
- equipment types, characteristics and technology used for snorkelling, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection
- use, care and maintenance of snorkelling equipment to ensure prolonged life span and safety requirements
- principles of nutrition to maintain health and energy during the snorkelling activity
- snorkelling techniques and communication systems used in snorkelling to reduce risk
- technical snorkelling knowledge, such as factors affecting buoyancy and how to control sinking and floating, pressure, volume and temperature as related to squeezes, and atmospheric related concerns such as hypothermia, hyperthermia and sunburn
- weather and environmental information to ascertain possible conditions and their affect on the activity
- sea features such as currents, waves and tides and how these might impact on the snorkelling experience
- aquatic hazards and risks that may be experienced in confined and or open water conditions, such as sea life and environmental, and how to safely negotiate these
- first aid, emergency and rescue procedures relevant to the site to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors groups in a safe and professional manner • applies contingency management techniques to deal with a range of problems and issues that commonly arise during snorkelling activities

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- encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure the safe guiding of groups in snorkelling activities that reflect the needs of a range of participants to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a suitable snorkelling site with either open or confined water that enables the demonstration and practice of snorkelling techniques
- participants to take part in the snorkelling activity
- snorkelling, safety, rescue and first aid equipment
- resources and information regarding participants and location to plan, guide and document snorkelling activity for a variety of participants.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning and guiding processes and interacting with a group of participants, including conveying information for safe participation
- oral or written questioning to assess knowledge and application of legislation and organisational policies and procedures to enable safe conduct of all snorkelling activities
- observation of dealing with contingencies such as changing conditions and equipment failure
- review of snorkelling activity plans
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SROSNK201A Participate in snorkelling activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:	• previous experience • physical development • age • injuries and illnesses.
Activity plan may include:	• aims and objectives • date, time and duration • location, equipment and resources • safety and emergency requirements.
Industry criteria may include:	• British Sub-Aqua Club (BSAC) • Professional Association of Diving Instructors (PADI) • SCUBA Schools International (SSI).
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • time and budget constraints • communication protocols • code of ethics • confidentiality of participant information • minimal impact codes.
Activity objectives may include:	• meeting people • fitness targets • adventure and recreation.
Hazards may include:	• temperature extremes • dangerous animals and insects • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies

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	• coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Food and water requirements may include:	• menu planning and preparation • range of foods.
Principles of nutrition may include:	• food groups • dietary guidelines • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including tide times • season • transport • location • trip distance and duration • group objectives • group size.
Equipment may include:	• snorkel • mask • boots • fins • dive knife and or tool • wet suit • weight system or buoyancy control • safety and rescue equipment • first aid equipment • exposure protection.
Relevant information may include:	• personal equipment requirements • safety procedures • snorkelling techniques • risk and hazard prevention and management responsible and safe behaviour.
Snorkelling techniques may include:	• entering and exiting the water • breathing through a snorkel • clearing a snorkel and mask

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- equalising to clear water from ears
- swimming and diving on a snorkel
- conducting snorkel dive rescues.

Variable factors may include:

- change of weather
- equipment failure
- water conditions.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Snorkelling

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SISOSNK403A Instruct snorkelling skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct snorkelling skills. This unit focuses on planning, instructing and evaluating instructional snorkelling sessions to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in a snorkelling activity in confined and or open water conditions.

Application of the Unit

This unit applies to those working as snorkelling instructors who conduct snorkelling activities in a range of confined and or open water conditions.

This unit may also apply to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not for profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a snorkelling session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current snorkelling knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***snorkelling plan*** according to participant's needs and characteristics, ***industry criteria***, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with snorkelling and minimise ***risks*** according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check working condition. 2.2. Check equipment for safety and suitability according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and relevant information about the snorkelling session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable communication system for participants to use while snorkelling. 3.4. Inform participants of known and anticipated hazards, safety procedures and appropriate behaviour.

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ELEMENT	PERFORMANCE CRITERIA
	3.5. Check and confirm that all participant equipment is fitted and adjusted.
4. Instruct the session.	4.1. Conduct introductory activities for participants to reduce the risk of injury. 4.2. Monitor individual participant's performance during snorkelling session. 4.3. Apply clear and accurate ***instructional techniques*** to impart ***activity specific knowledge***, ***snorkelling techniques*** and ***safety and rescue procedures***. 4.4. Demonstrate procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 4.5. Inform participants of opportunities to further develop their snorkelling skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Evaluate ***relevant aspects*** of the snorkelling session and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future snorkelling instructional sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an appropriate snorkelling session
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan snorkelling sessions according to participant's needs and characteristics
  - address participant difficulties in developing techniques
  - anticipate and respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable snorkelling

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site
    - monitor and evaluate progress
    - organise participants into manageable groups for snorkelling
- language and literacy skills to:
    - produce snorkelling and instructional plans for the session
    - complete post session participant and self evaluations
- personal snorkelling skills to a high level of technical correctness to demonstrate and explain techniques to participants
- first aid and emergency response skills appropriate to the site to enable initial response and or rescue in emergencies whilst instructing snorkelling.

Required knowledge

- legislation, organisational policies and procedures and industry criteria to ensure safe conduct of snorkelling session
- site specific information to assist in the planning process and enable management of potential hazards, and any special restrictions applying to the site
- equipment types, characteristics and technology used for snorkelling, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection
- care and maintenance of snorkelling equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- principles of nutrition to maintain health and energy throughout the session
- snorkelling techniques and common communication systems used in snorkelling to reduce risk
- technical snorkelling knowledge, such as factors affecting buoyancy and how to control sinking and floating, pressure, volume and temperature as related to squeezes, and atmospheric related concerns such as hypothermia, hyperthermia and sunburn
- weather and environmental information to ascertain possible conditions and their affect on the session
- sea features such as currents, waves and tides and how these might impact on the snorkelling experience
- aquatic hazards and risks that may be experienced in confined and or open water conditions, such as sea life and environmental, and how to safely negotiate these
- first aid, emergency and rescue procedures relevant to the site to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for snorkelling session to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve snorkelling performance • uses and modifies instructional techniques and or activities to cater for a range of individual learning styles • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of snorkelling activities that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance Assessment must also ensure access to: • a snorkelling site with either open or confined water that enables the conduct of instructional sessions • participants to take part in the snorkelling session • snorkelling, safety, rescue, first aid and teaching equipment • resources and information regarding participants and site to plan, instruct and document snorkelling sessions for a variety of participants.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning processes, such as consulting with participants to determine their needs and characteristics • oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to the safe conduct of all snorkelling activities • observation of safe snorkelling instruction, monitoring and adjustment according to participant's needs and characteristics

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- portfolio of snorkelling session and instructional plans
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SROSNK201A Demonstrate snorkelling activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:
- age
- cultural and situational factors
- previous experience and knowledge
- physical development.

Session's aims and objectives may include:
- developing snorkelling skills
- education
- development
- therapy
- fitness targets
- recreation.

Instructional plan may include:
- snorkelling activities and drills
- duration of activities and drills.

Snorkelling plan may include:
- aims and objectives
- date, time and duration
- snorkelling site, equipment and resources
- safety requirements
- contingency plan.

Industry criteria may include:
- British Sub-Aqua Club (BSAC)
- Professional Association of Diving Instructors (PADI)
- SCUBA Schools International (SSI).

Relevant legislation may include:
- occupational health and safety
- permits or permission for access

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- environmental regulations.
- marine regulations.

Organisational policies and procedures may include:

- occupational health and safety
- time and budget constraints
- communication protocols
- code of ethics
- confidentiality of participant information
- minimal impact codes.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- group management hazards.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Contingency plans may include:

- change in weather and or water conditions
- equipment failure
- participant's needs

Equipment may include:

- snorkel
- mask
- boots
- fins
- dive knife and or tool
- wet suit

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- weight system or buoyancy control
- safety and rescue equipment
- first aid equipment
- exposure protection.

Resources may include:

- clothing
- food and water
- teaching aids.

Contextual issues may include:

- weather conditions, including tide times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Instructional techniques may include:

- simple to complex
- part to whole
- chronological
- known to unknown
- D.E.D.I.C.T:
  - demonstrate
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- E.D.I.C.T:
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- I.D.E.A:
  - introduce
  - demonstrate
  - explain
  - apply
- orientate, enhance, synthesise

Required knowledge may include:

- safety procedures
- snorkelling techniques
- communication systems

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	• responsible and safe behaviour.
Snorkelling techniques may include:	• entering and exiting the water • breathing through a snorkel • clearing a snorkel and mask • equalising to clear water from ears • swimming and diving on a snorkel • performing snorkel dive rescues.
Safety and rescue procedures may include:	• emergency response procedures • group management in emergency situations • symptoms, treatment and prevention of common snorkelling risks.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Snorkelling

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SISOSRF201A Demonstrate surf survival and self rescue skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply surf survival and self rescue skills. This unit focuses on the demonstration of surf awareness and self rescue skills to safely participate in activities in surf environments.

Application of the Unit

This unit applies to those working as assistant surfing instructors or support staff under supervision in a range of controlled surf conditions. This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan for the activity.	1.1. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues***. 1.2. Apply ***knowledge of the surf environment*** and select an appropriate activity site or location according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information***. 1.4. Identify potential ***hazards*** within the surf environment and minimise ***risks*** as advised by the supervisor.
2. Select surfing equipment.	2.1. Select ***craft*** and ***equipment*** after consideration of the design and construction features that make it appropriate. 2.2. Fit and adjust equipment correctly to ensure comfort, safety and suitability to the participant and craft.
3. Demonstrate surf survival techniques.	3.1. Apply ***techniques*** for survival in the water. 3.2. Negotiate hazards whilst in the water. 3.3. Demonstrate the ability to get back to the shore in the ***prevailing conditions***, with and without the use of a craft. 3.4. Identify and apply ***strategies*** to implement when unable to self rescue or return to shore unassisted.
4. Evaluate surf survival skills.	4.1. Evaluate ***relevant aspects*** of the surf survival activity. 4.2. Identify improvements for future surf survival experiences.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- listening skills to follow instructions and directions from the supervisor
- problem-solving skills to determine self rescue methods appropriate for prevailing conditions

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- planning and organising skills to select relevant surf survival equipment
- swimming skills to swim in moderate surf conditions
- paddling skills to control and manoeuvre a surf craft in moderate conditions
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable the safe conduct of all activities and legal access
- types of craft and equipment, characteristics and technology used for surf survival, and factors affecting appropriate selection
- principles of nutrition to maintain health during activity
- weather and environmental information to ascertain possible conditions and their affect on the activity
- understanding of surf environments, including types and features of waves and rips, and how to safely avoid these when surfing
- the affect of wind, tide, swell and ocean floors on surf conditions and appropriate responses
- surf survival and self rescue techniques to maintain personal safety
- emergency and rescue procedures appropriate for the craft and location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan and select appropriate craft and equipment suitable for the rescue • demonstrates self rescue and survival techniques in prevailing conditions • evaluates and reflects on own surf survival performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in surf survival and self rescue activities in different surf conditions to demonstrate competency and consistency of performance.

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Assessment must ensure access to:

- resources and information, such as weather sources, to accurately plan and select appropriate equipment for the surf survival activity
- a surf beach
- a qualified leader or supervisor
- equipment such as a suitable craft.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the planning and review process with evidence of reference to resources
- oral or written questioning to assess knowledge of surf environments, including types and features of waves and rips
- observation of safe participation and demonstration of surf survival and self rescue techniques in prevailing conditions
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOSRF202A Demonstrate basic surfing manoeuvres in controlled conditions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:

- menu planning and preparation
- range of foods
- energy content.

Principles of nutrition may include:

- food groups
- dietary guidelines
- essential nutrients
- healthy dietary pyramid

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	• food preparation • individual food requirements and allergies.
Contextual issues may include:	• weather conditions, including tide times • season • transport • location • trip distance and duration • group objectives • group size.
Knowledge of the surf environment may include:	• characteristics of different types of waves • distinguishing features of rips.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• procedures and company or enterprise policies • use and maintenance of equipment • communication protocols • emergency procedures • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.rips • lateral currents

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	• marine creatures • rocks • sandbars • other surfers or swimmers • large waves • shorebreaks • dumping waves.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure
Craft may include:	• hard surfboards • soft surfboards • bodyboards • sit on top kayaks • handboards • stand up paddle boards.
Equipment may include:	• wetsuit • swim suit • rash vest • craft • fins.
Techniques may include:	• swimming or paddling diagonally across rips • attracting attention of lifeguard • floating and treading water • recognising hazards • keeping a safe distance from hazards.
Prevailing conditions may include:	• size of the surf • availability of assistance • imminent hazards • imminent risks.
Strategies may include:	• using recognised signals for assistance • remaining with craft where possible • floating and treading water.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection

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- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Surfing

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SISOSRF202A Demonstrate basic surfing manoeuvres in controlled conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform basic surfing manoeuvres in controlled conditions.

Application of the Unit

This unit applies to those working as assistant surfing instructors or support staff under supervision in a range of controlled surf conditions. This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the surfing activity.	1.1. Ensure sufficient ***food and water*** is available to maintain physiological well being during activity. 1.2. Select an appropriate activity site or location in ***controlled conditions*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information***. 1.4. Identify potential ***hazards*** within the surf environment and minimise ***risks*** as advised by the supervisor.
2. Select surfing equipment.	2.1. Select ***craft*** and ***equipment*** according to design and construction features and check working condition. 2.2. Fit and adjust equipment correctly to ensure comfort, safety and suitability to the participant and craft. 2.3. ***Transport*** the craft in a manner that minimises damage. 2.4. Identify the need for board waxing and demonstrate waxing technique, where required.
3. Enter and exit the water.	3.1. Select a ***safe location*** for entering the water and carry the craft out, avoiding hazards, to a depth where it can be safely sat and or laid upon. 3.2. Propel the craft through broken and unbroken waves and flat water whilst walking with a leg rope attached, where applicable. 3.3. Apply skills to ensure measures are taken so that the craft is always facing into oncoming waves.
4. Manoeuvre the craft.	4.1. Demonstrate the ability to sit and or lay upon the craft both within depth and outside depth in still water. 4.2. Propel and control the craft, using ***efficient paddling techniques***, in still water and then through broken and unbroken waves. 4.3. ***Manoeuvre*** and turn the craft both within and outside the surf zones using a variety of methods. 4.4. Demonstrate correct dismount drill in both the prone and standing positions. 4.5. Apply ***wipe-out procedures***, ensuring personal safety and safety of other surfers.

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ELEMENT	PERFORMANCE CRITERIA
5. Catch and ride a wave and paddle in flat	5.1. Observe ***surfing etiquette*** when catching and riding waves. 5.2. Catch broken waves demonstrating control and ***basic surfing manoeuvres*** without wiping out. 5.3. Ride broken waves prone and, where appropriate to the craft, while kneeling, sitting and standing. 5.4. Paddle in prone, kneeling, and standing position in flat water.
6. Evaluate surfing activity.	6.1. Evaluate ***relevant aspects*** of the activity. 6.2. Identify improvements for future surfing experiences.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - follow instructions and directions from the supervisor
  - demonstrate surfing etiquette
- problem-solving skills to:
  - determine suitability of waves
  - manoeuvre craft in varying conditions
- planning and organising skills to select an appropriate activity site or location and relevant surfing equipment
- swimming skills to swim 200 metres and tread water for 5 minutes in moderate surf conditions
- paddling and basic surfing skills to control and manoeuvre a surf craft in moderate conditions
- surf survival and self-rescue techniques to use in the case of a wipe out or troubled situation
- emergency response skills appropriate to the location to enable initial response and or rescue in surf emergencies.

Required knowledge

- relevant legislation and organisational policies and procedures to enable the safe conduct of all activities
- types of craft and equipment, characteristics and technology used for surfing, and factors affecting appropriate selection

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- food and water requirements to maintain health and energy during activities
- weather and environmental information to ascertain possible conditions and their affect on the activity
- understanding and reading of surf environments, including types and features of waves and how to select waves to surf
- the affect of wind, tide, swell and ocean floors on surf conditions and appropriate responses
- surfing etiquette to surf safely alongside other surfers and swimmers showing a common understanding
- beach zones and signs to avoid hazards and risks
- emergency and rescue procedures appropriate for the craft and location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan and select appropriate craft and equipment suitable for the activity • applies wipe out procedures, ensuring personal safety and safety of other surfers and swimmers • evaluates and reflects on own surfing performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple surfing activities that are of sufficient duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, such as weather sources, to accurately plan and select appropriate equipment for the surfing activity • a surf beach with controlled conditions suitable to participants • a qualified leader or supervisor • equipment such as a suitable craft.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral or written questioning to assess knowledge of surf environments, including types and features of waves, and possible hazards
- observation of safe participation and demonstration of surfing techniques, manoeuvres and etiquette
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOSRF201A Demonstrate surf survival and self rescue skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water may include:

- range of foods
- hydration.

Controlled conditions may include:

- sandy beaches
- beaches with even gradient
- areas free from rocks
- areas free from rips
- minimal lateral current
- white water unless surf less than ½ metre
- wind less than 20 knots
- water depth of chest deep or less
- spilling waves
- absence of shore dump
- small channel
- flat water - creeks, rivers and lakes.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations.

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Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • event warnings • river level • synoptic charts • high and low tide predictions.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Craft may include:	• bodyboards • surfboards • soft surfboards • single and double sit on kayaks • no craft (body surfing) • stand up paddle boards.
Equipment may include:	• fins • wetsuit • rash shirt • craft • rescue and safety equipment • leg ropes • paddles for sit on kayaks

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	• helmets.
Transport may include:	• vehicle • carrying craft on head or shoulder • under one arm either alone or in pairs.
Safe location may include:	• controlled conditions • marked beach zones.
Efficient paddling techniques may include:	• freestyle action • butterfly action • forward and reverse strokes • forward and reverse sweeps • low support and rudder strokes (sit on kayaks only) • hands lightly cupped • nose of board just clear of water • arms slightly bent at elbow • pivot turns and arc turns • back arch kept to minimum • deep sculling action under the water.
Manoeuvre may include:	• traversing along a wave • turning • correct use of body weight • correct rotation techniques.
Wipe-out procedures may include:	• covering head with arms • wrestling or holding board tight when in prone position • pushing board clear with feet when in the water and when standing • waiting for turbulence to subside • floating to the surface in a horizontal position.
Surfing etiquette may include:	• looking inside, to see if anyone is on wave • avoid dropping in • person closest to breaking part of wave has right of way • wave rider to avoid swimmers and other surfers.
Basic surfing manoeuvres may include:	• catching and riding wave • standing • traversing • turning.
Relevant aspects may include:	• objectives • planning process • activity site

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- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Surfing

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SISOSRF303A Perform intermediate level surfing manoeuvres

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform intermediate level surfing manoeuvres. This unit focuses on the application of safe intermediate level surfing to manoeuvre a board or sit-on kayak on small, spilling unbroken waves.

Application of the Unit

This unit applies to those working as surfing guides or instructors in a range of controlled intermediate level surf conditions with waves of up to 1m. This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies or those working as surf lifesavers that run associated surf survival and awareness programs for students.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSRF202A Demonstrate basic surfing manoeuvres in controlled conditions

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the surfing activity.	1.1. Identify an appropriate activity site or location according to ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Ensure sufficient ***food and water*** is available to maintain physiological well being during activity. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plans. 1.4. Determine possible ***hazards*** associated within the surf environment and minimise ***risks***.
2. Select surfing equipment.	2.1. Select ***craft*** and ***equipment*** according to design and construction features and check serviceability. 2.2. Fit and adjust equipment correctly to ensure comfort, safety and suitability to the participant and craft. 2.3. ***Transport*** the craft in a manner that minimises damage. 2.4. Identify the need for board waxing and demonstrate waxing technique, where appropriate.
3. Apply intermediate surfing skills.	3.1. Select a ***safe location*** for entering the water and carry the craft out, avoiding hazards, to a depth where it can be safely sat or laid upon. 3.2. Execute various ***paddling techniques*** through broken and unbroken waves. 3.3. Select appropriate waves to catch and ride. 3.4. Demonstrate ***methods of manoeuvring***, ***intermediate surfing techniques*** and ***intermediate surfing manoeuvres*** on ***intermediate waves*** at ***intermediate surfing locations***. 3.5. Apply ***wipe-out procedures***, ensuring personal safety and safety of other surfers. 3.6. Approach hazards in a safe manner and minimise risks to self and group where possible.
4. Evaluate surfing activity.	4.1. Evaluate ***relevant aspects*** of the intermediate level surfing activity. 4.2. Identify improvements for future surfing experiences.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organising skills to allocate and select suitable surfing site or location, food, water, equipment and craft for the surfing activity
- communication skills to:
  - interact with other participants to maintain a positive and safe environment
  - demonstrate surfing etiquette
- problem-solving skills to:
  - respond appropriately to changing conditions
  - determine suitability of waves
  - manoeuvre craft in varying conditions
- self management skills to:
  - review and reflect on own performance
  - set goals to improve technique
- swimming, surf survival and self-rescue techniques to use in the case of a wipe out or troubled situation
- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- emergency response skills appropriate to the location to enable initial response and or rescue in surf emergencies.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct and legal access
- equipment and craft types, characteristics and technology used for surfing, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection
- food and water requirements to maintain health and energy during activities
- sources of weather and environmental information to ascertain possible conditions and their effect on the activity
- surf environments, including types and features of waves and how to select waves to surf
- the effect of wind, tide, swell and ocean floors on surf conditions and appropriate responses
- surfing etiquette to surf safely alongside other surfers and swimmers showing a common understanding
- beach zones and signs to avoid hazards and minimise risks
- surf survival and self rescue techniques to remove oneself from trouble in the surf
- emergency and rescue procedures appropriate for the craft and location to ensure risk minimisation to self and group.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements appropriate to the surf conditions and duration of the surfing activity • demonstrates ability to control craft and negotiate hazards safely in different surf conditions • evaluates and reflects on own surfing performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple surfing activities that are of sufficient duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a surf beach with intermediate waves • equipment such as a suitable craft, personal clothing and food and water appropriate to the conditions • resources and information, such as weather sources to accurately plan and prepare for the surfing activity.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of surfing hazards and intermediate surfing techniques and strategies • observation of safe participation and demonstration of intermediate surfing skills, manoeuvres and etiquette • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOSRF304A Perform simple rescues in moderate surf conditions.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water may include:

- range of foods:
- hydration.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations.

Organisational policies and procedures may include:

- occupational health and safety:
- use and maintenance of equipment
- communication protocols
- marked beach zones
- code of ethics.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- event warnings
- river level
- synoptic charts
- high and low tide predictions.

Hazards may include:

- temperature extremes
- dangerous animals and insects
- group management hazards.rips
- lateral currents
- marine creatures
- rocks
- sandbars
- other surfers
- other equipment
- large waves

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	• shorebreaks • dumping waves.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Craft may include:	• bodyboards • surfboards • single and double sit on-kayaks • stand up paddle boards.
Equipment may include:	• fins • wetsuit • craft • booties • leg ropes • paddles • rash vests • helmets • rescue and safety equipment • Personal Flotation Device (PFD) for sit-ons.
Transport may include:	• vehicle • carrying craft on head or shoulder • under one arm either alone or in pairs.
Safe location may include:	• controlled conditions • marked beach zones • creeks, rivers, and lakes.
Paddling techniques may include:	• freestyle action • butterfly action, where appropriate • deep sculling action under the water • forward and reverse strokes • forward and reverse sweeps • low support and rudder strokes • advanced and beginner pivot turns and arc turns.
Methods of manoeuvring may include:	• duck diving • press ups • Eskimo rolls
Intermediate surfing techniques may include:	• selection of appropriate waves to catch and ride

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	• catching and riding wave • standing, where appropriate to craft • traversing left and right along the green face of a spilling wave • performing and linking intermediate surfing manoeuvres • maintaining control of the board.
Intermediate surfing manoeuvres may include:	• top turn • bottom turn • cutback • re-entry.
Intermediate waves may include:	• waves of up to 1m • open face peeling waves • peaking left or right.
Intermediate surfing locations may include:	• beach break • point break • reef break • river mouth.
Surfing etiquette may include:	• looking inside to see if anyone is on wave • avoid dropping in • person closest to breaking part of wave has right of way • wave rider to avoid swimmers and other surfers.
Wipe-out procedures may include:	• covering head with arms • wrestling or holding board tight when in prone position • pushing board clear with feet when in the water and when standing • waiting for turbulence to subside • floating to the surface in a horizontal position.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback

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- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Surfing

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SISOSRF304A Perform simple rescues in moderate surf conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform simple rescues in moderate surf conditions. This unit focuses on the application of safe rescues and recoveries in moderate surf conditions.

Application of the Unit

This unit applies to those working as surfing guides or instructors in a range of controlled surf conditions. This may include those working for private outdoor adventure companies, schools, surf camps, or those working as surf lifesavers that run associated surf survival and awareness programs for students.

This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Determine appropriate rescue or recovery technique.	1.1. Identify and assess immediate ***hazards*** and ***risks*** to self and others. 1.2. Assess the ***prevailing conditions***, degree of urgency and availability of ***physical and human resources***. 1.3. Select a ***rescue or recovery method*** suitable to the situation.
2. Perform rescues or recoveries.	2.1. Use of rescue tubes and rescue ***craft*** to perform a rescue in ***moderate conditions***. 2.2. Select approach and contact methods to reduce the possibility of injury or submersion of the rescuer. 2.3. Support, tow and monitor the rescued person in moderate conditions. 2.4. Apply appropriate carrying techniques to ensure airways are kept clear. 2.5. Apply deep water resuscitation techniques according to ***industry standards*** and ***organisational policies and procedures***. 2.6. ***Communicate*** appropriately with ***others*** during the rescue, where applicable.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to determine safest and most effective rescue method to use in the prevailing conditions
- swimming skills to swim in moderate surf conditions
- paddling skills to control and manoeuvre a surf craft
- ability to tow and use a rescue tube in moderate conditions
- communication skills to follow instructions and directions from other rescuers regarding rescue or recovery methods when performing assisted rescues
- first aid and emergency response skills appropriate to the location to enable initial

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response to emergencies and personal health care.

Required knowledge

- industry standards and organisational policies and procedures to enable the safe conduct of all activities
- types of craft and physical and human resources used for surf survival and rescues, and factors affecting appropriate selection
- surf environments, including types and features of waves and rips, and how to safely negotiate these hazards
- surf awareness including the effect of wind, tide, swell and ocean floors on surf conditions to enable appropriate responses
- surf rescue and recovery techniques such as deep water resuscitation in moderate conditions
- communication systems used during rescues and recoveries
- first aid, emergency and rescue procedures appropriate for the moderate conditions to ensure risk minimisation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assesses the surf situation for hazards and risks and selects appropriate craft and physical and human resources to assist with rescues in moderate surf conditions • participates in surf rescues and recoveries in moderate surf conditions • adapts quickly to issues that arise during surf rescues, such as change in weather and or surf conditions, and makes appropriate adjustments to ensure safety of self and others.
Context of and specific resources for assessment	Assessment must ensure participation in a variety of surf rescues and recoveries in moderate conditions to demonstrate competency and consistency of performance Assessment must also ensure access to: • a surfing location with moderate conditions • other participants to assist with rescues • physical and human resources such as a rescue craft

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and lifeguards.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of surf environments, including types and features of waves and rips
- observation of safe participation and demonstration of surf rescue and recovery techniques in prevailing conditions
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOSRF305A Guide surfing sessions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment and course failure.

Prevailing conditions may include:

- size of the surf
- availability of assistance
- change in conditions

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	• imminent hazards • imminent risks.
Physical and human resources may include:	• fins • rescue tubes • rescues boards • surfboards • bodyboards • rope • knife • whistles • first aid kit • lifeguards • bystanders.
Rescue or recovery methods may include:	• assisted • unassisted • tube rescues • craft rescues • rescues without equipment.
Craft may include:	• hard surfboards • soft surfboards • bodyboards • sit-on kayaks • stand up paddle boards.
Moderate conditions may include:	• surf up to one metre • spilling waves • unbroken waves.
Industry standards may include:	• Australian Resuscitation Council standards.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • code of ethics.
Communicate may include:	• calls • radio • hand signals • whistles.
Others may include:	• lifeguards • bystanders • emergency services.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Surfing

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SISOSRF305A Guide surfing sessions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide surfing sessions. This unit focuses on the application of planning skills to make suitable arrangements to guide a group on a day surfing session.

Application of the Unit

This unit applies to those working as surfing guides who conduct day surfing sessions in a range of surf conditions. This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSRF202A Demonstrate basic surfing manoeuvres in controlled conditions

SISOSRF303A Perform intermediate level surfing manoeuvres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a day surfing session.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a session ***plan*** according to participant's needs, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select an appropriate site or location for the session according to participant's abilities, ***session objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with surfing and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the session.
2. Select equipment for the group.	2.1. Select ***equipment*** and ***craft*** according to design and construction features and organisational policies and procedures, and check serviceability. 2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort. 2.3. Check safety and rescue equipment to ensure suitability to the group and the surf conditions.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the surfing session in a manner suitable to the participants. 3.2. Outline ***safety procedures*** and safe areas and or boundaries for the session. 3.3. Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to group to assist in self-monitoring. 3.4. Establish a suitable ***communication system*** for participants to use while surfing.
4. Supervise surfing session.	4.1. Demonstrate correct ***surfing manoeuvres*** to participants. 4.2. Monitor surfing techniques to ensure safety of participants. 4.3. Monitor individual ***participant's performance*** and

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ELEMENT	PERFORMANCE CRITERIA
	provide appropriate feedback. 4.4. Implement appropriate modifications to session in regard to all ***variable factors*** that are monitored.
5. Complete post session responsibilities.	5.1. Notify relevant authority of session completion. 5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.3. Evaluate ***relevant aspects*** of surfing session. 5.4. Identify potential areas of improvement for future surfing sessions. 5.5. Review own performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan a surfing session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive surfing environment
- problem-solving skills to:
  - plan a suitable surfing session according to participant's needs and abilities
  - make decisions about potential hazards that may affect session
  - respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable site or location
  - organise participants into manageable groups for surfing
- language and literacy skills to:
  - produce a plan for the surfing session
  - complete post session participant and self evaluations
- swimming, surf survival and rescue techniques to use in the case of a wipe out or troubled situation
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in surf emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all

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activities
- site specific information to assist in the planning process and enable management of potential surfing hazards and any special restrictions applying to the area
- equipment and craft types, characteristics and technology used for surfing, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection of equipment
- use, care and maintenance of surfing equipment to ensure prolonged life span and safety requirements
- principles of nutrition to maintain health and energy during the session
- surfing techniques and common communication systems used between surfers to reduce risk
- surf environments, including types and features of waves, the effect of wind, tide, swell and ocean floors on surf conditions and appropriate responses
- surfing etiquette to surf safely alongside other surfers and swimmers showing a common understanding
- beach zones and signs to avoid hazards and minimise risks
- surf survival and rescue techniques to remove group members from trouble in the surf
- sources of weather and environmental information to ascertain possible conditions and their effect on the session
- hazards and risks that may be experienced in various surf conditions
- first aid, emergency and rescue procedures relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors groups in a safe and professional manner • applies effective contingency management techniques to deal with a range of problems and issues that commonly arise during surfing sessions • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for	Assessment must ensure leading surfing sessions that

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assessment	reflect the needs of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable surfing location or site that enables the demonstration and practice of surfing techniques and manoeuvres • a group of participants to take part in the surfing session • equipment such as suitable craft • resources and information regarding participants and location to accurately plan, guide and document surfing session for a variety of participants.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interaction with a group of participants, including conveying information for safe participation • oral or written questioning to assess knowledge of the application of relevant legislation and organisational policies and procedures to safe conduct of all surfing activities • observation of dealing with contingencies such as changing weather conditions and equipment failure • review of surfing session plans • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOSRF304A Perform simple rescues in moderate surf conditions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Condition of participants may include:	• skill level • physical capabilities and fitness level • swimming ability • age • injuries and illnesses.
Plan may include:	• session aims and objectives • date, time and duration • location • guide and participant ratios • resources • equipment • food and water • weather details • participant information: • safety and emergency requirements.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety: • communication protocols • marked beach zones • time and budget constraints • confidentiality of participant information • code of ethics.
Session objectives may include:	• developing surfing session skills • education • development • therapy • fitness targets • recreation.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion

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- lost party or party member
- equipment and course failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Food and water requirements may include:

- range of foods
- perishability

Principles of nutrition may include:

- food groups
- dietary guidelines
- individual food requirements and allergies.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Equipment may include:

- fins
- wetsuit
- craft
- booties
- leg ropes
- paddles
- rash vests
- helmets
- rescue and safety equipment
- Personal Flotation Device (PFD) for sit-ons.

Craft may include:

- bodyboards
- surfboards
- soft surfboards
- single and double sit on-kayaks

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	• stand up paddle boards.
Relevant information may include:	• personal equipment requirements: • safety procedures • preventative measures for risks • possible hazards • environmental impact minimisation • surfing techniques and manoeuvres • rules, codes and etiquette • responsible and safe behaviour.
Safety procedures may include:	• equipment checked and undamaged • correct fitting equipment • appropriate spacing between participants • use of safety and rescue equipment.
Communication system may include:	• calls • radio • hand signals • whistles.
Surfing manoeuvres may include:	• selection of appropriate waves to catch and ride • catching and riding wave • standing, where appropriate to craft • traversing left and right along the face of a spilling wave • turning and linking of basic manoeuvres • displaying balance and confidence • flat water manoeuvres.
Participant's performance may include:	• use of appropriate communication system • surfing technique and manoeuvres • surfing control and balance in various conditions • attitude • surf etiquette • negotiation of hazards • use of equipment.
Variable factors may include:	• change of weather • equipment failure • participant's needs • surf conditions.
Relevant aspects may include:	• objectives • planning process • activity site

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- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Surfing

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SISOSRF406A Perform advanced level surfing manoeuvres

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform advanced level surfing manoeuvres. This unit focuses on the application of safe surfing techniques to perform complex manoeuvres on advanced waves.

Application of the Unit

This unit applies to those working as surfing guides or instructors in a range of advanced level surf conditions with waves above 1m. This unit may also apply to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not for profit organisations or government agencies or those working as surf lifesavers that run associated surf survival and awareness programs for students.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSRF202A Demonstrate basic surfing manoeuvres in controlled conditions

SISOSRF303A Perform intermediate level surfing manoeuvres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the surfing activity.	1.1. Identify an appropriate ***advanced surfing location*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Ensure sufficient ***food and water*** is available to maintain physiological well being during activity. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plans. 1.4. Determine possible ***hazards*** associated within the surf environment and minimise ***risks***.
2. Select surfing equipment.	2.1. Select ***craft*** and ***equipment*** according to design and construction features and check serviceability. 2.2. Fit and adjust equipment correctly to ensure comfort, safety and suitability to the participant and craft. 2.3. ***Transport*** the craft in a manner that minimises damage. 2.4. Identify the need for board waxing and demonstrate waxing technique, where appropriate.
3. Apply advanced surfing skills.	3.1. Select a ***safe location*** for entering the water according to contextual issues, relevant legislation and organisational policies and procedures. 3.2. Apply ***paddling techniques*** to manoeuvre craft in rough conditions. 3.3. Demonstrate methods of getting back out in rough conditions, avoiding hazards. 3.4. Apply knowledge of wave mechanics, ***advanced surfing techniques*** and ***methods of manoeuvring*** to perform ***advanced or complex surfing manoeuvres*** effectively, reaching the end of the wave. 3.5. Display accuracy in catching ***advanced waves***, showing control and correct use of weight transferral or rotational techniques. 3.6. Observe ***surfing etiquette*** when catching and riding waves. 3.7. Approach hazards in a safe manner and minimise risks to self and group where possible.
4. Evaluate surfing activity.	4.1. Evaluate ***relevant aspects*** of the advanced level surfing activity.

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ELEMENT	PERFORMANCE CRITERIA
	4.2. Identify improvements for future surfing experiences.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organising skills to allocate and select suitable surfing site or location, food, water, equipment and craft
- communication skills to:
  - interact with other participants to maintain a positive and safe environment
  - demonstrate surfing etiquette
- problem-solving skills to:
  - respond appropriately to changing conditions
  - determine suitability of waves
  - manoeuvre craft in varying conditions
- self management skills to:
  - review and reflect on own performance
  - set goals to improve technique
- swimming, surf survival and self-rescue techniques to use in the case of a wipe out or troubled situation
- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- emergency response skills appropriate to the location to enable initial response and or rescue in surf emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- equipment and craft types, characteristics and technology used for surfing, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection
- food and water requirements to maintain health and energy during activities
- sources of weather and environmental information to ascertain possible conditions and their effect on the activity
- surf environments, including types and features of waves and how to select waves to surf
- the effect of wind, tide, swell and ocean floors on surf conditions and appropriate responses
- surfing etiquette to surf safely alongside other surfers and swimmers showing a common understanding
- beach zones and signs to avoid hazards and minimise risks

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- surf survival and self rescue techniques to remove oneself from trouble in the surf
- emergency and rescue procedures appropriate for the craft and location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan equipment and supply requirements appropriate to the surf conditions and duration of the surfing activity • demonstrates ability to control craft and negotiate hazards safely in different surf conditions • evaluates and reflects on own surfing performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple surfing activities in advanced waves that are of sufficient duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a surf beach with advanced waves • equipment such as a suitable craft • resources and information, such as weather sources to accurately plan and prepare for the surfing activity.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of surfing hazards and advanced surfing techniques and strategies • observation of safe participation and demonstration of advanced surfing skills, manoeuvres and etiquette • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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for example:

- SISOSRF404A Perform rescues in moderate to difficult surf conditions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Advanced surfing location may include:

- beach break
- point break
- reef break
- river mouth
- bombora.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations.

Organisational policies and procedures may include:

- occupational health and safety:
- use and maintenance of equipment
- communication protocols
- marked beach zones
- code of ethics.

Food and water may include:

- range of foods
- hydration.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- event warnings
- river levels
- synoptic charts

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	• high and low tide predictions.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Craft may include:	• bodyboards • surfboards • single and double sit-on kayaks • stand up paddle boards.
Equipment may include:	• fins • wetsuit • craft • booties • leg ropes • paddles • rash vests • helmets • rescue and safety equipment • Personal Flotation Device (PFD) for sit-ons.
Transport may include:	• vehicle • carrying craft on head or shoulder • under one arm either alone or in pairs.
Safe location may include:	• controlled conditions • marked beach zones.
Paddling techniques may include:	• freestyle action • butterfly action, where appropriate • deep sculling action under the water • forward and reverse strokes • forward and reverse sweeps • low support and rudder strokes.
Advanced surfing techniques may include:	• selection of appropriate waves to ride • standing, where appropriate to craft • traversing or trimming along the open face of

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	the wave generating speed • maintaining control of the board.
Methods of manoeuvring may include:	• duck diving • press ups • Eskimo rolls • linking complex manoeuvres in the critical part of the wave.
Advanced or complex surfing manoeuvres may include:	• late take-offs • roundhouse cutbacks • vertical re-entries or snaps • floaters • tube riding • tail slides • airborne turns • 360º turns.
Advanced waves may include:	• waves above 1m • open face peeling waves • peaking left or right.
Surfing etiquette may include:	• looking inside, to see if anyone is on wave • avoid dropping in • right of way • avoiding swimmers and other surfers.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Surfing

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SISOSRF407A Perform rescues in moderate to difficult surf conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform a comprehensive range of rescues in moderate to difficult surf conditions. This unit focuses on the application of safe rescues and recoveries in moderate to difficult surf conditions.

Application of the Unit

This unit applies to those working as surfing instructors in moderate to difficult surf conditions. This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, schools, surf camps, group instructors in outdoor education programs or those working as surf lifesavers that run associated surf survival and awareness programs for students.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Determine appropriate rescue or recovery technique.	1.1. Identify and assess immediate ***hazards*** and ***risks*** to self and others. 1.2. Assess the ***prevailing conditions***, degree of urgency and availability of ***physical and human resources***. 1.3. Select a ***rescue or recovery method*** suitable to the situation.
2. Perform rescues or recoveries.	2.1. Use rescue tubes and rescue ***craft*** to perform a rescue in ***moderate to difficult surf conditions***. 2.2. Select approach and contact methods to reduce the possibility of injury or submersion of the rescuer. 2.3. Support, tow and monitor the rescued person in moderate to difficult surf conditions using equipment as required. 2.4. Apply appropriate carrying techniques to ensure airways are kept clear. 2.5. Apply deep water resuscitation techniques according to ***industry standards*** and ***organisational policies and procedures***. 2.6. ***Communicate*** appropriately with ***others*** during the rescue, where applicable. 2.7. Apply ***advanced resuscitation techniques*** to revive distressed and unconscious surfers or swimmers.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to follow instructions and directions from other rescuers regarding rescue or recovery methods when performing assisted rescues
- problem-solving skills to determine safest and most effective rescue method to use in the prevailing conditions
- swimming skills to swim in moderate to difficult surf conditions
- paddling skills to control and manoeuvre a surf craft
- ability to tow and use a rescue tube in moderate to difficult conditions
- advanced resuscitation techniques including the use of oxygen

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- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- industry standards and organisational policies and procedures to enable the safe conduct of all activities
- types of craft and physical and human resources used for surf survival and rescues, and factors affecting appropriate selection
- surf environments, including types and features of waves and rips, and how to safely avoid these
- surf awareness such as the effect of wind, tide, swell and ocean floors on surf conditions and appropriate responses
- surf rescue and recovery techniques such as deep water resuscitation in moderate to difficult surf conditions
- communication systems used during rescues and recoveries
- advanced resuscitation techniques to revive distressed and unconscious surfers or swimmers
- first aid, emergency and rescue procedures appropriate for the moderate to difficult conditions to ensure risk minimisation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assesses the surf situation for hazards and risks and selects appropriate craft and physical and human resources to assist with rescues in moderate to difficult surf conditions • participates in a range of surf rescues and recoveries, with and without the use of equipment • adapts quickly to issues that arise during surf rescues, such as change in weather and or surf conditions, and makes appropriate adjustments to ensure safety of self and others.
Context of and specific resources for assessment	Assessment must ensure participation in a comprehensive range of surf rescues and recoveries with and without the use of oxygen equipment demonstrate competency and consistency of performance

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Assessment must also ensure access to:

- a surfing location with moderate to difficult surf conditions
- other participants to assist with rescuing
- physical and human resources such as rescue craft, oxygen equipment and lifeguards.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of surf environments, including types and features of waves and rips
- observation of safe participation and demonstration of surf rescue with and without equipment and resuscitation and recovery techniques
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOSRF410A Instruct advanced surfing skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member

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	• equipment and course failure.
Prevailing conditions may include:	• size of the surf • availability of assistance • change in conditions • imminent hazards • imminent risks.
Physical and human resources may include:	• fins • rescue tubes • rescues boards • surfboards • bodyboards • rope • knife • whistles • first aid kit • oxygen equipment • lifeguards • bystanders • stand up paddle boards.
Rescue or recovery methods may include:	• assisted • unassisted • tube rescues • craft rescues • resuscitation • rescues without equipment.
Craft may include:	• hard surfboards • soft surfboards • bodyboards • sit-on kayaks • stand up paddle boards.
Moderate to difficult surf conditions may include:	• wave height 1 to 2 metres • broken and unbroken waves • choppy or rough conditions.
Industry standards may include:	• Australian Resuscitation Council standards.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • code of ethics.
Communicate may include:	• signs

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- radio
- hand signals
- whistles.

Others may include:

- lifeguards
- bystanders or members of the public
- emergency services.

Advanced resuscitation techniques may include:

- use of oxygen and oxygen equipment.

Unit Sector(s)

Outdoor Recreation

Competency Field

Surfing

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SISOSRF408A Guide surfing trips

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on extended surfing trips. This unit focuses on the application of planning skills to make suitable arrangements to guide a group on an overnight surfing trip. This unit requires planning for the overnight trip. The performance outcomes, skills and knowledge to set up an overnight site are covered in the unit SISOOPS202A Use and maintain a temporary or overnight site.

Application of the Unit

This unit applies to those working as surfing guides who conduct overnight surfing trips and activities in a range of surf conditions. This may include those working for private outdoor adventure companies, volunteer organisations, government agencies, schools, surf camps, group instructors in outdoor education programs or those working as surf lifesavers that run associated surf survival and awareness programs for students.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSRF202A Demonstrate basic surfing manoeuvres in controlled conditions

SISOSRF303A Perform intermediate level surfing manoeuvres

SISOSRF305A Guide surfing sessions

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan an overnight surfing trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a trip ***plan***, according to participant's needs, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select an appropriate location for the overnight trip according to participant's abilities, ***trip objectives***, relevant legislation and organisational policies and procedures. 1.4. Identify ***hazards*** associated with surfing and minimise ***risks*** to ensure personal safety of participants. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan. 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the overnight trip. 1.7. Inform ***appropriate authorities*** before commencing the surfing trip.
2. Select equipment for the group.	2.1. Select ***equipment*** and ***craft*** according to design and construction features, contextual issues and organisational policies and procedures and check serviceability. 2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort. 2.3. Pack equipment that is not required on hand in a suitable manner. 2.4. Check safety and rescue equipment to ensure suitability to the group and the conditions.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the surfing trip in a manner suitable to the

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ELEMENT	PERFORMANCE CRITERIA
	participants. 3.2. Outline ***safety procedures*** and safe areas and or boundaries for the overnight trip. 3.3. Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to group to assist in self-monitoring. 3.4. Establish a suitable ***communication system*** for participants to use while surfing. 3.5. Check and confirm participants are ***properly equipped*** for the overnight trip.
4. Supervise surfing activities during overnight trip.	4.1. Demonstrate correct ***surfing manoeuvres*** to participants. 4.2. Monitor surfing manoeuvres to ensure safety of participants. 4.3. Monitor individual ***participant's performance*** and provide appropriate feedback. 4.4. Implement appropriate modifications to activities in regard to all ***variable factors*** that are monitored.
5. Complete post-trip responsibilities.	5.1. Notify appropriate authorities of trip completion. 5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.3. Evaluate ***relevant aspects*** of surfing trip. 5.4. Identify potential areas of improvement for future overnight surfing trips. 5.5. Review own performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to;
  - consult with participants to plan an overnight surfing trip that meets their needs
  - convey information about the safety aspects of the trip
  - interact with participants to create a safe and positive surfing environment
- problem-solving skills to:
  - plan a suitable surfing trip according to participant's needs and abilities
  - make decisions about potential hazards that may affect activities

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  - respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and suitable locations
  - organise participants into manageable groups for surfing
- language and literacy skills to:
  - produce a plan for the overnight surfing trip
  - complete post activity participant and self evaluations
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in surf emergencies.

Required knowledge

- legislation and organisational policies and procedures to ensure safe conduct of all activities
- information about local area to assist in the planning process and selection of an overnight site, enable management of potential surfing hazards, and any special restrictions applying to the area
- equipment types, characteristics and technology used for surfing, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for surfing and factors affecting appropriate clothing selection, such as layering and protective clothing
- care and maintenance of equipment to ensure prolonged life span and safety requirements
- principles of nutrition to maintain health and energy throughout the overnight trip
- surfing techniques and common communication systems used between surfers to reduce risk
- surf environments, including types and features of waves, the effect of wind, tide, swell and ocean floors on surf conditions and appropriate responses
- surfing etiquette to surf safely alongside other surfers and swimmers showing a common understanding
- beach zones and signs to avoid hazards and minimise risks
- surf survival and rescue techniques to remove group members from trouble in the surf
- sources of weather and environmental information to ascertain possible conditions and their effect on the overnight trip
- hazards and risks that may be experienced in various surf conditions
- first aid, emergency and rescue procedures relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans within activity constraints and guides and monitors groups in a safe and professional manner • applies effective contingency management techniques to deal with a range of problems and issues that routinely arise during the overnight surfing trip • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure leading surfing activities that reflect the needs of a range of participants and are of sufficient duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable surfing location to enable demonstration of overnight surfing activities • a group of participants to take part in the overnight surfing trip • equipment such as suitable craft wetsuit and safety and rescue equipment • resources and information regarding participants and location to accurately plan, guide and document surfing activities for a variety of participants.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interaction with a group of participants, including conveying information for safe participation • oral or written questioning to assess application of legislation and organisational policies and procedures to safe conduct of all surfing activities • observation of dealing with contingencies such as changing weather and surf conditions and equipment failure • review of overnight surfing trip plans • third-party reports from a supervisor detailing

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performance.

Industry has determined that this unit must be assessed with the following unit or units:

- SISOOPS202A Use and maintain a temporary or overnight site.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- skill level
- previous experience
- physical capabilities and fitness level
- swimming ability
- age
- injuries and illnesses.

Plan may include:

- session aims and objectives
- date, time and duration
- guide and participant ratios
- resources
- equipment
- food and water
- weather details
- participant information
- safety and emergency requirements

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations.

Organisational policies and procedures may include:

- occupational health and safety:
- permits or permission for access
- communication protocols
- time and budget constraints
- confidentiality of participant information

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- code of ethics.

Trip objectives may include:

- self improvement
- meeting people
- fitness targets
- adventure and recreation.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment and course failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Food and water requirements may include:

- perishability
- packaging
- storage.

Principles of nutrition may include:

- dietary guidelines
- essential nutrients:
- food preparation
- safe food handling and hygiene practices.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location

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	• trip distance and duration • group objectives • group size.
Appropriate authorities may include:	• waterways departments • surf rescue • authorities • supervisors.
Equipment may include:	• surfing equipment • safety and rescue equipment • resources.
Craft may include:	• bodyboards • surfboards • soft surfboards • single and double sit on-kayaks • stand up paddle boards.
Relevant information may include:	• personal equipment requirements • safety procedures • environmental impact minimisation • surfing techniques • objectives • rules and codes • responsible and safe behaviour.
Safety procedures may include:	• surfers ready • correct fitting equipment • appropriate spacing between participants • understanding of contingency and risk management plans • use of safety and rescue equipment.
Communication system may include:	• calls • radio • hand signals • whistles.
Surfing manoeuvres may include:	• selection of appropriate waves to catch and ride • catching and riding wave • standing, where appropriate to craft • traversing left and right along the face of a spilling wave • turning and linking of basic manoeuvres • displaying balance and confidence.
Participant's performance may	• use of appropriate communication system

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include:	• surfing technique and manoeuvres • surfing control and balance in various conditions • attitude • surf etiquette • negotiation of hazards • use of equipment.
Variable factors may include:	• change of weather • equipment failure • participant's needs • surf conditions.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Surfing

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SISOSRF409A Instruct basic to intermediate surfing skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct basic to intermediate surfing skills. This unit focuses on planning, instructing and evaluating instructional surfing sessions to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in basic to intermediate surfing activities.

Application of the Unit

This unit applies to those working as surfing instructors in a range of intermediate level surf conditions with waves of up to 1m. This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, not for profit organisations, government agencies, schools, surf camps, group instructors in outdoor education programs or those working as surf lifesavers that run associated surf survival and awareness programs for students.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSRF202A Demonstrate basic surfing manoeuvres in controlled conditions

SISOSRF303A Perform intermediate level surfing manoeuvres

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a surfing session.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's current surfing knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***surfing plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with surfing and minimise ***risks*** according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures and check serviceability. 2.2. Check equipment for safety and suitability according to relevant legislation and manufacturer's recommendations and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the surfing session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable ***communication system*** for participants to use while surfing. 3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour. 3.5. Check and confirm that all participant equipment is fitted and adjusted.

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ELEMENT	PERFORMANCE CRITERIA
4. Instruct a surfing session.	4.1. Conduct introductory activities for participants to reduce the risk of injury. 4.2. Monitor individual ***participant's performance*** during surfing session. 4.3. Apply clear and accurate ***instructional techniques*** to impart ***activity specific knowledge***, ***basic surfing manoeuvres*** or ***intermediate surfing manoeuvres***, ***intermediate surfing techniques*** and ***safety and rescue procedures***. 4.4. Inform participants of ***opportunities*** to further develop their surfing skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Evaluate ***relevant aspects*** of the surfing session and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future surfing instructional sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an appropriate surfing session
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan surfing sessions according to participant's needs and characteristics
  - address participant difficulties in developing techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organisation skills to:
  - source, allocate and coordinate resources, equipment and a suitable surfing site
  - monitor and evaluate progress
  - organise participants into manageable groups for surfing
- language and literacy skills to:

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  - produce surfing and instructional plans for the session
  - complete post session participant and self evaluations
  - apply for permission or permits to use a suitable surfing site to instruct a group
- instructional techniques to suit a range of participant's needs, characteristics and learning styles
- emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing surfing.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of surfing activities
- information about local surfing site to assist in the planning process and enable management of potential surfing hazards and any special restrictions applying to the area
- equipment types, characteristics and technology used for surfing, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- care and maintenance of surfing equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- basic to intermediate surfing manoeuvres and common communication systems used between surfers and swimmers to reduce risk
- sources of surf conditions and weather and environmental information to ascertain possible conditions and their effect on the session
- surf environments, including types and features of waves and how to select waves to surf
- the effect of wind, tide, swell and ocean floors on surf conditions and appropriate responses
- surfing etiquette to surf safely alongside other surfers and swimmers showing a common understanding
- beach zones and signs to avoid hazards and minimise risks
- surf survival and self rescue techniques to remove self or others from trouble in the surf
- hazards and risks associated with surfing in various surf conditions and how to avoid or negotiate these
- emergency and rescue procedures relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers precise relevant information, explanations and demonstrations for multiple surfing sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve basic to intermediate level surfing performance • uses and modifies instructional techniques and or activities to cater for a range of individual learning styles • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of safe surfing activities that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must ensure access to: • a suitable surfing site for the conduct of instructional sessions • a group of participants to take part in the basic to intermediate surfing session • equipment such as a suitable craft, wetsuit, safety and rescue equipment, personal clothing and food and water • resources and information regarding participants and location to accurately plan, instruct and document surfing sessions for a variety of participants.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess application of legislation and organisational policies and procedures to safe conduct of all surfing activities • observation of safe surfing instruction, monitoring and adjustment according to participant's needs and characteristics • portfolio of surfing session plans

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- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOSRF304A Perform simple rescues in moderate surf conditions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:

- age
- cultural factors
- fitness level and physical capabilities
- surfing skills and knowledge.

Session's aims and objectives may include:

- developing surfing skills and techniques
- education
- development
- therapy
- fitness targets
- recreation.

Instructional plan may include:

- surfing activities and drills
- duration of activities and drills.

Surfing plan may include:

- session's aims and objectives
- date and time
- location
- instructor and participant ratios
- resources and equipment
- food and water
- weather details
- safety requirements.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations.

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Organisational policies and procedures may include:	• occupational health and safety: • time and budget constraints • communication protocols • confidentiality of participant information • code of ethics • support personnel.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • event warnings • river levels • synoptic charts • high and low tide predictions.
Contingency plans may include:	• change in weather • change in surf conditions • equipment failure • unavailability suitable surfing site.
Equipment may include:	• surfing equipment • safety and rescue equipment.
Resources may include:	• appropriate clothing • food and water • teaching aids.

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Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• equipment and resource requirements, selection and use • safety procedures • risk prevention measures • objectives • rules and codes • responsible and safe behaviour.
Communication system may include:	• signs • hand signals • calls • whistles.
Safety procedures may include:	• correct fitting equipment • appropriate spacing between participants • understanding of contingency and risk management plans • use of safety and rescue equipment.
Participant's performance may include:	• use of appropriate communication system • basic surfing manoeuvres • intermediate surfing techniques and manoeuvres • surfing control and balance in various conditions • attitude • surf etiquette • negotiation of hazards • use and maintenance of equipment.

Instructional techniques may include:	• simple to complex
	• part to whole
	• chronological
	• known to unknown
	• D.E.D.I.C.T:
	  • demonstrate
	  • explain
	  • demonstrate

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- instruct
- critique
- test

- E.D.I.C.T:
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- I.D.E.A:
  - introduce
  - demonstrate
  - explain
  - apply

Required knowledge may include:

- basic surfing manoeuvres
- intermediate surfing techniques and manoeuvres
- surf environment and conditions
- surf and weather reading skills
- minimal impact practices
- equipment selection, use and maintenance.

Basic surfing manoeuvres may include:

- catching and riding wave
- standing
- traversing
- turning.

Intermediate surfing manoeuvres may include:

- appropriate wave selection
- catching and riding wave
- standing where appropriate to craft
- traversing left and right along green face of spilling wave
- performing and linking surfing manoeuvres
- maintaining control of the board.

Intermediate surfing techniques may include:

- forehand and backhand:
  - top turn
  - bottom turn
  - cutback
  - re-entry.

Safety and rescue procedures may include:

- emergency response procedures
- group management in emergency situations
- understanding of safety practices
- symptoms, treatment and prevention of

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	common surfing risks • equipment checked and in good working condition • correct fitting and undamaged equipment • use of communication systems.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Surfing

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SISOSRF410A Instruct advanced surfing skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct intermediate to advanced surfing skills. This unit focuses on planning, instructing and evaluating instructional surfing sessions to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in intermediate to advanced surfing activities.

Application of the Unit

This unit applies to those working as surfing instructors in a range of intermediate to advanced level surf conditions with waves above 1m. This unit may also apply to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not for profit organisations or government agencies or those working as surf lifesavers that run associated surf survival and awareness programs for students.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOSRF202A Demonstrate basic surfing manoeuvres in controlled conditions

SISOSRF303A Perform intermediate level surfing manoeuvres

SISOSRF406A Perform advanced level surfing manoeuvres

SISOSRF407A Perform rescues in moderate to difficult conditions

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a surfing session.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's current surfing knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***surfing plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with surfing and minimise ***risks*** according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check serviceability. 2.2. Check equipment for safety and suitability according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the surfing session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable ***communication system*** for participants to use while surfing. 3.4. Inform participants of known and anticipated

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ELEMENT	PERFORMANCE CRITERIA
	hazards, ***safety and rescue*** procedures and appropriate behaviour. 3.5. Check and confirm that all participant equipment is fitted and adjusted.
4. Instruct a surfing session.	4.1. Conduct introductory activities for participants to reduce the risk of injury. 4.2. Monitor individual ***participant's performance*** during surfing session. 4.3. Apply clear and accurate ***instructional techniques*** to impart ***activity specific knowledge***, ***methods of manoeuvring***, ***advanced surfing techniques***, ***advanced or complex surfing manoeuvres*** and safety and rescue procedures. 4.4. Inform participants of ***opportunities*** to further develop their surfing skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Evaluate ***relevant aspects*** of the surfing session and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future surfing instructional sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an appropriate surfing session
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan surfing sessions according to participant's needs and characteristics
  - address participant difficulties in developing techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organisation skills to:

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  - source, allocate and coordinate resources, equipment and a suitable surfing site
  - monitor and evaluate progress
  - organise participants into manageable groups for surfing
- language and literacy skills to:
  - produce surfing and instructional plans for the session
  - complete post session participant and self evaluations
- instructional techniques to suit a range of participant's needs, characteristics and learning styles
- emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing surfing.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of surfing activities
- site specific information to assist in the planning process and enable management of potential surfing hazards and any special restrictions applying to the area
- equipment types, characteristics and technology used for surfing, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- care and maintenance of surfing equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- intermediate to advanced surfing manoeuvres and common communication systems used between surfers and swimmers to reduce risk
- sources of surf conditions and weather and environmental information to ascertain possible conditions and their effect on the session
- surf environments, including types and features of waves and how to select waves to surf
- the effect of wind, tide, swell and ocean floors on surf conditions and appropriate responses
- surfing etiquette to surf safely alongside other surfers and swimmers showing a common understanding
- beach zones and signs to avoid hazards and minimise risks
- surf survival and self rescue techniques to remove self or others from trouble in the surf
- hazards and risks associated with surfing in various surf conditions and how to avoid or negotiate these
- emergency and rescue procedures relevant to the location to ensure risk minimisation to self and group.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for surfing sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve intermediate to advanced level surfing performance • uses and modifies instructional techniques and or activities to cater for a range of individual learning styles • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of safe surfing activities that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable surfing site for the conduct of instructional sessions • a group of participants to take part in the intermediate to advanced surfing session • equipment such as suitable craft and safety and rescue equipment • resources and information regarding participants and location to accurately plan, instruct and document surfing sessions for a variety of participants.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess application of relevant legislation and organisational policies and procedures to safe conduct of all surfing activities • observation of safe surfing instruction, monitoring and adjustment according to participant's needs and

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characteristics
- portfolio of surfing session plans
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:
- age
- cultural factors
- previous experience
- fitness level and physical capabilities
- surfing skills and knowledge.

Session's aims and objectives may include:
- developing surfing skills and techniques
- education
- development
- therapy
- fitness targets
- recreation.

Instructional plan may include:
- surfing activities and drills
- duration of activities and drills.

Surfing plan may include:
- session's aims and objectives
- date, time and duration
- location
- instructor and participant ratios
- resources and equipment
- food and water
- weather details
- safety requirements.

Relevant legislation may include:
- occupational health and safety
- permits from authorities
- environmental regulations
- marine regulations.

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Organisational policies and procedures may include:	• occupational health and safety: • assessment procedures • time and budget constraints • communication protocols • confidentiality of participant information • working with children • code of ethics • support personnel.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • event warnings • river levels • synoptic charts • high and low tide predictions.
Contingency plans may include:	• change in weather • change in surf conditions • equipment failure • participant's needs • unavailability of suitable surfing site.
Equipment may include:	• surfing equipment: • safety and rescue equipment.

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Resources may include:	• appropriate clothing • food and water • teaching aids.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• equipment and resource requirements, selection and use • safety procedures • possible hazards • intermediate to advanced surfing techniques • objectives • rules and codes • responsible and safe behaviour.
Communication system may include:	• calls • radio • hand signals • whistles.
Safety and rescue procedures may include:	• emergency response procedures • group management in emergency situations • emergency response, safety and rescue equipment • understanding of safety practices • symptoms, treatment and prevention of common surfing risks • correct fitting and undamaged equipment • use of communication systems. • appropriate spacing between participants
Participant's performance may include:	• use of appropriate communication system • advanced surfing techniques • advanced or complex surfing manoeuvres • surfing control and balance in various conditions • attitude • surf etiquette • negotiation of hazards • use and maintenance of equipment.

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Instructional techniques may include:

- simple to complex
- part to whole
- chronological
- known to unknown
- D.E.D.I.C.T:
  - demonstrate
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- E.D.I.C.T:
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- I.D.E.A:
  - introduce
  - demonstrate
  - explain
  - apply

Required knowledge may include:

- advanced surfing techniques and manoeuvres
- surf environment and conditions
- surf and weather reading skills
- minimal impact practices
- risk and hazard management
- equipment selection, use and maintenance
- communication systems used in surfing.

Methods of manoeuvring may include:

- duck diving
- press ups Eskimo roles
- linking of advanced or complex surfing manoeuvres
- forward and reverse strokes
- forward and reverse sweeps
- low support and rudder strokes, sit on kayaks only.

Advanced surfing techniques may include:

- appropriate wave selection
- catching and riding wave
- standing where appropriate to craft
- traversing or trimming along the open face of

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	the wave generating speed • performing and linking advanced or complex surfing manoeuvres in the critical part of the wave • maintaining control of the board.
Advanced or complex surfing manoeuvres may include:	• late take-offs • roundhouse cut-backs • vertical re-entries or snaps • floaters • tube riding • tail slides • airborne turns • 360º turns.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Surfing

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SISOTBR201A Select, set up and maintain an off-highway motorcycle

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to select, set up and maintain an off-highway motorcycle, under supervision, for off-highway motorcycle riding.

Other related competencies such as riding and trip planning are defined elsewhere.

Application of the Unit

This unit applies to those working as assistant off-highway motorcycling tour guides or support staff under supervision.

This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

Licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Under State and Territory legislation, Road and Traffic Authorities apply legislation and regulatory requirements in regards to public roads and land.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Select a motorcycle for off-highway	1.1. Identify ***sources of information*** on off-highway motorcycles. 1.2. Identify ***off-highway motorcycle options*** according to ***specific requirements*** and select an off-highway motorcycle according to the ***needs***, ***size and proportions*** of the rider. 1.3. Select an appropriate off-highway motorcycle dealer.
2. Set up an off-highway motorcycle.	2.1. Identify ***aspects of setup*** which affect motorcycle performance and rider efficiency. 2.2. Make adjustments and set up ***controls*** for comfort and user ease. 2.3. Identify the range of ***accessories*** available to improve performance and ***rider comfort*** and safety and attach required accessories. 2.4. Check and adjust other ***off-highway motorcycle parts*** to ensure correct functioning and safety according to manufacturer's recommendations. 2.5. Ensure motorcycle condition meets safety requirements according to ***relevant legislation*** and ***organisational policies and procedures***.
3. Conduct routine maintenance.	3.1. Identify scheduled ***servicing*** and ***regular maintenance tasks*** according to manufacturer's specifications and organisational policies and procedures. 3.2. Identify repair ***tools and spare parts*** and store on motorcycle according to manufacturer's specifications and organisational policies and procedures. 3.3. Conduct regular maintenance and lubrication according to manufacturer's specifications. 3.4. Correct detected faults or refer to specialist

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ELEMENT	PERFORMANCE CRITERIA
	repairers, as required.
	3.5. Clean motorcycle to prevent corrosion damage.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to discuss and ask questions about off-highway motorcycle parts, tools and spare parts with instructor
- problem-solving skills to determine appropriate tools for undertaking servicing, maintenance and repairs
- planning and organising skills to ensure all necessary equipment is in good working order
- motorcycle maintenance and repair skills to check, prevent and repair common faults and deficiencies on an off-highway motorcycle.

Required knowledge

- relevant legislation and organisational policies and procedures to enable the safe conduct of all activities
- legislation and organisational policies and procedures to adhere to relevant road and traffic acts
- minimal impact motorcycling codes to enable protection of the environment
- equipment types, characteristics and technology used for off-highway motorcycling, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- maintenance tools and kits commonly used to repair and maintain off-highway motorcycles
- maintenance and repair of off-highway motorcycling equipment to ensure prolonged life span and safety requirements
- features of off-highway motorcycles and motorcycling equipment that provide comfort and safety
- aspects of off-highway motorcycle setup and construction features that affect performance
- adjustment of controls for maximum efficiency and rider comfort and safety
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and others.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifies off-highway motorcycle features, parts and tools correctly
- refers to appropriate sources regarding off-highway motorcycle selection to select a suitable motorcycle that meets the needs, size and proportions of the rider
- follows written and verbal instructions to accurately apply knowledge of correct off-highway motorcycle functioning and safety based on the manufacturers recommendations
- selects and safely utilises tools to repair common off-highway motorcycle deficiencies such as dirty oil and air filters and punctured tyres or refers motorcycle to be serviced as required.

Context of and specific resources for assessment

Assessment must ensure application of routine checks, maintenance and repairs that are of sufficient breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources, such as relevant information on off-highway motorcycle selection
- off-highway motorcycles in a suitable outdoor environment that allows motorcycle repairs and maintenance to take place
- personal protective equipment
- appropriate equipment, such as off-highway motorcycle tools, repair kits and spare parts.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of the application of relevant legislation and organisational policies and procedures
- observation of pre-routine safety checks of off-highway motorcycle parts and appropriate repairs made to any deficiency

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- observation of safe participation and demonstration of repair and maintenance skills, such as a puncture repair
- portfolio showing evidence of research into off-highway motorcycle options.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOTBR202A Demonstrate basic off- highway motorcycling skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of information may include:

- internet
- shops
- manufacturers
- legislation
- clubs
- magazines
- manufacturer's service manuals.

Off-highway motorcycle options may include:

- all-terrain vehicles (ATVs)
- off-highway motorcycles
- trailers
- farm or agriculture motorcycles.

Specific requirements may include:

- dominant use
- cost
- maintenance
- availability
- riding conditions.

Needs, ***size and proportions*** may include:

- type of motorcycle
- terrain motorcycle is to be ridden in
- engine capacity
- motorcycle code of conduct
- height or weight of rider.

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Relevant legislation may include:	• Road and Traffic Acts • occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • noise level • emergency procedures • code of ethics.
Aspects of setup may include:	• handlebar angle or shape and width • angle of clutch and front brake levers • position of clutch and front brake levers on handlebars • free-play of levers and throttle cable barrel • position of rear brake and gear levers • suspension • tyre pressures • gearing • tyre selection.
Controls may include:	• clutch lever • front brake lever • throttle • gear lever • rear brake lever • decompressor lever.
Accessories may include:	• bash or skid plate • frame guards • fork guards or boots • extended range fuel tank • seat foam or cover • chain and sprockets • brake and clutch levers • foot pegs • brake pads • brake disc guards • handlebars.
Rider comfort may include:	• selection of handgrips • selection of riding apparel • seat, handlebar and lever position.
Off-highway motorcycle parts may include:	• wheels • tyres

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- brakes
- pedals
- footpegs
- seat
- levers
- suspension

Servicing may include:

- suspension
- engine maintenance
- bearings and nipples
- chains and sprocket
- oil and filters
- cables
- muffler silencing maintenance.

Regular maintenance tasks may include:

- fluid levels
- air cleaner
- fuel and oil filters
- lubrication
- steering system
- electrical system
- gears
- braking system
- chain and sprockets
- spoke tension
- wheel alignment and balance.

Tools and spare parts may include:

- spare tube and tyre levers
- patch kit
- tube valves
- spanner set and or shifter
- pump and or gas bottles
- spare nuts and bolts
- spare chain and links
- electrical wire
- tie wire
- screwdrivers
- spoke spanner
- cable ties.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Trail Bike Riding

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SISOTBR202A Demonstrate basic off-highway motorcycling skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to ride an off-highway motorcycle on tracks and trails at an introductory level under supervision. This unit focuses on the demonstration of basic off-highway motorcycling skills over gentle to moderate terrain with some hazards.

Application of the Unit

This unit applies to those working as assistant off-highway motorcycling tour guides or support staff under supervision.

This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

Licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Under State and Territory legislation, Road and Traffic Authorities apply legislation and regulatory requirements in regards to public roads and land.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan an off-highway motorcycle ride.	1.1. Identify and plan ***food and water requirements*** according the duration of the ride. 1.2. Address packaging and storage of food and fluids appropriate for an off-highway motorcycle ride. 1.3. Select an appropriate activity site or location or route that complies with ***relevant legislation***, ***organisational policies and procedures*** and ***contextual issues*** relating to the ride. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information*** and determine activity plans. 1.5. Identify possible ***hazards*** and ***risks*** associated with the ride.
2. Select and use equipment and apparel.	2.1. Ensure ***off-highway motorcycle*** is appropriate for the activity, site, location or route and expected ***terrain***. 2.2. Select ***apparel and equipment*** that is suitable for all possible weather conditions, and check it is in good working condition. 2.3. Adjust and fit equipment to ensure comfort and safety. 2.4. Assemble and carry an adequate in-field repair kit. 2.5. Pack backpack or bumbag to ensure that heavy contents do not affect balance while riding and sharp contents are not protruding.
3. Conduct pre-start checks.	3.1. Perform routine ***pre-start checks*** of the off-highway motorcycle and take action to correct any deficiencies. 3.2. Fit attachments and loads, in accordance with manufacturer's specifications, to ensure safety and balance. 3.3. Adjust controls according to personal requirements.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Prepare equipment, where required, for safe transportation to activity location in a manner to minimise damage.
4. Demonstrate off-highway motorcycling skills.	4.1. Start off-highway motorcycle, as advised by leader, to maintain safety and stability. 4.2. Adopt appropriate posture and balance when riding on various ***terrain***, to achieve efficiency, safety and comfort. 4.3. Modify ***techniques*** to account for changes in terrain and apply recommended weight transfer and distribution techniques during cornering. 4.4. Survey track to identify hazards, minimise risks and select the best route according to relevant procedures and to provide suitable traction on ***track and trails***. 4.5. Use appropriate techniques to negotiate a range of terrain types and ***obstacles*** whilst maintaining control of motorcycle at all times. 4.6. Complete ***parking procedures*** in line with safe practice. 4.7. Demonstrate group riding techniques and take ***measures*** to guard personal and ***group safety***.
5. Evaluate the off-highway motorcycle ride.	5.1. Evaluate ***relevant aspects*** of the off-highway motorcycle ride. 5.2. Identify improvements for future rides.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning skills to select an appropriate site or location or route that is relevant to the skill level of participants
- communication skills to interact with other motorcyclists and motorists to make intentions clear and ensure personal safety
- problem-solving skills to decide on motorcycling technique and gear to use according to changes in terrain
- planning and organising skills to ensure all necessary equipment is in good working order
- motorcycle maintenance and repair skills to check, prevent and repair common

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faults and deficiencies
- navigation skills to plan and follow a chosen route
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable the safe conduct of all activities
- legislation and organisational policies and procedures to adhere to relevant road and traffic acts
- minimal impact motorcycling codes to enable protection of the environment
- road rules and off-highway motorcycling codes to understand motorcyclists rights and responsibilities on and off-highway, and to maintain safety of other motorists
- equipment types, characteristics and technology used for off-highway motorcycling, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- maintenance and repair of motorcycling equipment to ensure prolonged life span and safety requirements
- motorcycling techniques such as cornering, braking, clutch use and body positioning used in different terrain
- basic weather and environmental information to ascertain possible conditions and their affect on the ride
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies accurate routine pre start checks and takes action to correct any deficiencies
- selects and utilises apparel and equipment that is suitable for all possible weather conditions to minimise the risk of injury
- follows written and verbal instructions to accurately apply knowledge and demonstrate off-highway motorcycling techniques, such as throttle, clutch and brake usage
- takes measures to guard personal and group safety by

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identifying and negotiating obstacles and hazards, and using effective communication during the activity
- evaluates and reflects on own motorcycling performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in off-highway motorcycling over gentle to moderate terrain, that is, of sufficient duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a suitable outdoor environment with gentle to moderate terrain, and some hazards and obstacles that allow the motorcyclist to demonstrate the required techniques
- a qualified leader or supervisor
- appropriate equipment and apparel, such as an off-highway motorcycle, helmet, gloves, glasses, suitable clothing and a repair kit.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of pre-activity safety checks of off-highway motorcycles parts and appropriate repairs made to any deficiency
- oral or written questioning to assess knowledge of off-highway motorcycling, such as when to change speed and how to use the throttle, clutch and brakes in different terrain
- observation of safe participation and demonstration of off-highway motorcycling skills, such as smooth and timely gear changes across different terrain
- observation of dealing with contingencies, such as equipment failure or change in conditions
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOTBR201A Select, set up and maintain an off-highway motorcycle.
- TLIH107D Interpret road maps and navigate pre-determined routes.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• range of foods • perishability • hydration.
Relevant legislation may include:	• Road and Traffic Acts • occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• operating procedures and policies • occupational health and safety • use and maintenance of equipment • communication protocols • emergency procedures • code of ethics.
Contextual issues may include:	• weather conditions • times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • local meteorological conditions • maximum and minimum temperatures • event warnings • river levels

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	• synoptic charts • high and low tide predictions.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • unforseen weather event • equipment failure.
Off-highway motorcycle may include:	• off-highway motorcycles • farm or agriculture motorcycles.
Terrain may include:	• inclines • sloping terrain • very soft ground • rocky areas • sandy areas.
Apparel and equipment may include:	• safe footwear or boots • protective clothing • helmet • goggles • knee guards • elbow guards • lights • horn.
Pre-start checks may include:	• tyres and wheels • controls and cables • lights and electrics • oil and fuel • chain or drive shaft.
Techniques may include:	• change in posture • change in position on motorcycle or on seat • weight transfer and distribution • sitting • standing • change of speed

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	• throttle, clutch control • brake usage • smooth and timely gear changes • use of controls.
Obstacles may include:	• creeks or water masses • tree branches • logs • bumps • corragations • depressions • ruts • declines.
Tracks and trails may include:	• private or freehold land open to or used by the public for the payment of money • main access road • minor access road, • tracks • firetrails.
Parking procedures may include:	• turning engine off before dismounting • engaging first gear • positioning motorcycle to prevent "tip over" • parking away from hazards • ensuring thoroughfares are kept clear.
Measures may include:	• observation of traffic and other motorcyclists • maintenance of safe distance from other riders • safe falling • self arrest • communication methods • use of appropriate speed for the terrain and conditions • observation of weather conditions and terrain.
Group safety may include:	• speed • communication • distance from other motorcyclists • appropriate group riding techniques.
Communication methods may include:	• calls • radio • hand signals • bike indicator lights
Relevant aspects may include:	• objectives • planning process

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- activity site
- weather
- equipment selection
- clothing selection
- food selection
- group feedback
- directing techniques

Unit Sector(s)

Outdoor Recreation

Competency Field

Trail Bike Riding

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SISOTBR303A Apply advanced off-highway motorcycling skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to ride an off-highway motorcycle on tracks and trails. This unit focuses on the application of advanced off-highway motorcycling skills on moderate to difficult terrain with hazards. Other related competencies, such as navigation, are defined elsewhere.

Application of the Unit

This unit applies to those working as off-highway motorcycling guides in a range of conditions, including moderate to difficult terrain with hazards.

This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

Licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Under State and Territory legislation, Road and Traffic Authorities apply legislation and regulatory requirements in regards to public roads and land.

Pre-Requisites

SISOTBR201A Select, set up and maintain an off-highway motorcycle

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the off-highway motorcycle ride.	1.1. Identify and plan ***food and water requirements*** according to the duration of the ride. 1.2. Select an appropriate activity site or location or route, and ***track and trail*** according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ride plans. 1.4. Identify potential ***hazards*** and ***obstacles*** associated with off-highway motorcycling and procedures to minimise ***risks***. 1.5. Establish a suitable ***communication system*** to use when riding.
2. Select equipment and conduct pre start checks.	2.1. Select ***off-highway motorcycle*** according to relevant legislation, organisational policies and procedures and proposed off-highway motorcycling conditions. 2.2. Select suitable ***apparel and equipment*** and ***additional safety attire*** according to contextual issues. 2.3. Check that apparel and equipment fits correctly and is in good working condition. 2.4. Perform routine ***pre-start checks*** of off-highway motorcycle and correct any deficiency according to manufacturer's specifications and organisational policies and procedures. 2.5. Assemble and carry an adequate in-field repair kit for the activity location. 2.6. Secure and transport off-highway motorcycle, where required, according to manufacturer's specifications and organisational policies and procedures.
3. Apply off-highway	3.1. Adjust motorcycle so that controls are set up

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ELEMENT	PERFORMANCE CRITERIA
motorcycling skills.	correctly for personal use in ***moderate to difficult terrain***. 3.2. Adopt appropriate posture when riding to achieve efficiency and comfort. 3.3. Use ***advanced motorcycling techniques*** to negotiate a range of terrain types and account for changes in terrain while maintaining control of motorcycle at all times. 3.4. Survey track to identify hazards, obstacles and potential risks and confirm the safest route according to relevant legislation and organisational policies and procedures. 3.5. Select routes or lines that minimise damage to the environment and provide suitable traction. 3.6. Apply group riding techniques and take ***measures*** to guard personal and ***group safety***. 3.7. Conduct running maintenance checks and repairs using correct tools and spare parts according to manufacturer's specifications and organisational policies and procedures.
4. Evaluate the off-highway motorcycle ride.	4.1. Evaluate ***relevant aspects*** of the off-highway motorcycle ride. 4.2. Identify improvements for future off-highway motorcycling activities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - safely negotiate hazards and obstacles while riding
  - modify riding technique to account for changes in terrain and conditions,
  - conduct pre start and running maintenance checks and repairs of off-highway motorcycle
- planning and organising skills to source and allocate necessary off-highway motorcycle, apparel and equipment to enable safe riding on moderate to difficult terrain with hazards
- communication skills to interact with other motorcyclists, cyclists and motorists to make intentions clear
- first aid and emergency response skills appropriate to the location to enable initial

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response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all off-highway motorcycling activities
- legislation and organisational policies and procedures to adhere to relevant road and traffic acts
- minimal impact off-highway motorcycling codes to enable protection of the environment
- off-highway motorcycling codes to understand motorcyclist's rights and responsibilities off the road, and maintain safety of other users
- equipment and off-highway motorcycle types, construction features, characteristics and technology used for off-highway motorcycling and the advantages and disadvantages of the range of equipment to enable appropriate selection, use and maintenance of equipment
- personal apparel and additional safety attire, and the design and or construction features that make it appropriate for off-highway motorcycling activities
- maintenance and repair of off-highway motorcycling equipment to ensure prolonged life span and safety requirements
- common communication methods used in off-highway motorcycling
- advanced off-highway motorcycling techniques to enable safe and efficient off-highway travel in moderate to difficult terrain
- hazards, obstacles and risks associated with off-highway motorcycling and how to negotiate these
- weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency and first aid procedures relevant to the location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant planning processes for off-highway motorcycling activities and conducts accurate routine checks and maintenance of motorcycle and equipment • takes measures to guard personal and group safety by identifying and negotiating obstacles, hazards and risks, and selecting apparel that is suitable to all possible weather conditions

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- evaluates and reflects on own off-highway motorcycling performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in multiple off-highway motorcycling activities on moderate to difficult terrain to demonstrate competency and consistency of performance.

Assessment must also include access to:

- an off-highway location with a variety of moderate to difficult terrain
- an off-highway motorcycle
- apparel and equipment such as helmet, safe footwear, and protective clothing.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral and or written questioning to assess knowledge of potential risks associated with off-highway motorcycling
- observation of safe participation and demonstration of advanced off-highway motorcycling techniques over moderate to difficult terrain including maintenance checks and repairs
- observation of dealing with hazards, obstacles and contingencies, such as motorcycle or equipment failure and change in conditions
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- TLIH107D Interpret road maps and navigate pre-determined routes.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Food and water requirements may include:	• range of foods • perishability • hydration.
Track and trail may include:	• private or freehold land • main access road • minor access road, • track • fire trail.
Contextual issues may include:	• weather conditions • times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• roads and traffic Acts • occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety: • use, maintenance and storage of motorcycles and equipment • risk management • noise level requirements • communication protocols • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • local meteorological conditions • maximum and minimum temperatures • event warnings • river levels • synoptic charts • high and low tide predictions.

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Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Obstacles may include:	• creeks and water masses • tree branches and logs • ruts • large bumps • depressions and pot holes.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • unforseen weather event • lost party or party member • equipment failure.
Communication system may include:	• calls • radio • hand signals
Off-highway motorcycle may include:	• off-highway motorcycles • trailers • farm or agriculture motorcycles.
Apparel and equipment may include:	• helmet • safe footwear or boots • protective clothing • map • goggles • first aid kits • tools and spare parts or in-field repair kits.
Additional safety attire may include:	• knee guards • elbow guards • kidney belt • body armour • armoured jacket.
Pre start checks may include:	• tyres and wheels • controls and cables • lights and electrics • oil and fuel • chain or drive shaft

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	• chassis • suspension.
Moderate to difficult terrain may include:	• long steep inclines incorporating loose surfaces and step-ups along the incline • long steep declines incorporating loose surfaces and step-downs along the decline • cross slope motorcycling involving irregular terrain • deep water crossings • single lane unformed tracks • irregular sandy or muddy terrain • very rough rocky ground • snow or ice • large natural obstacles • large man made obstacles.
Advanced motorcycling techniques may include:	• throttle, clutch and brake control • balance or weight distribution • standing or sitting position • angle of approach to various obstacles • take off and landing points on varied terrains and obstacles • reading terrain for traction variables • appropriate and timely gear selection • off-highway motorcycle setup • appropriate navigation skills
Measures may include:	• observation of traffic and other motorcyclists • maintenance of safe distance from other riders • safe falling and arrest • communication strategies with cyclists, motorists and other users. • use of appropriate speed for the terrain and conditions • observation of weather conditions and terrain • adequate clothing, food and fluid intake.
Group safety may include:	• speed • communication • distance from other motorcyclists • appropriate group riding techniques.
Relevant aspects may include:	• objectives • planning process • activity site • weather

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- equipment selection
- clothing selection
- food selection
- group feedback
- directing techniques

Unit Sector(s)

Outdoor Recreation

Competency Field

Trail Bike Riding

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SISOTBR304A Guide off-highway motorcycle tours

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants on off-highway motorcycle tours. This unit focuses on the application of planning skills to make suitable arrangements to safely guide groups on day and or overnight off-highway motorcycling trips.

Application of the Unit

This unit applies to off-highway motorcycling guides who are responsible for planning, implementing and evaluating off-highway day and or overnight motorcycling tours on tracks and trails that may include complex and non-routine situations.

This may apply to those working as leaders for private dirt bike schools or clubs, outdoor education or adventure providers, volunteer groups, not for profit organisations or government agencies.

Licensing/Regulatory Information

Licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Under State and Territory legislation, Road and Traffic Authorities apply legislation and regulatory requirements in regards to public roads and land.

Pre-Requisites

SISOTBR201A Select, set up and maintain an off-highway motorcycle

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan an off-highway motorcycling trip.	1.1. Conduct relevant assessments to determine the ***condition of participants***. 1.2. Develop a tour ***plan*** according to participant's needs, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select an appropriate location to suit abilities and ***group objectives*** according to relevant legislation and organisational policies and procedures. 1.4. Identify potential ***hazards*** and ***obstacles*** associated with off-highway motorcycling and procedures to minimise ***risks***. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine tour plan. 1.6. Determine ***food and water requirements*** according to ***contextual issues*** of the tour. 1.7. Obtain permits or permission for access and notify appropriate authority where required, before commencing the motorcycling tour.
2. Select equipment for the group.	2.1. Select ***off-highway motorcycles*** and ***equipment*** according to rider's needs and characteristics, proposed conditions, relevant legislation and organisational policies and procedures. 2.2. Perform routine ***pre-departure checks*** on motorcycles and correct any deficiency according to manufacturer's specifications and organisational policies and procedures. 2.3. Fit and adjust equipment and ensure suitability to the participant and motorcycle. 2.4. Waterproof and pack equipment that is not required on hand and load in a suitable manner. 2.5. Check safety and repair equipment to ensure

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ELEMENT	PERFORMANCE CRITERIA
	suitability to group and planned trip.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the tour in a manner suitable to the participants. 3.2. Outline logistical details and ***safety procedures*** for the tour. 3.3. Establish a suitable ***communication system*** for participants to use during motorcycle tour. 3.4. Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to group to assist in self-monitoring. 3.5. Demonstrate correct packing of a motorcycle with gear appropriate to proposed trip. 3.6. Check and confirm participants are properly equipped for the tour.
4. Lead off-highway motorcycle tour.	4.1. Evaluate conditions and provide clear and concise direction and advice to group during the tour. 4.2. Identify potential hazards and the best lines through hazards according to group ability and organisational policies and procedures. 4.3. Manage the movement of the group to maintain the safest situation when negotiating hazards and obstacles. 4.4. Implement appropriate modifications to tour in regard to all ***variable factors*** that are monitored. 4.5. Conduct routine and non-routine motorcycle ***maintenance*** checks and repairs in the field.
5. Complete post-tour responsibilities.	5.1. Notify relevant authority of trip completion 5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.3. Evaluate ***relevant aspects*** of motorcycle tour. 5.4. Identify potential modifications for future motorcycle tours. 5.5. Review own performance and identify improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - consult with participants to plan off-highway motorcycling tours that meet their needs
  - convey information about the safety and logistical aspects of the tour
  - set up effective communication systems with participants
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan suitable day and or overnight tours according to participant's needs and abilities
  - make decisions about potential hazards, obstacles and risks
  - conduct pre and post tour checks and maintenance on motorcycles
  - modify aspects of tour according to all variable factors and non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate suitable motorcycles, equipment and location
  - organise participants into manageable groups for off-highway motorcycling
- language and literacy skills to:
  - produce tour plans
  - complete post tour participant and self evaluations
- first aid, maintenance and emergency response skills appropriate to off-highway motorcycling to enable initial response in emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of activities
- legislation and organisational policies and procedures to adhere to relevant road and traffic acts
- motorcycling codes and rider etiquette to understand motorcyclist's rights and responsibilities and maintain safety of other riders and motorists
- location specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the area
- equipment and motorcycle types, construction features, characteristics and technology used for off-highway motorcycling and the advantages and disadvantages of the range of equipment to enable appropriate selection, use and maintenance
- personal and protective motorcycling gear and the design and or construction features that make it appropriate for off-highway motorcycling activities
- maintenance tools and spare parts to conduct routine and non-routine maintenance checks and repairs
- common communication methods used between motorcyclists and motorists
- off-highway motorcycling techniques used according to different conditions of

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tracks and trails
- hazards, obstacles and risks associated with off-highway motorcycle touring and how to negotiate these
- sources of weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency and first aid procedures relevant to the location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans effectively within tour constraints and guides and monitors group to maintain safety and group cohesion • applies effective modifications and contingency management techniques to deal with a range of problems or variable factors that arise during off-highway motorcycling tours • encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure leading day and or overnight off-highway motorcycling tours that are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a location with suitable tracks and trails for day and or overnight off-highway motorcycle tours • participants to take part in tour • off-highway motorcycles and equipment such as helmets, lights, reflectors, protective clothing and footwear • resources and information regarding participants and location to accurately plan, guide and document off-highway motorcycling tours for a variety of participants.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interacting with participants, including conveying information for safe participation
- oral or written questioning to assess knowledge of the application of relevant legislation and organisational policies and procedures to enable safe conduct of all off-highway motorcycling activities throughout tour
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- review of motorcycling tour plans
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOOPS202A Use and maintain a temporary or overnight site.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- skill and fitness level
- previous off-highway motorcycling experience
- physical capabilities
- age
- injuries and illnesses.

Plan may include:

- tour aims and objectives
- date, time and duration
- location and route
- guide and participant ratios
- equipment and resources
- food and water
- weather details
- participant information

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- safety and emergency requirements
- risk management plan
- contingency management plan.

Relevant legislation may include:

- roads and traffic Acts
- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of motorcycles and equipment
- communication protocols
- risk management procedures
- environmental impact minimisation procedures
- noise level requirements
- time and budget constraints
- confidentiality of participant information
- code of ethics.

Group objectives may include:

- self improvement
- meeting people
- fitness targets
- skill acquisition
- adventure and recreation.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

Obstacles may include:

- bridges
- water on road
- trees, bushes and roots
- bumps
- depressions and pot holes
- drainage grates
- ascents and descents.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member

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- equipment failure.

Relevant sources may include:

- bureau of meteorology
- media
- national parks and wildlife centres
- police.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Food and water requirements may include:

- range of foods:
- perishability
- hydration.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Off-highway motorcycle may include:

- off-highway motorcycles
- trailers
- farm or agriculture motorcycles.

Equipment may include:

- helmet
- safe footwear
- protective clothing or body armour
- eye protection
- knee and elbow guards
- kidney belt
- gloves
- overnight resources.

Pre-departure checks may include:

- chain or drive shaft
- controls and cables
- lights and electrics
- oil and fuel
- spoke tension
- chassis
- suspension

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- brakes
- tyres and wheels.

Relevant information may include:

- personal equipment requirements
- safety and emergency procedures
- possible hazards and obstacles
- minimal environmental impact practices
- off-highway motorcycling techniques
- objectives
- logistical details
- responsible and safe behaviour.

Safety procedures may include:

- use of first aid, safety and repair equipment
- symptoms, treatment and prevention of common motorcycling incidents or risks
- safe areas and or boundaries
- guide or participant ratios
- contingency and risk management plans.

Communication system may include:

- calls
- radio
- hand signals

Variable factors may include:

- change of weather
- equipment failure
- participant's needs
- environmental conditions.

Maintenance may include:

- fluid levels
- air cleaner
- fuel and oil filters
- spoke tension
- engine lubrication
- steering and electrical system
- brake checks and adjustment
- gear checks and adjustment.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- group feedback

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- directing techniques.

Unit Sector(s)

Outdoor Recreation

Competency Field

Trail Bike Riding

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SISOTBR405A Guide extended off-highway motorcycle tours

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate independently in off-highway motorcycle touring activities for overnight or more extended periods. Other related competencies such as navigation and camp craft are defined elsewhere.

Application of the Unit

This unit applies to those working as off-highway motorcycling tour guides who are responsible for planning and conducting overnight and extended tours which may include complex and non-routine situations.

This unit also applies to leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

Licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Under State and Territory legislation, Road and Traffic Authorities apply legislation and regulatory requirements in regards to public roads and land.

Pre-Requisites

SISOTBR201A Select, set up and maintain an off-highway motorcycle.

SISOTBR304A Guide off-highway motorcycle tours

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for an extended off-highway motorcycle tour.	1.1. Identify and plan ***food and water requirements*** according to the duration of the tour. 1.2. Select an appropriate ***route*** according to ***route requirements***, ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine tour and contingency plans. 1.4. Identify potential ***hazards*** and ***obstacles*** associated with off-highway motorcycling and procedures to minimise ***risks***. 1.5. Establish a suitable ***communication system*** to use when riding.
2. Select equipment and conduct pre-tour checks.	2.1. Select ***off-highway motorcycle*** according to rider's needs and characteristics, proposed conditions, chosen route and terrain, relevant legislation and organisational policies and procedures. 2.2. Select and check suitable ***apparel and equipment*** according to contextual issues. 2.3. Perform routine ***pre-departure checks*** of off-highway motorcycle and correct any deficiency according to manufacturer's specifications and organisational policies and procedures. 2.4. Select a method for carrying gear appropriate to the terrain and expected conditions. 2.5. Identify ***comfort items*** to improve ride according to terrain, weather conditions and route length. 2.6. Secure and transport off-highway motorcycle, where required, according to manufacturer's specifications and organisational policies and procedures.
3. Negotiate an off-highway route.	3.1. Pack and load gear to ensure adverse affects on balance are minimised and gear does not fall off or

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ELEMENT	PERFORMANCE CRITERIA
	become loose. 3.2. Adopt appropriate posture and maintain balance and control of the off-highway motorcycle at all times over different terrain types and gradients. 3.3. Maintain tyre pressure at recommended pressure for conditions and load according to organisational policies and procedures. 3.4. Negotiate hazards and obstacles in a safe manner and take ***measures*** to guard personal and group safety. 3.5. Modify technique to account for changes in terrain and gradient, demonstrating ***high level riding skills***. 3.6. Pace motorcycling and adopt safe group riding techniques to maintain group cohesion. 3.7. Use designated lead and or tail motorcycles, where appropriate.
4. Conduct off-highway motorcycle maintenance and repairs in the field.	4.1. Identify the types of repairs that may be necessary and the ***tools and spare parts*** required to undertake these repairs in-field according to manufacturer's specifications and organisational policies and procedures. 4.2. Assemble and carry an extensive in-field repair kit according to type of motorcycle and activity requirements. 4.3. Conduct routine inspection checks, ***maintenance*** and repairs as required during the off-highway motorcycle tour.
5. Evaluate tour.	5.1. Evaluate ***relevant aspects*** of the overnight off-highway motorcycle tour. 5.2. Identify improvements for future tours.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - safely negotiate hazards and obstacles while riding
  - modify riding technique to account for changes in terrain and conditions,
  - conduct pre start and running maintenance checks and repairs of off-highway

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motorcycle

- planning and organising skills to source and allocate necessary off-highway motorcycle, apparel and equipment to enable safe overnight and extended riding
- communication skills to interact with other motorcyclists, cyclists and motorists to make intentions clear
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- legislation and organisational policies and procedures to adhere to relevant road and traffic acts
- minimal impact off-highway motorcycling codes to enable protection of the environment
- off-highway motorcycling codes to understand motorcyclist's rights and responsibilities off-highway, and maintain safety of other users
- equipment and off-highway motorcycle types, construction features, characteristics and technology used for off-highway motorcycling and the advantages and disadvantages of the range of equipment to enable appropriate selection, use and maintenance of equipment
- personal apparel and additional safety attire, and the design and or construction features that make it appropriate for overnight and extended off-highway motorcycling activities
- maintenance and repair of off-highway motorcycling equipment to ensure prolonged life span and safety requirements
- common communication methods used in off-highway motorcycling
- extended off-highway motorcycling techniques to enable safe and efficient off highway travel in various terrain
- route planning to determine suitable route and make logistical arrangements
- hazards, obstacles and risks associated with overnight and extended off-highway motorcycling and how to negotiate these
- weather and environmental information to ascertain possible conditions and their affect on the activity
- packing and waterproofing equipment for extended motorcycle tours
- emergency and first aid procedures relevant to the location to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant planning processes for off-highway motorcycling tour and conducts accurate routine checks and maintenance of motorcycle and equipment • takes measures to guard personal and group safety by identifying and negotiating obstacles, hazards and risks, and selecting apparel that is suitable to all possible weather conditions • evaluates and reflects on own extended off-highway motorcycling performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in extended off-highway motorcycling tours that are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable off-highway location for overnight or extended tours • off-highway motorcycles • apparel and equipment such as helmets, safe footwear and protective clothing.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral and or written questioning to assess knowledge of potential risks associated with extended off-highway motorcycling • observation of safe participation and demonstration of off-highway motorcycling techniques over a variety of terrain • observation of dealing with hazards, obstacles and contingencies, such as motorcycle or equipment failure and change in conditions • observation of conducting motorcycle maintenance checks and repairs • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOOPS202A Use and maintain a temporary or overnight site.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• range of foods • perishability • hydration.
Route may include:	• combination on highway and off-highway • off-highway.
Route requirements may include:	• transport • accommodation and alternate accommodation • internal and external methods of communication • permission and permits required for overnight camping or accommodation.
Contextual issues may include:	• weather conditions, • times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant legislation may include:	• roads and traffic Acts • occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety: • use, maintenance and storage of motorcycles and equipment • environmental impact minimisation procedures • noise level requirements • communication protocols • code of ethics.

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Relevant sources may include:
- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental information may include:
- satellite images
- daily and weekly forecasts
- local meteorological conditions
- maximum and minimum temperatures
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Hazards may include:
- sharp corners
- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

Obstacles may include:
- creeks
- large bumps
- logs
- depressions and pot holes
- ruts and drainage grates.

Risks may include:
- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Communication system may include:
- calls
- radio
- hand signals

Off-highway motorcycle may include:
- off-highway motorcycles
- farm or agriculture motorcycles.

Apparel and equipment may include:
- helmet
- safe footwear
- protective clothing or body armour
- eye protection or goggles
- backpacks or bum bags
- first aid kit

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	• tools and spare parts.
Pre-departure checks may include:	• chain or drive shaft • controls and cables • lights and electrics • oil and fuel • chassis • suspension.
Comfort items may include:	• frame guards • fork guards • seat - foam cover • route sheet holder • hand guards.
Rider etiquette may include:	• other off highway motorcycle riders • other road or track users.
Measures may include:	• observation of traffic, surroundings and other motorcyclists • communication with other motorcyclists, motorists and other users • application of rider etiquette • use of appropriate speed for the terrain and conditions • observation of weather conditions and terrain • adequate clothing • adequate food and fluid intake • maintenance of safe distance from other riders.
High level riding skills may include:	• adopting appropriate posture to achieve efficiency and comfort and reduce repetitive strain over long rides • applying recommended weight transfer techniques when cornering • displaying efficient use of gears across different terrain features • demonstrating smooth and timely gear changes • applying recommended braking techniques for off-highway conditions • choosing routes or lines that minimise damage to the environment and provide suitable traction.
Tools and spare parts may include:	• spare tube and tyre levers • patch kit • tube valves • spanner set and shifter

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- spare nuts, bolts, chain and links
- electrical and tie wire
- clutch and throttle cable
- spoke spanner
- chain breaker.

Maintenance may include:

- fluid levels
- air cleaner
- fuel and oil filters
- engine lubrication
- steering and electrical system
- brake checks and adjustment
- gear checks and adjustment
- spoke tension
- chain and sprocket.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- group feedback
- directing techniques.

Unit Sector(s)

Outdoor Recreation

Competency Field

Trail Bike Riding

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SISOTBR406A Instruct basic off-highway motorcycling skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct off-highway motorcycling activities. This unit focuses on planning, instructing and evaluating an instructional off-highway motorcycling session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in off-highway motorcycling activities using basic skills.

Application of the Unit

This unit applies to off-highway motorcycling instructors who are responsible for planning, implementing and evaluating off-highway motorcycling instructional sessions for groups of participants.

This may apply to those working as leaders for private dirt bike schools or clubs, outdoor education or adventure providers, volunteer groups, not for profit organisations or government agencies.

Licensing/Regulatory Information

Licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Under State and Territory legislation, Road and Traffic Authorities apply legislation and regulatory requirements in regards to public roads and land.

Pre-Requisites

SISOTBR201A Select, set up and maintain an off-highway motorcycle

SISOTBR202A Demonstrate basic off-highway motorcycling skills

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan an off-highway motorcycling session.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's current off-highway motorcycling knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop an ***off-highway motorcycling plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Select a suitable site for the session according to participant's needs, session's aims, relevant legislation and organisational policies and procedures. 1.6. Identify potential ***hazards*** and ***obstacles*** associated with off-highway motorcycling and minimise ***risks*** according to organisational policies and procedures. 1.7. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***off-highway motorcycles***, ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures. 2.2. Check motorcycles and equipment for safety and suitability according to relevant legislation and manufacturer's recommendations. 2.3. Correct any motorcycle and or equipment deficiencies and adjust to ensure personal comfort. 2.4. Check contents of first aid and repair kits to ensure their suitability to the location and activity. 2.5. Arrange, where required, protective and or safety clothing for each participant.

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ELEMENT	PERFORMANCE CRITERIA
3. Brief participants	3.1. Communicate instructions and ***relevant information*** about the off-highway motorcycling session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable ***communication system*** for participants to use while participating in motorcycling activities. 3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour. 3.5. Check and confirm that all participants' motorcycles and equipment are fitted and adjusted, and clothing and footwear is suitable.
4. Instruct an off-highway motorcycling session.	4.1. Conduct introductory activities, where required, to reduce the risk of injury. 4.2. Apply clear and accurate ***instructional techniques*** to impart required ***activity specific knowledge***, basic ***motorcycling skills***, and safety procedures. 4.3. Monitor individual ***participant's performance*** during off-highway motorcycling session. 4.4. Inform participants of ***opportunities*** to further develop their basic off-highway motorcycling skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Apply feedback and assessment to evaluate ***relevant aspects*** of the off-highway motorcycling session and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future off-highway motorcycling instructional sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - consult with participants to plan appropriate off-highway motorcycling sessions
  - convey information about safety aspects
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan off-highway motorcycling sessions according to participant's needs and characteristics
  - address participant difficulties in developing techniques
  - anticipate and respond to non routine situations according to contingency plan
- planning and organising skills to:
  - source, allocate and coordinate motorcycles, resources, equipment and a suitable site
  - monitor and evaluate progress
  - organise participants into manageable groups for off-highway motorcycling
- language and literacy skills to:
  - produce off-highway motorcycling and instructional plans for the session
  - complete post-session participant and self evaluations,
  - apply for permission to use a suitable site to instruct a group
- instructional techniques to suit a range of participant's needs, characteristics and learning styles
- emergency response skills appropriate to the site to enable initial response to emergencies while instructing off-highway motorcycling activities.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of off-highway motorcycling sessions
- legislation and organisational policies and procedures to adhere to relevant road and traffic acts
- off-highway motorcycling codes and rider etiquette to understand rights and responsibilities and maintain safety of other riders and motorists
- site specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the area
- equipment and motorcycle types, construction features, characteristics and technology used for off-highway motorcycling and the advantages and disadvantages of the range of equipment to enable appropriate selection, use and maintenance
- personal and protective motorcycling gear and the design and or construction features that make it appropriate for off-highway motorcycling activities
- instruction techniques and theories applicable to a range of ages and learning abilities
- off-highway motorcycling techniques and common communication methods used

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between participants to reduce risk during activities
- off-highway motorcycling maintenance tools and spare parts to conduct motorcycle checks and repairs
- weather and environmental information to ascertain possible conditions and their affect on the session
- hazards, obstacles and risks associated with off-highway motorcycling and methods of safe negotiation or avoidance
- safety, emergency and first aid procedures relevant to the site to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for off-highway motorcycling sessions to ensure activities are conducted safely according to participant's needs and characteristics • applies and modifies instructional techniques to observe and monitor the progress of participants and provides constructive feedback and intervention to improve performance. • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of off-highway motorcycling activities appropriate to the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an off-highway motorcycling location with suitable tracks and trails for the conduct of instructional sessions • a group of participants to take part • off-highway motorcycles and equipment such as helmets, lights, reflectors, protective clothing and footwear • resources and information regarding participants and

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location to accurately plan, instruct and document off-highway motorcycling sessions for a variety of participants.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess application of relevant legislation and organisational policies and procedures to enable safe conduct of all off-highway motorcycling activities
- observation of safe off-highway motorcycling instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of off-highway motorcycling session plans
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:

- age
- cultural and situational factors
- previous experience
- fitness level and physical capabilities
- injuries and illnesses.

Session's aims and objectives may include:

- developing motorcycling skills
- education
- personal development
- therapy
- fitness targets
- recreation.

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Instructional plan may include:	• off-highway motorcycling activities • duration of activities.
Off-highway motorcycling plan may include:	• session's aims and objectives • date, time and duration • off-highway motorcycling site • instructor and participant ratios • off-highway motorcycles, equipment and resources • weather details • safety requirements.
Relevant legislation may include:	• roads and traffic Acts • occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety: • use and maintenance of motorcycles and equipment • risk management procedures • time and budget constraints • communication protocols • confidentiality of participant information • environmental and noise level regulations • code of ethics • support personnel.
Hazards may include:	• loose gravel • temperature extremes • slippery or unstable terrain • ruts • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Obstacles may include:	• bridges • water on road • trees, bushes and roots • bumps • depressions and pot holes • drainage grates.
Risks may include:	• hypothermia • heat exhaustion • injuries

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	• exhaustion • lost party or party member • equipment failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • event warnings • river levels • synoptic charts • high and low tide predictions.
Contingency plans may include:	• change in weather and or conditions • motorcycle and or equipment failure • participant's needs • unavailability of equipment or suitable site.
Off-highway motorcycle may include:	• off-highway motorcycles • trailers • farm or agriculture motorcycles.
Equipment may include:	• helmet • footwear • protective clothing or body armour • eye protection • knee and elbow guards • kidney belt • gloves
Resources may include:	• teaching aids • instructional tools.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• motorcycle, equipment and resource requirements, selection and use • safety procedures and risk management • possible hazards

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- minimal environmental impact practices
- basic off-highway motorcycling techniques to negotiate various features
- logistical details
- activity boundaries or training area
- communication
- responsible and safe behaviour.

Communication system may include:

- calls
- radio
- hand signals

Safety procedures may include:

- checking motorcycle and equipment for damage
- checking that equipment is correctly fitted
- using emergency response, safety and maintenance equipment
- assessing and outlining symptoms, treatment and prevention of common incidents or risks
- determining safe areas and boundaries
- removing, minimising or avoiding hazards
- enforcing correct instructor or participant ratios
- managing group in emergency situations
- determining contingency and risk management plans.

Instructional techniques may include:

- simple to complex
- part to whole
- chronological
- known to unknown
- D.E.D.I.C.T:
  - demonstrate
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- E.D.I.C.T:
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- I.D.E.A:

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	• introduce • demonstrate • explain • apply
Off-highway motorcycling knowledge may include:	• basic off-highway motorcycling skills and techniques • off-road features, hazards and obstacles • minimal impact practices • risk management • factors to consider when planning off-highway motorcycling activities • motorcycle and equipment selection, use and maintenance • communication systems.
Motorcycling skills may include:	• key points of basic technique or skill • sequence or combination of skill to achieve effective or efficient results.
Participant's performance may include:	• use of appropriate communication system • off-highway motorcycling technique • attitude and behaviour • negotiation of hazards and obstacles.
Opportunities may include:	• off-highway motorcycling sites suitable to skill level • off-highway motorcycling clubs or groups in the local area.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Trail Bike Riding

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SISOTBR507A Instruct advanced off-highway motorcycling skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct off-highway motorcycling activities. This unit focuses on planning, instructing and evaluating an instructional off-highway motorcycling session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in off-highway motorcycling activities requiring advanced skills.

Application of the Unit

This unit applies to off-highway motorcycling instructors or program managers who are responsible for planning, implementing and evaluating off-highway motorcycling instructional sessions for groups of participants. This may apply to those working as group instructors for private dirt bike schools or clubs, outdoor education or adventure providers, volunteer groups, not for profit organisations or government agencies.

Licensing/Regulatory Information

Licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Under State and Territory legislation, Road and Traffic Authorities apply legislation and regulatory requirements in regards to public roads and land.

Pre-Requisites

SISOTBR201A Select, set up and maintain an off-highway motorcycle

SISOTBR303A Apply advanced off-highway motorcycling skills

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan an off-highway motorcycling session.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's current off-highway motorcycling knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop an ***off-highway motorcycling plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Select a suitable site for the session according to participant's needs, session's aims, relevant legislation and organisational policies and procedures. 1.6. Identify potential ***hazards*** and ***obstacles*** associated with off-highway motorcycling and minimise ***risks*** according to organisational policies and procedures. 1.7. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***off-highway motorcycles***, ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures. 2.2. Check motorcycles and equipment for safety and suitability according to relevant legislation and manufacturer's recommendations. 2.3. Correct any motorcycle and or equipment deficiencies and adjust to ensure personal comfort. 2.4. Check contents of first aid and ***repair kits*** to ensure their suitability to the location and activity. 2.5. Arrange, where required, protective and or safety clothing for each participant.

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ELEMENT	PERFORMANCE CRITERIA
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the off-highway motorcycling session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable ***communication system*** for participants to use while participating in motorcycling activities. 3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour. 3.5. Check and confirm that all participants' motorcycles and equipment are fitted and adjusted, and clothing and footwear is suitable.
4. Instruct an off-highway motorcycling session	4.1. Conduct introductory activities, where required, to reduce the risk of injury. 4.2. Apply clear and accurate ***instructional techniques*** to impart ***activity specific knowledge***, ***advanced motorcycling skills***, and safety procedures. 4.3. Monitor individual ***participant's performance*** during off-highway motorcycling session. 4.4. Inform participants of ***opportunities*** to further develop their advanced off-highway motorcycling skills and knowledge.
5. Complete post-session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Apply feedback and assessment to evaluate ***relevant aspects*** of the off-highway motorcycling session and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future off-highway motorcycling instructional sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - consult with participants to plan appropriate off-highway motorcycling sessions
  - convey information about safety aspects
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan off-highway motorcycling sessions according to participant's needs and characteristics
  - address participant difficulties in developing techniques
  - anticipate and respond to non-routine situations according to contingency plan
- planning and organising skills to:
  - source, allocate and coordinate motorcycles, resources, equipment and a suitable site
  - monitor and evaluate progress
  - organise participants into manageable groups for off-highway motorcycling
- language and literacy skills to:
  - produce off-highway motorcycling and instructional plans for the session
  - complete post-session participant and self evaluations
- instructional techniques to suit a range of participant's needs, characteristics and learning styles to enable effective modification of instruction according to participant needs
- emergency response skills appropriate to the site to enable initial response to emergencies while instructing off-highway motorcycling activities.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of off-highway motorcycling sessions
- legislation and organisational policies and procedures to adhere to relevant road and traffic acts
- off-highway motorcycling codes and rider etiquette to understand rights and responsibilities and maintain safety of other riders and motorists
- site specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the area
- equipment and motorcycle types, construction features, characteristics and technology used for off-highway motorcycling and the advantages and disadvantages of the range of equipment to enable appropriate selection, use and maintenance
- personal and protective motorcycling gear and the design and or construction features that make it appropriate for off-highway motorcycling activities
- instruction techniques and theories applicable to a range of ages and learning abilities
- off-highway motorcycling techniques and common communication methods used

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between participants to reduce risk during activities
- off-highway motorcycling maintenance tools and spare parts to conduct motorcycle checks and repairs
- weather and environmental information to ascertain possible conditions and their affect on the session
- hazards, obstacles and risks associated with off-highway motorcycling and methods of safe negotiation or avoidance
- safety, emergency and first aid procedures relevant to the site to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for off-highway motorcycling sessions to ensure activities are conducted safely according to participant's needs and characteristics • applies and modifies instructional techniques and or activities to observe and monitor the progress of participants and provides constructive feedback and intervention to improve performance • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of off-highway motorcycling activities appropriate to the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an off-highway motorcycling location with suitable tracks and trails for the conduct of instructional sessions • a group of participants to take part in off-highway motorcycling sessions • off-highway motorcycles and equipment such as helmets, lights, reflectors, protective clothing and footwear

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- resources and information regarding participants and location to accurately plan, instruct and document off-highway motorcycling sessions for a variety of participants.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess application of relevant legislation and organisational policies and procedures to enable safe conduct of all off-highway motorcycling activities
- observation of safe off-highway motorcycling instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of off-highway motorcycling session plans
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:

- age
- cultural and situational factors
- previous experience
- fitness level and physical capabilities
- injuries and illnesses.

Session's aims and objectives may include:

- developing motorcycle skills
- education
- personal development
- therapy
- fitness targets

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- recreation.

Instructional plan may include:

- off-highway motorcycling activities
- duration of activities.

Off-highway motorcycling plan may include:

- session's aims and objectives
- date, time and duration
- off-highway motorcycling site
- instructor and participant ratios
- off-highway motorcycles, equipment and resources
- weather details
- safety requirements
- risk and contingency management plan.

Relevant legislation may include:

- roads and traffic Acts
- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety:
- use and maintenance of motorcycles and equipment
- risk management procedures
- time and budget constraints
- communication protocols
- confidentiality of participant information
- environmental and noise level regulations
- code of ethics.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

Obstacles may include:

- bridges
- water on road
- trees, bushes and roots
- bumps
- ruts
- depressions and pot holes.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion

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- lost party or party member
- equipment and course failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Contingency plans may include:

- change in weather and or conditions
- motorcycle and or equipment failure
- unavailability of equipment or suitable site.

Off-highway motorcycle may include:

- off-highway motorcycles
- trailers
- farm or agriculture motorcycles.

Equipment may include:

- helmet
- safe footwear
- protective clothing or body armour
- eye protection
- knee and elbow guards
- gloves.

Resources may include:

- teaching aids
- instructional tools.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Repair kit may include:

- spare tube and tyre levers
- patch kit
- tube valves
- spanner set and or shifter
- pump and or gas bottles
- spare nuts, bolts, chain and links
- electrical wire and tape.

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Relevant information may include:

- motorcycle, equipment and resource requirements, selection and use
- safety procedures and risk management
- possible hazards
- minimal environmental impact practices
- advanced off-highway motorcycling techniques to negotiate various features
- logistical details
- activity boundaries or training area
- communication
- rules and codes
- responsible and safe behaviour.

Communication system may include:

- calls
- radio
- hand signals

Safety procedures may include:

- checking motorcycle and equipment for damage
- using emergency response, safety and maintenance equipment
- determining safe areas and boundaries
- removing, minimising or avoiding hazards
- enforcing correct instructor or participant ratios
- managing group in emergency situations
- following planned emergency response and safety procedures specific to off-highway motorcycling.

Instructional techniques may include:

- simple to complex
- part to whole
- chronological
- known to unknown
- D.E.D.I.C.T:
  - demonstrate
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- E.D.I.C.T:
  - explain
  - demonstrate
  - instruct

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- critique
- test

- I.D.E.A:
  - introduce
  - demonstrate
  - explain
  - apply

Off-highway motorcycling knowledge may include:

- advanced off-highway motorcycling skills and techniques
- off-road features, hazards and obstacles
- minimal impact practices appropriate to off-highway motorcycling
- motorcycle and equipment selection, use and maintenance
- communication systems used in off-highway motorcycling.

Advanced motorcycling skills may include:

- sequence or combination of skill to achieve effective or efficient results
- throttle control
- balance or weight distribution
- clutch and brake control
- standing or sitting position
- angle of approach to various obstacles.

Participant's performance may include:

- use of appropriate communication system
- off-highway motorcycling technique
- attitude and behaviour
- negotiation of hazards and obstacles
- safe use of motorcycle and equipment.

Opportunities may include:

- off-highway motorcycling sites suitable to skill level
- range of off-highway motorcycling equipment available
- off-highway motorcycling clubs or groups in the local area.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content

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- instructional technique
- assessment technique
- group feedback
- directing techniques.

Unit Sector(s)

Outdoor Recreation

Competency Field

Trail Bike Riding

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SISOVTR301A Perform vertical rescues

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use single rope techniques and mechanical advantage systems to perform self-rescues and the rescues of others in uncomplicated single pitch vertical contexts. It does not include the selection or assessment of the anchor.

Application of the Unit

This unit applies to those working as outdoor guides in a range of controlled activity-specific contexts in the fields of roping.

This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Prepare for vertical rescue.	1.1. Select ***equipment*** and resources to ascend and descend a rope pitch. 1.2. ***Rig*** a rope to minimise the ***effects of rope stretch*** and ***significant rub points*** and to allow for efficient ascent and descent. 1.3. Establish ***personal safety systems*** and use equipment in a safe manner according to the nature of the rescue, manufacturer's specifications, ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Identify immediate ***hazards*** and assess ***risks*** to self and others.
2. Ascend and descend rope pitch.	2.1. Ascend a fixed rope in a time efficient manner, demonstrating the ability to ***tune*** the ***single rope technique rig*** according to rescue requirements and organisational policies and procedures. 2.2. Descend a fixed rope, using appropriate technique according to the situation requirements. 2.3. Maintain personal safety while performing changeovers from ascending to descending and descending to ascending.
3. Perform self rescues.	3.1. Assess the situation and identify suitable ***obstacle avoidance or extrication procedures*** according to organisational policies and procedures. 3.2. Carry out self rescue and negotiate ***simple obstacles*** while maintaining personal safety according to organisational policies and procedures.
4. Use mechanical advantage systems.	4.1. Identify ***contexts*** requiring the use of ***mechanical advantage systems***. 4.2. Determine the type of system required according to contextual issues. 4.3. Establish operational systems to raise and lower a person or equipment, ensuring the safety of operators, rescuee and others. 4.4. Use system equipment according to manufacturer's recommendations and organisational policies and procedures, to ensure that design limits are not exceeded.

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ELEMENT	PERFORMANCE CRITERIA
5. Undertake vertical rescues.	5.1. Identify an appropriate rescue method with relevant techniques to assist abseiler according to rescue circumstances. 5.2. Demonstrate an escape from a belay. 5.3. Establish rescue system efficiently and inform other group members of their roles. 5.4. Construct and use an improvised ***harness*** in a rescue situation. 5.5. Operate a rescue system, demonstrating lowering and raising procedures to recover a conscious person in a single pitch situation, with assistance.
6. Conclude rescue operations.	6.1. Check and store equipment according to organisational policies and procedures and manufacturer's guidelines. 6.2. Evaluate rescue activity and identify improvements for future vertical rescues.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - determine the most appropriate rescue method to use according to the situation
  - anticipate and mitigate hazards, obstacles and risks
  - establish rescue ropes that allow for efficient ascent and descent
- communication skills to:
  - inform progress
  - interact with other personnel and rescuee throughout the rescue process
- teamwork skills to support other personnel in the rescue operation, including lowering and raising procedures to recover a conscious person in a single pitch situation
- methods of ascending and descending a fixed rope and the ability to change over
- planning and organising skills to select relevant equipment and resources
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of

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vertical rescue activities
- hazards, obstacles and risks associated with vertical rescues to minimise risk to those involved
- rigging of rescue ropes to minimise the effects of rope stretch and significant rub points and to allow for efficient ascents and descents
- equipment and resource types, characteristics and technology to enable appropriate selection and use of equipment
- principles and techniques for using belay systems and devices, anchors, knots and ropes
- principles of mechanical advantage systems and contexts in which they are used
- methods of removing rescuee or equipment from vertical single pitch, including lowering and raising procedures
- safety systems and emergency procedures relevant to the location and situation to ensure safety of self and other personnel.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • selects rescue equipment according to rescue circumstances and rigs ropes to allow for safe ascents and descents • ascends and descends ropes in a safe and efficient manner and identifies and negotiates hazards, obstacles and risks to self and others • performs self-rescue in routine activity-specific situations while maintaining personal safety • uses mechanical advantage systems to raise and lower a conscious person and or equipment in a controlled manner with assistance from others where required, according to contextual issues.
Context of and specific resources for assessment	Assessment must ensure participation in multiple vertical rescue activities in single pitch contexts to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable single pitch, above or below ground, in activity specific contexts such as abseiling, canyoning, caving and or climbing

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- personnel for team based rescues
- rescue, safety, roping and activity-specific equipment according to rescue circumstances.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of selecting equipment and rigging ropes for safe ascents and descents
- oral or written questioning to assess knowledge of single pitch vertical rescue procedures and potential hazards, obstacles and risks
- observation of performing safe and efficient self rescues and rescues of others using mechanical advantage systems
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- Activity-specific units from the Fields of roping such as abseiling, canyoning, caving, climbing.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment may include:

- Prusik cords
- foot loops
- tape
- mechanical ascenders
- descending devices
- karabiners
- maillon rapids
- belay devices
- rope
- helmet
- harness

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- rescue pulleys
- knife
- slings
- first aid equipment
- personal protective equipment.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations.

Organisational policies and procedures may include:

- occupational health and safety
- use, maintenance and storage of equipment
- communication protocols
- access to medical personnel
- removal of casualties
- minimal impact codes
- code of ethics.

Rig may include:

- natural anchors
- fixed anchors.

Effects of rope stretch may include:

- abrasions
- rope bounce
- undue stress on the anchor system.

Significant rub points may include:

- at the pitch head
- large protrusions
- change in slope of the pitch
- change in the direction of the pitch.

Personal safety systems may include:

- belays
- self belays.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost part or party member
- equipment failure.

Tune may include:

- change cord length

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	• change types of ascenders and descenders • change type of prusiking action used.
Single rope technique rig may include:	• cows tails • harnesses • safety cords • ascenders • descenders • foot loops.
Obstacle avoidance or extrication procedures may include:	• by-passing obstacle • raising body weight • changeovers to another system while suspended on a rope.
Simple obstacles may include:	• knots • rope pads and protectors • traverses • other pitch users.
Contextual issues may include:	• weather conditions, including times • season • transport • trip distance and duration • group activities • group size.
Mechanical advantage systems may include:	• simple pulley systems with one moving pulley • compound pulley systems with more than one moving pulley • assisted or unassisted hoist by the participant.
Harness may include:	• sit • chest.

Unit Sector(s)

Outdoor Recreation

Competency Field

Vertical Rescues

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SISOVTR402A Perform complex vertical rescues

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to rescue self and others in complex single and multi pitch vertical contexts. This unit only addresses specific vertical rescue competencies. It does not address generic competencies such as anchor selection.

Application of the Unit

This unit applies to those working as outdoor guides in a range of uncontrolled activity-specific contexts in the fields of roping. This may include those required to perform complex single and multi pitch vertical rescues during abseiling, canyoning, caving and climbing activities.

This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Prepare for rescue.	1.1. Select rescue ***equipment*** based on situation and check to ensure it is safe for use. 1.2. Identify immediate ***hazards*** and assess ***risks*** to self and others. 1.3. ***Assess*** the ***complex vertical rescue*** situation and select and co-ordinate a suitable ***rescue method*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Communicate directions to other members of the group.
2. Establish rescue system.	2.1. Identify ***situations*** requiring the use of ***mechanical advantage systems*** and determine the type of system required according to contextual issues and organisational policies and procedures. 2.2. Organise operational systems to raise and lower a person or equipment, ensuring the safety of operators, rescuee and others. 2.3. Rig ropes for efficient ascent or descent. 2.4. Use system equipment in a safe and effective manner according to manufacturer's recommendations and organisational policies and procedures, to ensure that design limits are not exceeded.
3. Perform complex self rescues.	3.1. Assess the situation and identify suitable ***obstacle avoidance or extrication procedures*** according to organisational policies and procedures. 3.2. Carry out complex self rescue and negotiate ***obstacles*** while maintaining personal safety according to organisational policies and procedures.
4. Undertake complex vertical rescues.	4.1. Identify rescue techniques for complex situations and select a technique according to the degree of urgency, resources, rescuee status and personal ability. 4.2. Identify situations requiring approach from above or below and apply approach procedures for the situation.

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Demonstrate an escape from the belay system. 4.4. Establish rescue system efficiently and inform other group members of their roles. 4.5. Construct and use an improvised ***harness*** in a rescue situation. 4.6. Operate a rescue system, demonstrating lowering and raising procedures to recover conscious and unconscious persons in single and multi pitch situations, with assistance from others. 4.7. Provide assistance to establish and use a system to rescue a person on a stretcher.
5. Conclude rescue operations.	5.1. Check and store equipment according to organisational policies and procedures and manufacturer's guidelines. 5.2. Evaluate rescue activity and identify improvements for future complex vertical rescues.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - determine the rescue method to use according to the complex situation
  - anticipate and mitigate hazards, obstacles and risks
  - set up rescue ropes that allow for efficient ascent and descent
- communication skills to:
  - inform progress
  - interact with other personnel and rescuee throughout the rescue process
- teamwork skills to:
  - support other personnel in the rescue operation
  - assist others with lowering and raising procedures to recover a conscious or unconscious person
- planning and organising skills to select relevant equipment and resources
- methods of ascending and descending a fixed rope and the ability to change over
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies.

Required knowledge

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- legislation and organisational policies and procedures to enable safe conduct of complex vertical rescue activities
- hazards, obstacles and risks associated with complex vertical rescues to minimise risk to those involved
- rigging of rescue ropes to allow for efficient ascents and descents
- equipment and resource types, characteristics and technology to enable appropriate selection and use of equipment
- methods of removing conscious and unconscious rescuee or equipment from complex vertical single or multi pitch, including lowering and raising procedures
- rescue methods and techniques for using belay systems and devices, anchors, knots and ropes
- principles of mechanical advantage systems and contexts in which they are used to enable safe and efficient operations
- safety systems and emergency procedures relevant to the location and situation to ensure safety of self and other participants.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assesses the rescue scene to identify potential hazards, obstacles and risks, and determines the most effective and efficient rescue method according to the situation • selects rescue equipment and rigs ropes that allow for safe ascents and descents • performs self-rescue in complex situations while maintaining personal safety and negotiating obstacles and hazards • identifies situations requiring approach from above or below and those requiring the use of mechanical advantage systems to raise and lower a person or equipment • applies lowering and raising procedures, with assistance from others where required, in a controlled manner to recover a conscious and unconscious person in a variety of complex situations.
Context of and specific resources for	Assessment must ensure participation in multiple vertical

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assessment	rescue activities in complex single and multi pitch contexts to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable complex single or multi pitch, in activity specific contexts such as abseiling, canyoning, caving and or climbing • personnel for team based rescues • rescue, safety, roping and activity-specific equipment according to rescue circumstances.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of selecting equipment and rigging ropes for safe ascents and descents • oral or written questioning to assess knowledge of complex single and multi pitch vertical rescue procedures and potential hazards, obstacles and risks • observation of performing safe and efficient self rescues and rescues of others using mechanical advantage systems • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • Activity-specific units from the Fields of roping such as abseiling, canyoning, caving, climbing.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment may include:	• Prusik cords • foot loops • tape • mechanical ascenders

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	• descending devices • karabiners • maillon rapids • rope • stretcher • helmet • harness • artificial protection • rescue pulleys • releasable hitches • knife • slings • first aid equipment • personal protective equipment.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Assess may include:	• scouting hazards • determining rescue abilities • identifying the degree of urgency • availability of physical and human resources.
Complex vertical rescues may include:	• multi pitch • numerous obstacles to negotiate • rescuee is unconscious • limited physical and human resources • counter balancing abseiling techniques • extreme environmental conditions.
Rescue method may include:	• raising • lowering • assisted rescue from above or below • diagonal or horizontal traversing • transferring loads from one rope to another

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	• descending methods for a 2 person abseil • pluck off.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • use, maintenance and storage of equipment • communication protocols • access to medical personnel • removal of casualties • minimal impact codes • code of ethics.
Situations may include:	• 'frozen', wedged or inverted participant on pitch • hair or clothing jam • stuck rope or equipment • participant unable to overcome difficult section of route.
Mechanical advantage systems may include:	• simple pulley systems with only one moving pulley • compound pulley systems with more than one pulley in system • assisted and unassisted hoist.
Obstacle avoidance or extrication procedures may include:	• by-passing obstacle • raising body weight • changeovers to another system while suspended on a rope.
Obstacles may include:	• knots • rope pads and protectors • traverses • ledges • trees • other pitch users.
Harness may include:	• sit • chest.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Vertical Rescues

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SISOVTR403A Instruct vertical rescue

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct vertical rescue activities. This unit focuses on planning, instructing and evaluating an instructional vertical rescue session to enable participants to achieve the skills and knowledge required to participate independently in a vertical rescue activity.

Application of the Unit

This unit applies to those working as outdoor instructors in a range of uncontrolled activity-specific contexts in the fields of roping. This may include those responsible for planning, implementing and evaluating vertical rescue instructional sessions for groups of participants in activity-related contexts, such as abseiling, canyoning, caving and climbing activities.

This unit may also apply to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not for profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOVTR301A Perform vertical rescues

SISOVTR402A Perform complex vertical rescues

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a vertical rescue session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current knowledge of vertical rescue techniques and determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop an ***activity plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify potential ***hazards*** associated with performing vertical rescues and minimise ***risks*** according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check serviceability. 2.2. Check equipment for safety and suitability according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity. 2.4. Arrange, where required, protective and or safety clothing for each participant.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Establish a suitable communication system for participants to use while participating in vertical rescue activities.
	3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour.
	3.5. Check and confirm that all participant equipment is fitted and adjusted and clothing and footwear is suitable.
4. Instruct a vertical rescue session.	4.1. Conduct introductory activities for participants to reduce the risk of injury.
	4.2. Apply ***instructional techniques*** to impart required vertical rescue knowledge, vertical rescue skills, and safety procedures.
	4.3. Monitor individual participant's performance during vertical rescue session.
	4.4. Observe participants during vertical rescue activities and adjust or refine individual and or group technique as required.
	4.5. Monitor and assess instructional activities and associated risks, and modify where required according to organisational policies and procedures.
	4.6. Apply procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.
	4.7. Inform participants of opportunities to further develop their vertical rescue skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.
	5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required.
	5.3. Evaluate ***relevant aspects*** of the vertical rescue session and determine the level of learning achieved.
	5.4. Identify potential areas of improvement for future vertical rescue instructional sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - consult with participants to plan appropriate vertical rescue session
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan vertical rescue session according to participant's needs and characteristics
  - address participant difficulties in developing techniques
  - anticipate and respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable site
  - monitor and evaluate progress
  - organise participants into manageable groups for vertical rescue activities
- language and literacy skills to:
  - produce activity and instructional plans for the session
  - complete post-session participant and self evaluations
- emergency response skills appropriate to the site to enable initial response and or rescue in emergencies while instructing vertical rescue activities.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of session
- site specific information to assist in the planning process and enable management of potential hazards, and any special restrictions applying to the area
- equipment types, characteristics and technology used for vertical rescue activities
- instruction techniques and theories applicable to a range of ages and learning abilities to enable the application of instructional techniques appropriate to participant needs
- vertical rescue techniques and common communication methods used between participants to reduce risk during activities
- weather and environmental information to ascertain possible conditions and their affect on the session
- safety and emergency procedures, and potential hazards and obstacles relevant to the site to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers information, explanations and demonstrations for vertical rescue sessions to ensure activities are conducted safely according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve performance
- evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure instruction of vertical rescue activities that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- suitable pitches or sites or locations or structures for the conduct of vertical rescue instructional sessions
- participants to take part in vertical rescue sessions
- rescue, safety, roping, teaching and activity-specific equipment according to vertical rescue circumstances
- resources and information regarding participants and location to plan, instruct and document vertical rescue sessions for a variety of participants.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess application of relevant legislation and organisational policies and procedures to enable safe conduct of all vertical rescue activities
- observation of safe vertical rescue instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of vertical rescue session plans
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the

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industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:

- age
- cultural and situational factors
- previous experience and knowledge
- physical development
- injuries and illnesses.

Session's aims and objectives may include:

- developing vertical rescue skills
- education
- Development
- therapy
- fitness targets
- recreation.

Instructional plan may include:

- vertical rescue activities
- duration of activities.

Activity plan may include:

- aims and objectives
- date, time and duration
- site or location, equipment and resources
- safety requirements.

Relevant legislation may include:

- occupational health and safety
- access and permit requirements
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment
- assessment procedures
- time and budget constraints
- communication protocols
- confidentiality of participant information
- environmental regulations
- code of ethics
- minimal impact codes.

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Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animal and insects
- stinging trees and nettles
- dense vegetation
- group management

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Contingency plans may include:

- change in weather and or conditions
- equipment failure
- participant's needs.

Equipment may include:

- rescue equipment:
  - knife
  - rescue pulley
  - spare Prusik loops
  - foot loops
  - tape
  - mechanical ascenders
  - descending devices
  - karabiners
  - maillon rapids
- safety equipment:

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- helmet
- harness
- belay devices
- first aid kit.

Resources may include:

- clothing and footwear
- food and water
- teaching aids.

Contextual issues may include:

- weather conditions, including, times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant information may include:

- risk and hazard prevention and management
- techniques to negotiate various features, hazards and obstacles
- responsible and safe behaviour.

Safety procedures may include:

- symptoms, treatment and prevention of common vertical rescue incidents or risks
- safe areas and boundaries
- group management in emergency situations
- communication systems.

Instructional techniques may include:

- simple to complex
- part to whole
- chronological
- known to unknown
- D.E.D.I.C.T:
  - demonstrate
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- E.D.I.C.T:
  - explain
  - demonstrate
  - instruct
  - critique
  - test

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- I.D.E.A:
  - introduce
  - demonstrate
  - explain
  - apply

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Vertical Rescues

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SISOWWR201A Demonstrate self rescue skills in white water

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply self rescue skills in white water with Grade 2 rapids. This unit may be used in conjunction with other units, such as rafting, canoeing or kayaking, and applies to situations where crew member or members are in the water due to circumstances such as craft capsize.

Application of the Unit

This unit applies to those working as assistant rafting, canoeing or kayaking leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies in a range of white water conditions.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Determine rescue technique.	1.1. Assess the situation and identify possible ***hazards*** and ***risks*** to self and others when swimming in white water. 1.2. Select a rescue technique suitable to the situation.
2. Apply defensive swimming techniques.	2.1. Adopt body position for defensive swimming. 2.2. Negotiate hazards using ***defensive swimming techniques*** and ferry angles.
3. Apply aggressive swimming techniques.	3.1. Identify and apply techniques to actively free oneself from river hazards, using ***aggressive swimming techniques***. 3.2. Effectively cross a current in order to reach the bank or eddy using a ferry angle. 3.3. Break in and out of eddies to get to shore. 3.4. Avoid obstacles and hazards using aggressive swimming using a support to self rescue
4. Apply shallow water crossing technique	4.1. Identify appropriate ***wading location*** 4.2. Wade across a swift current of mid-thigh depth, alone and using support, to self rescue.
5. Demonstrate craft re-entry.	5.1. Identify appropriate re-entry techniques. 5.2. Select a method of re-entry after consideration of physical ability, type of ***craft*** and ***situational variances***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to determine self rescue method or methods according to the situation and river conditions
- river reading skills including direction and speed of flow, currents, eddies and other hydrological features to assist the self rescue
- defensive and aggressive swimming skills to free oneself from possible hazards in fast moving water
- shallow water wading techniques
- re-entry techniques to re-enter the craft efficiently after a capsize.

Required knowledge

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- hydrology and river grading systems to understand how rivers work to enable the safe application of self rescues
- common hazards and risks involved with white water activities and appropriate responses
- aggressive and defensive swimming techniques to get free from hazards
- rescue and or recovery techniques suitable to the conditions and experience of the participant

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies hazards and their implications for white water swimmers and applies knowledge of hydrology and river features to select a suitable self rescue method • applies appropriate body position and defensive and aggressive swimming techniques suitable to the conditions • adapts to problems or issues that arise during white water self rescues and makes adjustments to ensure safety of self and group • applies procedure to safely re-enter the craft following a capsize.
Context of and specific resources for assessment	Assessment must ensure application of self rescues on multiple occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a white water location with Grade 2 rapids • equipment required to perform self rescues in white water conditions.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of river hydrology and white water hazards and risks • observation of safe participation and demonstration

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of self rescue skills, such as defensive and aggressive swimming techniques
- observation of dealing with contingencies such as changing currents or weather conditions.
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- activity specific canoeing, kayaking or rafting units.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Hazards may include:

- holes or stoppers
- strainers
- rocks
- waterfalls
- man made objects
- weirs
- sieves
- cold water
- undercuts.

Risks may include:

- hypothermia
- drowning
- injuries
- exhaustion
- water immersion
- injury
- entrapment
- loss of equipment or persons downstream

Defensive swimming techniques must include:

- floating passively on back facing downstream
- riding with the river current
- pointing feet downstream toes out of the water
- using arms and legs to fend off obstacles
- swimming to shore or safety.

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Aggressive swimming techniques may include:	• moving on to stomach • pointing feet downstream • swimming freestyle across current • swimming to shore or safety • clearing strainers • crossing eddy lines • swimming to shore safely.
Wading location may include:	• entry and exit points • river depth • river flow • river bed • clarity of water • clear of downstream hazards
Craft may include:	• rafts • canoes • kayaks • sports crafts.
Situational variances may include:	• depth of water • current • imminent hazards • availability of assistance.

Unit Sector(s)

Outdoor Recreation

Competency Field

White Water Rescue

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SISOWWR302A Demonstrate white water rescues and recoveries

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform rescues and recoveries in routine, predictable situations in rafting, canoeing or kayaking activities on water up to Grade 3 standard.

Application of the Unit

This unit applies to those working as outdoor guides in a range of activities performed on graded water. This may include those required to demonstrate white water rescues and recoveries in routine and predictable situations during rafting, canoeing or kayaking activities on water up to Grade 3 standard.

This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Determine rescue and recovery technique.	1.1. ***Assess*** the ***situation*** and identify potential ***hazards*** and ***risks*** to self and others. 1.2. Identify a ***rescue and recovery method*** suitable to the situation according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select ***equipment and resources*** required to perform identified rescues and recoveries in white water. 1.4. Communicate rescue and recovery plan to those assisting.
2. Undertake rescues and recoveries.	2.1. Perform a rescue using a reach technique. 2.2. Use ***throw resources*** to reach a swimmer in moving water. 2.3. Demonstrate towing techniques in moving water. 2.4. Use safe contact methods to rescue and transport a swimmer. 2.5. ***Tether a craft*** to perform a rescue or recovery, where appropriate. 2.6. Identify and use a range of methods to release an entrapment victim, according to the situation, type of ***entrapment*** and organisational policies and procedures. 2.7. Communicate directions to other members of the rescue team. 2.8. Hazards are avoided and managed whilst conducting a rescue or recovery according to relevant legislation and organisational policies and procedures.
3. Use mechanical advantage systems.	3.1. Identify ***situations*** requiring the use of ***mechanical advantage systems***. 3.2. Determine the type of system required according to contextual issues and organisational policies and procedures. 3.3. Establish suitable mechanical advantage systems to perform rescues and recoveries in a range of predictable situations. 3.4. Use system equipment in a safe manner according to manufacturer's recommendations and organisational

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ELEMENT	PERFORMANCE CRITERIA
	policies and procedures, to ensure that design limits are not exceeded.
	3.5. Modify the system to increase efficiency where necessary, and clearly communicate system changes.
4. Conclude rescue and recovery operations.	4.1. Check and store equipment according to organisational policies and procedures and manufacturer's guidelines.
	4.2. Evaluate activity and identify improvements for future white water rescues and recoveries.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - determine rescue and recovery methods to use according to the routine situation
  - anticipate and mitigate hazards and risks
- communication skills to:
  - inform progress
  - interact with other members of the rescue team
- teamwork skills to support others in the rescue operation
- planning and organising skills to select equipment and resources
- river reading skills including direction and speed of flow, currents, eddies and other hydrological features to enable safe conduct of rescue and recovery activities
- throwing skills to throw rope and throwbags to reach a swimmer in white water
- swimming skills in moving water to locate access, rescue and tow a victim
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies
- craft handling skills to control a craft on white water up to grade 3 to locate, access and rescue victim
- effective knot typing skills to enable the construction of anchors and mechanical advantage systems.

Required knowledge

- understanding of the use of a 2 and 4 point tether system and its application
- identifies low to high risk rescue options
- rescue team roles and the incident command system
- legislation and organisational policies and procedures to enable safe conduct of all white water

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rescue and recovery activities
- rescue and recovery equipment and resource types, characteristics, advantages and disadvantages, and its care and maintenance to enable appropriate selection and use
- hydrology and river grading systems to understand how rivers work and conduct safe rescues and recoveries on white water
- hazards and risks associated with rescues and recoveries on white water up to Grade 3 standard, and how to safely negotiate or avoid these
- aggressive and defensive swimming techniques to escape hazards
- rescue and recovery techniques suitable to the routine conditions and experience of the participant
- principles of mechanical advantage systems and contexts in which they are used
- communication systems used on rivers to make intentions clear
- first aid appropriate to location and level of responsibility
- understanding of the use of a highline tyrolean system (telfer lower) and its application.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- assesses rescue situation in a timely manner to identify potential hazards and risks, and determines efficient rescue and recovery methods
- selects and uses rescue equipment and resources, including mechanical advantage systems, in a variety of white water rescue and recovery situations
- communicates with other members of the rescue team and adapts to problems or issues that may arise during white water rescues and recoveries to ensure safety of self and group
- evaluates and reflects on own rescue and recovery performance to identify strengths, weaknesses and areas that need improvement
- carry out multiple rescues utilising the full range of rescue and recovery methods, one of these being in a time critical environment
- release and rescue an entrapped victim in a time critical environment
- safely recover a wrapped, pinned or breached craft

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	using a mechanical advantage system ensuring equalisation of load and anchors to minimise damage to craft.
Context of and specific resources for assessment	Assessment must ensure conduct of rescues and recoveries in routine and predictable white water rapids that reflect local conditions and are of sufficient breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a white water location, with up to Grade 3 standard white water • personnel for team based rescues • rescue, recovery, safety, first aid and activity-specific equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of selecting rescue and recovery equipment according to the routine situation • oral or written questioning to assess knowledge of rescue and recovery techniques and potential white water hazards and risks • observation of performing rescues and recoveries of others using mechanical advantage systems and various rescue techniques • observation of dealing with contingencies such as changing currents or weather conditions • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • activity-specific units from activities performed on graded water such as rafting, canoeing and kayaking.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Assess may include:

- scouting
- identifying the degree of urgency
- availability of physical and human resources
- personnel and equipment
- location.

Situation may include:

- entrapment
- craft flip
- lost equipment
- search swimmers
- craft wrap, pin or broach.

Hazards may include:

- temperature extremes
- stoppers or holes
- waves
- waterfalls
- strainers
- man made objects
- rocks
- sieves
- other river uses
- high water

Risks may include:

- drowning
- water immersion or submersion
- injury
- entrapment
- exposure.

Rescue and recovery methods must include:

- talk
- reach
- throw
- wade
- row
- go
- tow.

Contextual issues may include:

- resources
- level of consciousness of victim
- rescue situation
- type of craft
- season and weather
- river height.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access

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	• environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • use, maintenance and storage of equipment • manufacturer's design specifications and recommendations for equipment use • communication protocols • access to medical personnel • removal of casualties • code of ethics.
Equipment and resources may include:	• rescue and recovery equipment • mechanical advantage systems • personal protective equipment • activity-specific equipment.
Throw resources may include:	• throw bags • rope coils.
Tether a craft may include:	• two and or four point boat tether system • high line tyrolean with a craft (telfer lower).
Entrapment may include:	• limb • body • recirculation • rope entanglements.
Situations may include:	• rescue of paddler • recovery of craft • trapped paddler • recovery of other equipment • tension line across river.
Mechanical advantage systems may include:	• z drags • pig-rigs vector pulls • 3:1 ratio • 4:1 ratio.

Unit Sector(s)

Outdoor Recreation

Competency Field

White Water Rescue

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SISOWWR403A Perform complex white water rescues and recoveries

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform rescues and recoveries in complex and non-predicable situations in rafting, canoeing or kayaking activities on water up to Grade 4 standard.

Application of the Unit

This unit applies to those working as outdoor guides in a range of activities performed on graded water. This may include those required to perform white water rescues and recoveries in complex and non-predicable situations during rafting, canoeing or kayaking activities on water up to Grade 4 standard.

This unit may also apply to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not for profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Determine rescue and recovery technique.	1.1. ***Assess*** the ***situation*** and identify potential ***hazards*** and ***risks*** to self and others. 1.2. Identify a ***rescue and recovery method*** suitable to the situation according to ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Select ***equipment and resources*** required to perform identified rescues and recoveries in white water. 1.4. Communicate rescue and recovery plan to those assisting.
2. Undertake rescues and recoveries.	2.1. Perform rescue using a reach technique. 2.2. Use ***throw resources*** to reach a swimmer in moving water. 2.3. Demonstrate towing techniques in moving water. 2.4. Use safe contact methods to rescue and transport a swimmer. 2.5. ***Tether a craft*** in order to perform a rescue or recovery, where required. 2.6. Identify and use a range of methods to release an entrapment victim, according to the situation, type of ***entrapment*** and organisational policies and procedures. 2.7. Communicate directions to other members of the rescue team. 2.8. Hazards are avoided and managed whilst conducting a rescue or recovery according to relevant legislation and organisational policies and procedures.
3. Use mechanical advantage systems.	3.1. Identify ***situations*** requiring the use of ***mechanical advantage systems***. 3.2. Determine the type of system required according to contextual issues and organisational policies and procedures. 3.3. Establish suitable mechanical advantage systems to perform rescues and recoveries in a range of complex situations. 3.4. Use system equipment in a safe manner according to

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ELEMENT	PERFORMANCE CRITERIA
	manufacturer's recommendations and organisational policies and procedures, to ensure that design limits are not exceeded.
	3.5. Modify the system to increase efficiency where necessary, and clearly communicate system changes.
4. Conclude rescue and recovery operations.	4.1. Check and store equipment according to organisational policies and procedures and manufacturer's guidelines.
	4.2. Evaluate activity and identify improvements for future white water rescues and recoveries.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - determine rescue and recovery methods to use according to the complex situation
  - anticipate and mitigate hazards and risks
  - improvise in the construction of anchors in the event that obvious natural ones do not exist
- communication skills to:
  - inform progress
  - interact with other members of the rescue team
- teamwork skills to support others in the rescue operation and to maintain safety
- planning and organising skills to select equipment and resources to enable safe and effective rescues
- river reading skills including direction and speed of flow, currents, eddies and other hydrological features to enable safe conduct of rescue and recovery activities
- throwing skills to throw rope and throwbags to reach a swimmer in white water
- swimming skills in moving water to locate access, rescue and tow a victim and assist rescue
- towing and craft handling skills to control the craft on white water, up to Grade 4 standard
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies
- craft handling skills to control a craft on white water up to grade 4 to locate, access and rescue victim
- effective knot typing skills to enable the construction of anchors and mechanical

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advantage systems.

Required knowledge

- understanding of the use of a 2 and 4 point tether system and its application
- identifies low to high risk rescue options
- rescue team roles and the incident command system
- legislation and organisational policies and procedures to enable safe conduct of all white water rescue and recovery activities
- rescue and recovery equipment and resource types, characteristics, advantages and disadvantages, and its care and maintenance to enable appropriate selection and use
- hydrology and river grading systems to understand how rivers work and conduct safe rescues and recoveries on white water
- hazards and risks associated with rescues and recoveries on white water up to Grade 4 standard, and how to safely negotiate or avoid these
- aggressive and defensive swimming techniques to escape hazards
- rescue and recovery techniques suitable to the complex conditions and experience of the participant
- principles of mechanical advantage systems and contexts in which they are used
- communication systems used on rivers to make intentions clear
- first aid appropriate to location and level of responsibility
- understanding of the use of a highline tyrolean system (telfer lower) and its application
- types of artificial anchors that can be used to construct systems .

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Carry out multiple rescues ultising the full range of rescue and recovery methods, one of these being in a time critical environment • Release and rescue a wrapped, pinned or broached craft using the full range of mechanical advantage system ensuring equalisation of load anchors to minimise damage to craft • Safely rescue a victim or recover a craft using the full range of tethered craft • Lead and coordinate a rescue using an incident

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	command system.
Context of and specific resources for assessment	Assessment must ensure conduct of rescues and recoveries in complex and unpredictable white water rapids, up to Grade 4 standard, that are of sufficient breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a white water location, with up to Grade 4 standard white water • personnel for team based rescues • rescue, recovery, safety, first aid and activity-specific equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of selecting rescue and recovery equipment according to the complex situation • oral or written questioning to assess knowledge of rescue and recovery techniques and potential white water hazards and risks • observation of performing rescues and recoveries of others using mechanical advantage systems and various rescue techniques • observation of dealing with contingencies such as changing currents or weather conditions • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • activity-specific units from activities performed on graded water such as rafting, canoeing and kayaking.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Assess may include:	• scouting hazards • identifying the degree of urgency • availability of physical and human resources.
Complex situation may include:	• limited physical and human resources available • unpredictable white water, up to grade 4 standard • more than one person or craft requiring rescue and recovery • difficulty in establishing anchors or tensioned lines • hazards to rescuers.
Hazards may include:	• temperature extremes • stoppers or holes • waves • waterfalls • strainers • man made objects • rocks • sieves • other river uses • high water.
Risks may include:	• drowning • water immersion or submersion • injury • entrapment • exposure.
Rescue and recovery methods must include:	• talk • reach • throw • wade • row • go • tow.
Contextual issues may include:	• resources • level of consciousness of victim • rescue situation • type of craft • season and weather • river height.
Relevant legislation may include:	• occupational health and safety • permits or permission for access

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- environmental regulations
- marine regulations.

Organisational policies and procedures may include:

- occupational health and safety
- use, maintenance and storage of equipment
- risk management
- communication protocols
- access to medical personnel
- removal of casualties
- code of ethics.

Equipment and resources may include:

- rescue and recovery equipment
- mechanical advantage systems
- personal protective equipment
- activity-specific equipment.

Throw resources may include:

- throw bags
- rope coils.

Tether may include:

- two and or four point boat tether system
- high line tyrolean with a craft (telfer lower).

Entrapment may include:

- limb
- body
- recirculation
- rope entanglements.

Situations may include:

- rescue of paddler
- recovery of craft
- trapped paddler
- recovery of other equipment
- tension line across river.

Mechanical advantage systems may include:

- z drags
- pig-rigs
- vector pulls
- 3:1 ratio
- 4:1 ratio.

Unit Sector(s)

Outdoor Recreation

Competency Field

White Water Rescue

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SISOWWR404A Instruct white water rescue

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct white water rescue activities. This unit focuses on planning, instructing and evaluating instructional white water rescue sessions to enable participants to achieve the skills and knowledge required to participate independently in white water rescue activities up to grade 4 water.

Application of the Unit

This unit applies to those working as outdoor instructors in a range of activities performed on graded water. This may include those responsible for planning, implementing and evaluating white water rescue instructional sessions for groups of participants in activity-related contexts, such as rafting, canoeing or kayaking activities.

This unit may also apply to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not for profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan white water rescue session.	1.1. Establish participant's needs and ***characteristics*** to determine the ***session's aims and objectives***. 1.2. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.3. Develop an ***activity plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Select a suitable site for the session according to participant's needs, session's aims, relevant legislation and organisational policies and procedures. 1.5. Identify potential ***hazards*** associated with performing white water rescues and minimise ***risks*** according to organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures, and check serviceability. 2.2. Check equipment for safety and suitability according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity. 2.4. Arrange, where required, protective and or safety clothing for each participant.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable communication system for participants to use while participating in white water

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ELEMENT	PERFORMANCE CRITERIA
	rescue activities. 3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour. 3.5. Check and confirm that all participant equipment is fitted and adjusted and clothing and footwear is suitable.
4. Instruct a white water rescue session.	4.1. Conduct introductory activities for participants to reduce the risk of injury. 4.2. Apply ***instructional techniques*** to impart ***required white water rescue knowledge***, ***white water rescue skills***, and safety procedures. 4.3. Monitor individual participant performance during white water rescue session. 4.4. Monitor and assess instructional activities and associated risks, and modify where required according to organisational policies and procedures. 4.5. Apply procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 4.6. Inform participants of opportunities to further develop their white water rescue skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Evaluate ***relevant aspects*** of the white water rescue session and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future white water rescue instructional sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - convey information about the safety aspects of the session

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  - interact with participants to create a safe and positive environment
  - provide clear and accurate instructions
  - encourage participants
- problem-solving skills to:
  - plan white water rescue sessions according to participant's needs and characteristics
  - address participant difficulties in developing techniques
  - anticipate and respond to non routine situations
  - read direction and speed of flow, currents, eddies and other hydrological features
- self-management to review and reflect on own work performance in effectively planning and instructing a session according to client expectations
- conflict resolution skills to identify and respond to inappropriate behaviour to enable effective management of group cohesion
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable white water rescue location
  - monitor and evaluate progress
  - organise participants into manageable groups for white water rescue
  - select appropriate instructional techniques
  - make modifications to the session appropriate to location and environmental conditions
- language and literacy skills to:
  - produce rafting and instructional plans for the session
  - complete post session participant and self evaluations
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing white water rescue
- throwing skills to throw rope and throw bags to reach swimmer in white water
- strong swimming skills in moving water to locate, access, rescue and tow a victim
- paddling skills in either a raft, canoe or kayak to control craft in Grade 4 water
- effective knot-tying skills to enable the construction of anchors and mechanical advantage system.

Required knowledge

- legislation and organisational policies and procedures to ensure safe conduct of all activities performed during white water rescue sessions
- site specific information to assist in the planning process and enable management of potential hazards, and any special restrictions applying to the area
- equipment types, characteristics and technology used for white water rescue activities, the advantages and disadvantages of the range of equipment, and factors affecting selection

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- use and maintenance of equipment to enable safe conduct of all activities
- instruction techniques and theories applicable to a range of ages and learning abilities to enable the application of instructional techniques appropriate to participant needs
- white water rescue techniques and common communication methods used between participants to reduce risk during activities
- weather and environmental information to ascertain possible conditions and their affect on the session
- safety and emergency procedures, and potential hazards relevant to the site to ensure safety of self and others
- rescue team roles and incident command system
- low to high-risk rescue options.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plan, instructs and monitors participant performance and response appropriately to participant behaviour to maintain an effective learning environment • activities are conducted safely according to participant's needs, characteristics and teaching location • applies effective contingency management techniques to deal with a range of problems and issues that may arise during the session, such as equipment failure and makes adjustments in response to changing situations • instructs sequential sessions that meet participant expectations, comply with legislative and organisation requirement, and are of sufficient duration to allow the participant to demonstrate white water rescue skills • evaluates participant and own performance and identifies improvements for future sessions • uses appropriate delivery technique to enhance client learning and performance • demonstrate correct rescue and recovery methods and techniques when transferring skills to participants.

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Context of and specific resources for assessment	Assessment must ensure instruction of white water rescue activities at suitable locations appropriate to the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a white water location for the conduct of white water rescue instructional sessions • a group of participants to take part in rescue sessions • rescue, safety, first aid and activity-specific equipment and teaching resources • resources and information regarding participants and location to plan sessions for a variety of participants.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning processes, such as consulting with participants to determine their needs and characteristics • oral or written questioning to assess application of relevant legislation and organisational policies and procedures to enable safe conduct of all white water rescue activities • observation of safe white water rescue instruction, monitoring and adjustment according to participant's needs and characteristics • portfolio of white water rescue session plans • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Characteristics may include:	• age • cultural and situational factors • previous experience and knowledge • physical development • injuries and illnesses.
Session's aims and objectives may include:	• developing white water rescue skills and techniques • education • development • therapy • fitness targets • recreation.
Instructional plan may include:	• white water rescue activities • duration of activities.
Activity plan may include:	• aims and objectives • date, time and duration • site or location, equipment and resources • instructor and participant ratios • safety requirements.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • use, maintenance and storage of equipment • risk management procedures • time and budget constraints • communication protocols • confidentiality of participant information • code of ethics • minimal impact codes.
Hazards may include:	• temperature extremes • stoppers or holes • waterfalls • strainers • waves • rocks • sieves • group-management hazards • other river uses.
Risks may include:	• hypothermia

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	• hyperthermia • injuries • drowning • entrapment • equipment failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Contingency plans may include:	• change in weather and or river conditions • equipment failure.
Equipment may include:	• rescue equipment • safety and first aid equipment • activity-specific equipment.
Resources may include:	• teaching aids • instructional tools • transport.
Contextual issues may include:	• weather conditions, including tide times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• risk and hazard prevention and management • minimal environmental impact practices • techniques • logistical details • responsible and safe behaviour.
Safety procedures may include:	• boundaries clearly identified • symptoms, treatment and prevention of

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	common risks • use of safety and rescue equipment.

Instructional techniques may include:	• simple to complex
	• part to whole
	• chronological
	• known to unknown
	• D.E.D.I.C.T:
	  • demonstrate
	  • explain
	  • demonstrate
	  • instruct
	  • critique
	  • test
	• E.D.I.C.T:
	  • explain
	  • demonstrate
	  • instruct
	  • critique
	  • test
	• I.D.E.A:
	  • introduce
	  • demonstrate
	  • explain
	  • apply
	• orientate, enhance, synthesise

Required white water rescue knowledge may include:	• simple to complex white water rescue techniques • incident command system • river features and conditions • risk and hazard management.
White water rescue skills may include:	• river reading • throwing • swimming defensive and aggressive • towing • craft handling • self rescue • shallow water crossing • mechanical advantage methods • entrapment extraction • craft tethers • high line tyrolean (telfer lower).

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Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

White Water Rescue

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SISOYSA201A Demonstrate basic sailboarding skills in controlled conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform basic sailboarding manoeuvres in controlled conditions. This includes launching, landing and sailing a sailboard, steering on all points of sail, tacking and gybing as required, and executing a full self rescue.

Application of the Unit

This unit applies to those working as assistant sailboarding guides or support staff under supervision in a range of controlled conditions, including light winds of 3-12 knots.

This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the sailboarding activity.	1.1. Ensure sufficient ***food and water*** is available to maintain physiological well being during activity. 1.2. Select an activity site in ***controlled conditions*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information***. 1.4. Identify potential ***hazards*** within the sailboarding environment and minimise ***risks*** as advised by the supervisor.
2. Select equipment.	2.1. Select sailboard and ***equipment*** according to design and construction features and check working condition. 2.2. Identify and select sail size appropriate for personal use. 2.3. Select clothing suitable for the prevailing and expected conditions. 2.4. Fit and adjust equipment to ensure comfort, safety and suitability. 2.5. Load and attach, where relevant, rig and board to vehicle for transport.
3. Rig sailboard.	3.1. Identify ***main parts of the board*** and ***main parts of the rig***. 3.2. Rig sailboard, using correct tension, boom heights and adjustments and tie off loose ends according to organisational policies and procedures. 3.3. Carry the rig and board to the launch site separately, in a manner that minimises damage, and attach for sailing.
4. Launch and land sailboard.	4.1. Determine ***wind direction*** to enable easy ***launching***. 4.2. Maintain stability while launching and landing the sailboard. 4.3. Adopt position on the board, with one foot on either side of the mast, evenly spaced and on the centre line.

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ELEMENT	PERFORMANCE CRITERIA
	4.4. Uphaul the sailboard using a straight back and bent knees. 4.5. Maintain a stable neutral position.
5. Manoeuvre the sailboard.	5.1. Use sailboard within designated and defined areas according to relevant legislation and organisational policies and procedures. 5.2. Determine sailing direction and move off, on a beam reach, at right angles to the wind, using the crossover technique and correct stance. 5.3. Control power by easing the sheet hand. 5.4. Steer and turn the sailboard by leaning the rig forward over the bow and backward over the stern. 5.5. Use tacking and close hauling to achieve an upwind goal. 5.6. ***Manoeuvre*** the sailboard around a triangular course using all ***basic skills to points of sail and rules of the road***. 5.7. Perform emergency stops to avoid collision and implement strategies to avoid head injury when falling windward according to organisational policies and procedures.
6. Perform rescues.	6.1. Identify ***reasons for self-rescue*** and complete a full self rescue according to organisational policies and procedures. 6.2. Identify ***alternate rescue strategies*** if self rescue fails.
7. Maintain and repair equipment.	7.1. Return sailboard to storage area or vehicle and stow in a manner to minimise damage according to organisational policies and procedures. 7.2. Identify and conduct routine inspection and maintenance tasks according to organisational policies and procedures.
8. Evaluate sailboarding activity.	8.1. Evaluate ***relevant aspects*** of the activity. 8.2. Identify improvements for future sailboarding experiences.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- problem-solving skills to:
  - identify main parts of a sailboard and rig
  - determine wind direction
  - balance weight and maintain correct position on the board
  - manoeuvre board in varying conditions
  - identify alternative strategies if self rescue fails
- planning and organising skills to:
  - select a location with light winds and enclosed waters
  - source sailboard, equipment, food and water
  - conduct routine inspection and maintenance checks of equipment
- numeracy skills to:
  - select correct sized sail for board
  - determine points of sail in relation to course, wind direction and angles, such as reaching at right angles to the wind
- literacy skills to interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- self-rescue and emergency response skills to enable initial response to emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all sailboarding activities
- types of sailboards and equipment, characteristics and technology used for sailboarding, and factors affecting appropriate selection
- parts of a sailboard for ease of identification
- maintenance and transportation of equipment to ensure it remains safe and undamaged
- sailboarding manoeuvres and techniques to sailboard through the water smoothly
- sailboarding terminology, such as upwind, downwind, across the wind, to enable a common understanding
- main points of sailboarding and sail positions to manoeuvre sailboard efficiently
- the 'no go zone' and how to get upwind
- information on tide and wind to assist in launching, landing and manoeuvring sailboard
- locations for sailboarding, with light winds of 3-12 knots in enclosed waters
- effects of on, cross and off-shore winds on a sailboarding area
- hazards and risks associated with sailboarding and the effects of moving water, tides, currents, rips and rivers on sailboarding to enable safe conduct of activities
- common wind terminology to enable clear communication
- food and water requirements to maintain health and energy during activities
- basic weather and environmental information to ascertain possible conditions and

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their affect on the activity
- emergency and rescue procedures appropriate for location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan and select sailboard and equipment suitable for light winds and enclosed waters and conducts routine inspection and maintenance of equipment • rigs, launches and lands sailboard and maintains a stable, balanced position while manoeuvring around a small triangular course in controlled conditions • applies self rescue procedures, ensuring personal safety, and alternative rescues where required • evaluates and reflects on own sailboarding performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple sailboarding activities in controlled conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, such as weather sources, to plan and select equipment for the sailboarding activity • a suitable location with enclosed water, light winds of 3-12 knots and controlled conditions • a qualified leader or supervisor • sailboarding, rescue and safety and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of

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sailboarding environments, including wind direction and speed, and possible hazards
- observation of safe participation and demonstration of sailboarding techniques and manoeuvres
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water may include:
- range of foods
- energy content
- hydration.

Controlled conditions may include
- light winds, 3-12 knots
- enclosed waters
- wave height minimal to none.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations.

Organisational policies and procedures may include:
- occupational health and safety
- use, maintenance and storage of equipment
- emergency procedures
- communication protocols
- ***sailboarding etiquette***
- code of ethics.

Relevant sources may include:
- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental
- satellite images

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information may include:	• daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • group management hazards • slippery or unstable shore • poor carrying techniques • loose or insecure craft when being transported • other craft.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Equipment may include:	• wetsuits • drysuits • boots • gloves • Personal Flotation Devices, types 1, 2 and 3 • all - rounder boards • learner sails • safety and first aid equipment • rescue equipment.
Main parts of the board may include	• bow • stern • rails • deck • fin • centreboard • footstraps • mast track fitting.
Main parts of the rig may include:	• sail • mast • boom

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	• uphaul • mast base.
Manoeuvre may include:	• tacking • gybing • leaning the rig fore and aft, luffing up and bearing away.
Rules of the road may include:	• avoiding collisions • right of way.
Reasons for self rescue may include:	• lack of wind • too much wind, usually offshore • equipment failure • injury.
Alternate rescue strategies may include:	• use of International distress signals • tying off to a mooring buoy.
Launching may include:	• bow under one arm, uphaul rope in other hand • walk to knee deep water before putting down.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Yachting - Windsurfing

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SISOYSA302A Apply enhanced windsurfing skills in moderate conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply enhanced windsurfing skills in moderate conditions. This includes launching, landing and sailing a sailboard in moderate winds and improving efficiency and response to wind gusts and other variables. This unit also focuses on steering on all points of sail, tacking and gybing as required, and executing rescues in moderate conditions.

Application of the Unit

This unit applies to those working as windsurfing guides in a range of controlled, moderate conditions, including winds of 8-15 knots.

This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the windsurfing activity.	1.1. Identify ***food and water requirements*** to maintain physiological well being during activity. 1.2. Select an activity site in ***moderate conditions*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information***, and determine potential conditions. 1.4. Identify potential ***hazards*** within the sailboarding environment and minimise ***risks***.
2. Select equipment.	2.1. Identify the relationship between volume and body weight and the limitations of different boards and select a suitable ***sailboard*** hull. 2.2. Select ***equipment*** and ***spares*** according to design and construction features and check working condition. 2.3. Identify and select sail size appropriate for personal use. 2.4. Select clothing suitable for the prevailing and expected moderate conditions. 2.5. Fit and adjust equipment to ensure comfort, safety and suitability. 2.6. Load and attach, where relevant, rig and board to vehicle for transport.
3. Rig sailboard.	3.1. Rig the sailboard and adjust boom and head extensions for personal use in the prevailing conditions. 3.2. Fine tune the rig using downhaul, outhaul and battens. 3.3. Tie ***knots*** suitable to the windsurfing equipment, and describe their advantages, disadvantages and applications.
4. Launch and land sailboard.	4.1. Launch and land the sailboard to and from the beach, with rig and board connected, by lifting stern. 4.2. Uphaul in shallow water and put centreboard down and up while sailing. 4.3. Leave and return to shore on the most advantageous tack, according to prevailing conditions.
5. Manoeuvre the sailboard.	5.1. Use sailboard within designated and defined areas according to relevant legislation and organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
	5.2. Steer the sailboard efficiently, using body weight and rig. 5.3. Apply ***enhanced skills on all points of sail*** and ***during manoeuvres***, and respond appropriately to wind gusts. 5.4. Adjust centre-board position as required, to improve stability. 5.5. Improve speed through sail and board trim. 5.6. Apply and improve on gybing, ***freestyle tricks*** and tacking from close haul by using body weight and rig. 5.7. Manoeuvre around a triangular course and apply the ***rules of the road***. 5.8. Perform turning and emergency stops in restricted areas according to organisational policies and procedures.
6. Perform rescues.	6.1. Complete a competent self rescue in 10 ***knots*** or more. 6.2. Undertake rescue and towing of another sailor and board upwind. 6.3. Prepare self, rig and sailboard to allow towing by another sailboard and by a boat. 6.4. Apply alternative strategies if self rescue fails according to organisational policies and procedures.
7. Maintain and repair equipment.	7.1. Return sailboard to storage area or vehicle and stow in a manner to minimise damage according to organisational policies and procedures. 7.2. Identify and conduct routine inspection and maintenance tasks according to organisational policies and procedures.
8. Evaluate windsurfing activity.	8.1. Evaluate ***relevant aspects*** of the activity. 8.2. Identify improvements for future windsurfing experiences in moderate conditions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - rig sailboard according to the prevailing weather conditions
  - determine wind direction
  - manoeuvre board in moderate conditions
  - perform freestyle tricks
  - use body weight, rig and centreboard to improve on gybing and tacking

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    - apply rescuing and towing strategies according to the situation
- planning and organising skills to:
    - allocate and select suitable windsurfing site with moderate winds
    - source sailboard, equipment, food and water
    - conduct routine inspection and maintenance checks of equipment
- numeracy skills to:
    - select correct sized sail for board
    - determine points of sail in relation to course, wind direction and angles
- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- self management skills to:
    - review and reflect on own performance
    - set goals to improve technique
- rescue and emergency response skills to enable initial response to emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all windsurfing activities
- types of sailboards and equipment, characteristics and technology used for windsurfing, and factors affecting appropriate selection
- variations between parts of a sailboard from one model and or brand to another
- locations for sailboarding, with moderate winds of 8-15 knots in enclosed waters
- maintenance and transportation of equipment to ensure it remains safe and undamaged
- windsurfing manoeuvres and techniques, and methods to improve tacking and gybing
- centre-board and sail positioning on all points of sail to manoeuvre sailboard efficiently
- names of parts of the sail and how a sail works, using sail shape and wind strength, to improve on windsurfing technique
- sailing terminology, such as upwind, downwind, across the wind, to enable a common understanding
- differences between sea breezes and land breezes and their affect on windsurfing and the affect of tides, currents and rips on launching, landing and manoeuvring sailboard
- hazards and risks associated with sailboarding and the effects of moving water, tides, currents, rips and rivers on sailboarding
- food and water requirements to maintain health and energy during activities
- basic weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency and rescue procedures appropriate for location to ensure risk minimisation to self and group.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan and select sailboard and equipment suitable for moderate winds and conditions, and conducts routine inspection and maintenance of equipment • rigs, launches and lands sailboard and applies ***enhanced windsurfing skills on all points of sail to improve speed and efficiency*** around a triangular course in moderate conditions • applies self rescue, rescue and towing of another sailor and board, and allows towing by another sailboard or boat, ensuring safety of self and others • evaluates and reflects on own windsurfing performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple windsurfing activities in moderate conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, such as weather sources, to plan and select equipment for the windsurfing activity • a suitable location with moderate winds of 8-15 knots • sailboarding, rescue and safety and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of windsurfing environments, including wind direction and speed, and possible hazards • observation of safe participation and demonstration of enhanced windsurfing techniques and manoeuvres • third-party reports from a supervisor detailing

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performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• range of foods • energy content • hydration.
Moderate conditions may include	• moderate winds, 8-15 knots • enclosed waters • wave height, with small chop only, max 25 cm.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine legislation.
Organisational policies and procedures may include:	• occupational health and safety • use, maintenance and storage of equipment • emergency procedures • communication protocols • ***windsurfing etiquette*** • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and Environmental Information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings

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	• river levels • synoptic charts • high and low tide predictions.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards • slippery or unstable shore • poor posture, poor technique • poor carrying techniques • loose or insecure craft when being transported • other craft.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Sailboard may include:	• boards that are greater than 320cm long with a battened sail.
Equipment may include:	• wetsuits • drysuits • boots • gloves • Personal Flotation Devices, types 1, 2 and 3 • different types and sizes of boards and sails • buoys to mark out a course • harness system • safety and first aid equipment • rescue equipment.
Spares may include:	• rigging ropes • flares.
Knots may include:	• half hitches • bowline.
Freestyle tricks may include:	• pirouettes • tail sinks • sailing inside the boom.
Rules of the road may include	• avoiding collisions • right of way.

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Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Yachting - Windsurfing

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SISOYSA303A Use a sailboard in stronger winds

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to launch, land and sail a sailboard in strong winds, on enclosed or open waters. This unit introduces the use of high performance sails, footstraps and a harness.

Application of the Unit

This unit applies to those working as windsurfing guides in a range of conditions, including enclosed or open water with winds of at least 12 knots.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations, government agencies, or group instructors in outdoor education programs where sailboard lessons or camps are run.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOYSA302A Apply enhanced windsurfing skills in moderate conditions

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the windsurfing activity.	1.1. Identify ***food and water requirements*** to maintain physiological well being during activity. 1.2. Select an activity site with ***stronger winds*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information***, and determine potential windsurfing conditions. 1.4. Identify potential ***hazards*** within the windsurfing environment and minimise ***risks*** according to relevant legislation and organisational policies and procedures.
2. Select equipment.	2.1. Identify features of ***sailboard*** construction and select the most appropriate board for specified requirements. 2.2. Analyse uses and limitations of shorter boards when selecting a board for use in stronger winds. 2.3. Select ***equipment*** according to design and construction features and check working condition. 2.4. Determine the advantages and disadvantages of various ***types of sails*** and select a suitable sail for the conditions. 2.5. Select a ***harness*** according to the conditions, ***type of board*** and personal ability. 2.6. Select clothing suitable for the prevailing and expected conditions. 2.7. Fit and adjust equipment to ensure comfort, safety and suitability. 2.8. Load and attach, where relevant, rig and board to vehicle for transport.
3. Rig sailboard.	3.1. Rig, de-rig and tune a fully battened sail. 3.2. Adjust harness lines and foot straps. 3.3. Set up and wear harness according to organisational policies and procedures.
4. Launch and land sailboard.	4.1. Carry the fully assembled sailboard and rig to and from the launch site. 4.2. Apply a beach start, in stronger winds, with control

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ELEMENT	PERFORMANCE CRITERIA
	of the board in the shallows.
	4.3. Up haul the rig, in stronger winds, while maintaining stability.
5. Apply sailboarding techniques and stance	5.1. Use and confine sailboard within designated and defined areas according to relevant legislation and organisational policies and procedures.
	5.2. Hook in and out of a harness and adopt correct stance while hooked in.
	5.3. Get in and out of foot straps, and apply correct stance when in use.
	5.4. Adjust the mast track while sailing according to organisational policies and procedures.
	5.5. Sail a triangular course in planning conditions, and apply the ***rules of the road***.
	5.6. Adopt stance and use of harness, foot straps and mast track, on different points of sail.
6. Manoeuvre the sailboard.	6.1. Maintain speed while tacking smoothly in stronger winds.
	6.2. Gybe with centre board both down and up.
	6.3. Maintain stationary position near a marker in moderate winds.
	6.4. Maintain stability and sail efficiently in stronger winds according to apparent wind, mast track position, and board and rig position.
	6.5. Identify and apply characteristics of ***freestyle tricks***.
7. Perform rescues.	7.1. Apply assessment and emergency response procedures when required, according to organisational policies and procedures.
	7.2. Prepare another sailor for towing upwind in stronger winds by de-rigging their sailboard.
	7.3. Apply self rescue in stronger winds with a fully battened sail.
8. Maintain and repair equipment.	8.1. Return sailboard to storage area or vehicle and stow in a manner to minimise damage according to organisational policies and procedures.
	8.2. Perform ***basic repairs*** and maintenance to board and ***equipment*** according to manufacturer's guidelines and organisational policies and procedures.
	8.3. Refer repairs beyond the limit of personal ability to relevant specialists.
	8.4. Clean and care for boards and sails according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational policies and procedures.
9. Evaluate windsurfing activity.	9.1. Evaluate ***relevant aspects*** of the activity. 9.2. Identify improvements for future windsurfing experiences in stronger winds.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - rig sailboard according to prevailing weather conditions
  - launch, land and manoeuvre board while maintaining control and stability
  - perform freestyle tricks
  - use harness, footstraps and mast track on different points of sail
  - apply rescuing and towing strategies according to the situation
- planning and organising skills to:
  - select suitable windsurfing site with stronger winds on enclosed or open waters
  - source sailboard, equipment, food and water
  - conduct routine inspection and maintenance of equipment
- communication skills to refer repairs to relevant specialists and to discuss possible solutions
- numeracy skills to:
  - select correct sized sail for board
  - determine points of sail in relation to course, wind direction and angles
- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- self management skills to:
  - review and reflect on own performance
  - set goals to improve technique
- rescue and emergency response skills to enable initial response to emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all windsurfing activities
- types of sailboards and equipment, characteristics and technology used for windsurfing in stronger winds, and factors affecting appropriate selection
- variations between parts of a sailboard from one model and or brand to another

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- characteristics of wave, slalom, race and speed boards, and uses and limitations of shorter boards
- locations for windsurfing, with stronger winds of 12 knots, on enclosed or open waters
- construction, maintenance and repair of board and equipment to ensure it remains safe and undamaged
- specialists in the local area to refer repair and maintenance tasks beyond personal ability
- windsurfing manoeuvres and techniques, including the use of high performance sails, foot straps and a harness
- positions of the mast track for different points of sail, and the concept of mast foot pressure
- affect of apparent wind, tides, currents and rips on launching, landing and manoeuvring sailboard
- hazards and risks associated with windsurfing, and the effects of moving water, tides, currents, rips and rivers
- food and water requirements to maintain health and energy during activities
- basic weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency and rescue procedures appropriate for location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan and select sailboard and equipment suitable for stronger winds, and conducts ***basic repairs*** and maintenance of board and equipment • rigs fully battened sail, launches and lands sailboard in shallow water, and applies ***enhanced windsurfing skills on all points of sail*** to improve speed and efficiency in stronger winds • manoeuvres around a triangular course in planing conditions, using harness, footstraps and mast track • applies self rescue with fully battened sail and performs an upwind tow of another board in stronger winds

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- evaluates and reflects on own windsurfing performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in multiple windsurfing activities in stronger winds to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information, such as weather sources, to plan and select equipment for the windsurfing activity
- a suitable location with stronger winds of at least 12 knots, in open or enclosed water
- sailboarding, rescue and safety and first aid equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of windsurfing environments and the use of high performance sails, footstraps and harness
- observation of safe participation and demonstration of windsurfing techniques and manoeuvres in stronger winds
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:

- range of foods
- perishability
- storage
- hydration.

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Stronger winds may include	• planing conditions • greater than 12 knots • open or enclosed waters • small waves up to 40 cm.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use, maintenance and storage of equipment • emergency procedures • communication protocols • ***windsurfing etiquette*** • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Sailboard may include:	• boards greater than 320cm with footstraps and a fully battened sail.

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Equipment may include:

- harness system
- wetsuits
- drysuits
- boots
- gloves
- personal Flotation Devices, types 1, 2 and 3
- buoys to mark out a course
- safety and first aid equipment
- rescue equipment.

Types of sails may include:

- race
- slalom
- wave
- camber induced
- fully battened.

Harness may include:

- chest
- waist
- seat.

Type of board may include:

- race
- slalom
- wave
- speed
- wave slalom.

Rules of the road may include

- avoiding collisions
- right of way:
  - starboard tack over port tack
  - sailing craft over motored craft.

Freestyle tricks may include

- sail spins
- back to sail leeward side
- pirouette
- railride.

Basic repairs may include:

- fibreglass
- epoxy
- sail repairs.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content

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- instructional technique
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Yachting - Windsurfing

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SISOYSA404A Use long boards in difficult conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to launch, land and sail a long board with a centreboard and fully battened sail, in planing conditions on open water.

Application of the Unit

This unit applies to those working as long board instructors in a range of conditions, including planing conditions on open waters with winds of at least 15 knots and wave heights of 30-50cm.

This unit may also apply to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not for profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the long board activity.	1.1. Identify ***food and water requirements*** to maintain physiological well being during activity. 1.2. Select an activity site or open water location with ***difficult conditions*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information***, and determine potential beach conditions. 1.4. Identify potential ***hazards*** within the windsurfing environment and minimise ***risks***. 1.5. Determine emergency action to be taken in the event of broken fins, universal, mast and boom according to organisational policies and procedures.
2. Select equipment.	2.1. Identify features of ***board*** construction and design, and select the most appropriate long board for specified requirements. 2.2. Determine the advantages and disadvantages of various ***types of sails*** and select a suitable sail for the conditions. 2.3. Select ***equipment*** according to design and construction features and check working condition. 2.4. Select clothing suitable for the prevailing and anticipated conditions. 2.5. Fit and adjust equipment to ensure comfort, safety and suitability.
3. Rig long board.	3.1. Rig rotational camber-induced and other high-tech sails. 3.2. Adjust harness line where required, and ensure rig selection is suitable to the conditions. 3.3. Adjust the rig for all points of sail and different wind strengths and conditions.
4. Launch and land long board.	4.1. Launch long board from a beach start, through a shore break in a controlled manner. 4.2. Sail out through small breaking waves efficiently. 4.3. Carry out a water start in varied conditions. 4.4. Demonstrate controlled landings with board and rig held aloft, while applying carrying technique.
5. Manoeuvre the long board.	5.1. Apply a refined stance, incorporating hands, feet and body position, on all points of sail.

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ELEMENT	PERFORMANCE CRITERIA
	5.2. Luff up and bear away with mast track and centre-board adjustments to improve steering. 5.3. Close the slot, reducing wet area, and use footstraps, mast track and harness to optimise speed. 5.4. Tack in strong winds and rough seas. 5.5. Use the carve gybe and non-planing gybe in strong winds and rough seas. 5.6. Plan and demonstrate a routine of ***freestyle tricks***. 5.7. Sail backwards and manoeuvre board around a triangular course, in rough conditions. 5.8. Apply strategies to assist others in difficulty according to organisational policies and procedures. 5.9. Demonstrate ***jury rigging*** for different breakages.
6. Maintain and repair equipment.	6.1. Maintain high tech equipment according to manufacturer's guidelines and organisational policies and procedures. 6.2. Refer repairs beyond the limit of personal ability to relevant specialists.
7. Evaluate windsurfing activity.	7.1. Evaluate ***relevant aspects*** of the activity. 7.2. Identify improvements for future long board windsurfing experiences in difficult conditions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - rig long boards according to prevailing weather conditions
  - launch, land and manoeuvre boards while maintaining control and stability
  - perform a routine of freestyle tricks
  - sail backwards around a triangular course
  - use tacking, carve gybe and non-planing gybe in strong winds and rough seas
  - apply strategies to assist others in difficulty
- planning and organising skills to:
  - select suitable open water windsurfing site or location with difficult conditions
  - source long board, equipment, food and water
  - conduct routine inspection and maintenance of equipment

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- communication skills to refer repairs to relevant specialists where required and to discuss possible solutions
- numeracy skills to:
  - select correct sized long board and sail
  - determine points of sail in relation to course, wind direction and angles
- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- self management skills to:
  - review and reflect on own performance
  - set goals to improve technique
- rescue and emergency response skills to enable initial response to emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all windsurfing activities
- types of long boards, sails and equipment, characteristics and technology used for windsurfing in difficult conditions, and factors affecting appropriate selection
- open water locations for windsurfing, with winds of at least 15 knots and wave heights of 30-50 cm
- construction, maintenance and repair techniques of boards and high tech equipment to ensure it remains undamaged
- specialists in the local area to refer repair and maintenance tasks beyond personal ability
- windsurfing manoeuvres and techniques, including sailing backwards, carve and non planing gybes, and tacking in strong winds and rough seas
- hazards and risks associated with windsurfing, and the effects of strong winds, tides, currents and rips on launching, landing and manoeuvring long board
- food and water requirements to maintain health and energy during activities
- basic weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency and rescue procedures appropriate for location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • applies relevant process to plan and select long board

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competency in this unit	and equipment suitable for difficult, open water conditions, and conducts ***repairs*** and maintenance of board and equipment where required • rigs high-tech sails, launches and lands long board from a beach start through a shore break using controlled techniques, and applies a refined stance on all points of sail • sails backwards and manoeuvres board around a triangular course in difficult, open water conditions • assists and rescues other windsurfers in a safe and efficient manner • evaluates and reflects on own windsurfing performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple long board windsurfing activities in difficult conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, such as weather sources, to plan and select equipment for the windsurfing activity • a suitable open water location with winds of at least 15 knots and wave heights of 30-50cm • a long board greater than 320cm with a suitable rig • sailboarding, rescue and safety and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of open water windsurfing environments and the use of high performance equipment • observation of safe participation and demonstration of long board windsurfing techniques and manoeuvres in difficult conditions • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water may include:

- range of foods
- perishability
- storage
- hydration.

Difficult conditions may include:

- wind strength of 15 knots plus
- wave height of 30 - 50 cm
- open waters
- planing conditions.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- use, maintenance and storage of equipment
- emergency procedures
- communication protocols
- ***windsurfing etiquette***
- code of ethics.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects

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	• stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Board may include:	• long board, greater than 320cm, with centreboard and fully battened sail.
Types of sails may include:	• fully battened • camber induced.
Equipment may include:	• harness system • wetsuits • drysuits • boots • gloves • Personal Flotation Devices, types 1, 2 and 3 • buoys to mark out a course • safety and first aid equipment • rescue equipment.
Freestyle tricks may include:	• spin tack • duck tack • railrides • pirouettes • spin gybes • sail spins.
Jury rigging may include:	• broken universal joint • broken outhaul line • broken boom camlock.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • directing techniques

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- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Yachting - Windsurfing

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SISOYSA405A Use short boards in difficult conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to launch, land and sail a wave or slalom board with a fully battened sail and no centreboard, in planing conditions on open water.

Application of the Unit

This unit applies to those working as short board instructors in a range of conditions, including planing conditions on open waters with winds of at least 15 knots and wave heights of at least 40cm.

This unit may also apply to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not for profit organisations or government agencies who run short board lessons and or camps.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the short board activity.	1.1. Identify ***food and water requirements*** to maintain physiological well being during activity. 1.2. Select an activity site or open water location with ***difficult conditions*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret ***weather and environmental information***, and determine potential beach conditions. 1.4. Identify potential ***hazards*** within the windsurfing environment and minimise ***risks***. 1.5. Determine emergency action to be taken in the event of broken fins, universal, mast and boom according to organisational policies and procedures.
2. Select equipment.	2.1. Identify features of ***board*** construction and design, and select the most appropriate short board for specified requirements. 2.2. Determine the advantages and disadvantages of various ***types of sails*** and select a suitable sail for the conditions. 2.3. Select ***equipment*** according to design and construction features and check working condition. 2.4. Select clothing suitable for the prevailing and anticipated conditions. 2.5. Fit and adjust equipment to ensure comfort, safety and suitability.
3. Rig short board.	3.1. Rig rotational camber-induced and other high-tech ***sails***. 3.2. Outline the process for tuning specialist ***sails*** to achieve speed, control or manoeuvrability. 3.3. Adjust harness line where required, and ensure rig selection is suitable to the conditions. 3.4. Adjust the rig for all points of sail and different wind strengths and conditions.
4. Launch and land a short board.	4.1. Launch short board from a beach start, through waves and return ashore in a controlled manner. 4.2. Undertake alternative launch methods in strong winds.

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Apply water starts from varying situations, including in waves, gusts and clew first.
	4.4. Uphaul the short board and sail out through waves.
5. Sail short board in surf.	5.1. Adopt a comfortable stance while planing in foot straps.
	5.2. Demonstrate efficient upwind sailing.
	5.3. Apply a variety of techniques to perform ***wave jumps and landings***.
	5.4. Ride on a wave and follow the break, avoiding the close-out.
	5.5. Develop speed while controlling excessive power.
	5.6. Use waves, rips and currents to enhance sailing technique, speed and stability.
6. Manoeuvre the short board.	6.1. Tack efficiently on a short board in strong winds and rough seas.
	6.2. Apply ***carve gybes effectively*** in strong winds and rough seas to enhance manoeuvrability.
	6.3. Apply appropriate strategies to assist others in difficulty according to organisational policies and procedures.
	6.4. Complete self rescue and rescue of others using a short board.
	6.5. Demonstrate ***jury rigging*** for different breakages.
7. Maintain and repair equipment.	7.1. Maintain high tech equipment according to manufacturer's guidelines and organisational policies and procedures.
	7.2. Refer repairs beyond the limit of personal ability, to relevant specialists.
8. Evaluate windsurfing activity.	8.1. Evaluate ***relevant aspects*** of the activity.
	8.2. Identify improvements for future short board windsurfing experiences in difficult conditions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - rig short boards according to prevailing weather conditions

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    - lunch, land and manoeuvre boards while maintaining control and stability
    - perform short board wave jumps and landings
    - use waves, rips and currents to enhance technique
    - apply strategies to rescue self and others in difficulty
- planning and organising skills to:
    - select suitable open water windsurfing sites or locations with difficult conditions
    - source short boards, equipment, food and water
    - conduct routine inspection and maintenance of equipment
- communication skills to refer repairs to relevant specialists where required and to discuss possible solutions
- numeracy skills to:
    - select correct sized short boards and sails
    - determine points of sail in relation to course, wind direction, speed and angles
- literacy skills to analyse, interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- self management skills to:
    - review and reflect on own performance
    - set goals to improve technique
- rescue and emergency response skills to enable initial response to emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all windsurfing activities
- types of short boards, sails and equipment, characteristics and technology used for windsurfing in difficult conditions, and factors affecting appropriate selection
- advantages of rotational and camber induced sails to achieve speed and control
- open water locations for windsurfing, with winds of at least 15 knots and wave heights of at least 40cm
- windsurfing manoeuvres and techniques, including various types of jumps and landings, and tacking and carve gybing in strong winds and rough seas
- hazards and risks associated with windsurfing, and the effects of strong winds, tides, currents and rips on launching, landing and manoeuvring short board
- construction, maintenance and repair of board and high tech equipment to ensure it remains undamaged
- formation and use of waves, rips, undertows, channels and currents to enhance sailing technique, speed and stability
- specialists in the local area to refer repair and maintenance tasks beyond personal ability
- food and water requirements to maintain health and energy during activities
- basic weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency and rescue procedures appropriate for location to ensure risk

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minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan and select short board and equipment suitable for difficult, open water conditions, and conducts ***repairs*** and maintenance of board and equipment where required • rigs high-tech sails, and launches and lands short board from a beach start through waves, demonstrating controlled techniques and a comfortable stance • assists and rescues other windsurfers in a safe and efficient manner • evaluates and reflects on own windsurfing performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple short board windsurfing activities in difficult conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information, such as weather sources, to plan and select equipment for the windsurfing activity • a suitable open water location with winds of at least 15 knots and wave heights of at least 40cm • a suitable short board with a fully battened sail • sailboarding, rescue and safety and first aid equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of open water windsurfing environments and the use of

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high performance equipment
- observation of safe participation and demonstration of short board windsurfing techniques and manoeuvres in difficult conditions
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:
- range of foods
- perishability
- storage
- hydration.

Difficult conditions may include:
- wind strength of 15 knots plus
- wave height of 40cm plus
- open waters with swell of at least half a metre
- planing conditions.

Relevant legislation may include:
- occupational health and safety
- permits or permission for access
- environmental regulations
- ***marine regulations***.

Organisational policies and procedures may include:
- occupational health and safety
- use, maintenance and storage of equipment
- communication protocols
- ***windsurfing etiquette***
- code of ethics.

Relevant sources may include:
- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge

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Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Board may include:	• racing • slalom • wave • speed • custom designed.
Sails may include:	• wave • slalom • camber induced.
Equipment may include:	• harness system • wetsuits • dry suits • boots • gloves • Personal Flotation Devices, types 1, 2 and 3 • buoys to mark out a course • safety and first aid equipment • rescue equipment.
Wave jumps and landings may include:	• loop and barrel roll • nose and tail landings • chop hopping.

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Carve gybes may include:

- different arcs
- timing the release of the rig
- staying on the plane.

Jury rigging may include:

- broken universal joint
- broken outhaul line
- broken boom camlock.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Yachting - Windsurfing

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SISOYSA406A Instruct windsurfing

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct windsurfing activities. This unit focuses on planning, implementing and evaluating an instructional windsurfing session to enable participants to achieve the skills and knowledge required to participate independently in windsurfing activities.

Application of the Unit

This unit applies to windsurfing instructors who are responsible for planning, implementing and evaluating instructional windsurfing sessions for groups of participants.

This unit may also apply to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not for profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOYSA404A Use long boards in difficult conditions

or

SISOYSA405A Use short boards in difficult conditions

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a windsurfing session.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's current windsurfing knowledge in order to determine the ***session's aims and objectives***. 1.3. Determine an appropriate ***instructional plan*** according to participant's needs and characteristics. 1.4. Develop a ***windsurfing plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Select a suitable site or location for the session according to participant's needs, session's aims, relevant legislation and organisational policies and procedures. 1.6. Identify potential ***hazards*** associated with windsurfing and minimise ***risks*** according to organisational policies and procedures. 1.7. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine ***contingency plans***.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures. 2.2. Check equipment for safety and suitability according to relevant legislation, organisational policies and procedures, and manufacturer's recommendations. 2.3. Correct any equipment deficiencies and adjust to ensure personal comfort. 2.4. Check contents of first aid and repair kits to ensure their suitability to the location and activity. 2.5. Arrange, where required, protective and or safety

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ELEMENT	PERFORMANCE CRITERIA
	clothing for each participant.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the windsurfing session in a manner appropriate to the participants.
	3.2. Encourage participants to seek clarification, information and feedback as required during the session.
	3.3. Establish a suitable communication system for participants to use while participating in windsurfing activities.
	3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour.
	3.5. Identify minimal impact practices for the activity and communicate to participants.
	3.6. Check and confirm that all participants' boards and equipment are fitted and adjusted, and clothing is suitable.
4. Instruct windsurfing session.	4.1. Conduct introductory activities for participants to reduce the risk of injury.
	4.2. Apply ***instructional techniques*** to impart ***required windsurfing knowledge***, windsurfing skills and safety procedures.
	4.3. Demonstrate rescue techniques specific to windsurfing, and provide opportunities for practice.
	4.4. Monitor individual participant's performance, behaviour and location during windsurfing session.
	4.5. Observe participants during windsurfing activities and adjust or refine individual and or group technique as required.
	4.6. Monitor and assess instructional activities and associated risks, and modify where required according to organisational policies and procedures.
	4.7. Inform participants of opportunities to further develop their windsurfing skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.
	5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required.
	5.3. Apply feedback and assessment to evaluate ***relevant aspects*** of the windsurfing session and

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ELEMENT	PERFORMANCE CRITERIA
	determine the level of learning achieved.
	5.4. Identify potential areas of improvement for future windsurfing instructional sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan windsurfing sessions
  - convey information about safety aspects
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan windsurfing sessions according to participant's needs and characteristics
  - use instructional techniques to suit a range of participant's needs, characteristics and learning styles
  - address participant difficulties in developing techniques
  - anticipate and respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate windsurfing resources and equipment
  - monitor and evaluate progress
  - organise participants into manageable groups for windsurfing
- language and literacy skills to:
  - produce windsurfing and instructional plans for the session
  - complete post-session participant and self evaluations
- emergency response and rescue skills appropriate to the site to enable initial response to emergencies while instructing windsurfing activities.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of windsurfing session
- site specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the location
- equipment and board types, construction features, characteristics and technology used for windsurfing, the advantages and disadvantages of the range of equipment to enable safe and effective selection, use and maintenance of equipment
- instruction techniques and theories applicable to a range of ages and learning abilities

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- windsurfing techniques and common communication methods used between participants to reduce risk during activities
- maintenance tools and spare parts to conduct checks and repairs
- weather and environmental information to ascertain possible conditions and their affect on the session
- hazards, obstacles and risks associated with windsurfing and how to negotiate these
- emergency, rescue and first aid procedures relevant to the site to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for windsurfing sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve windsurfing performance • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of windsurfing activities that meet the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable body of water and conditions for the conduct of windsurfing instructional sessions • participants to take part in windsurfing sessions • windsurfing, safety, rescue, first aid and teaching equipment • resources and information regarding participants and location to plan, instruct and document windsurfing sessions.
Method of assessment	A range of assessment methods should be used to assess

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practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all windsurfing activities
- observation of safe windsurfing instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of windsurfing session plans
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:

- age
- cultural and situational factors
- previous experience and knowledge
- physical development.

Session's aims and objectives may include:

- developing windsurfing skills and techniques
- education
- development
- therapy
- fitness targets
- recreation.

Instructional plan may include:

- windsurfing activities
- duration of activities.

Windsurfing plan may include:

- aims and objectives
- date, time and duration
- site, equipment and resources
- instructor and participant ratios
- safety requirements
- risk and contingency management plan.

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Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use, maintenance and storage of equipment • assessment procedures • time and budget constraints • communication protocols • ***windsurfing etiquette*** • code of ethics.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Contingency plans may include:	• change in weather and or conditions • equipment failure • participant's needs.
Equipment may include	• windsurfing equipment • safety, first aid and rescue equipment

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	• communication equipment • repair equipment.
Resources may include:	• clothing and footwear • food and water • teaching aids.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• risk and hazard prevention and management • safety procedures • windsurfing techniques and manoeuvres • responsible and safe behaviour.
Safety procedures may include:	• treatment and prevention of common windsurfing incidents or risks • determining safe areas and boundaries • managing group in emergency situations.

Instructional techniques may include:	• sequence of instruction:
	  • simple to complex
	  • part to whole
	  • chronological
	  • known to unknown
	• D.E.D.I.C.T:
	  • demonstrate
	  • explain
	  • demonstrate
	  • instruct
	  • critique
	  • test
	• E.D.I.C.T:
	  • explain
	  • demonstrate
	  • instruct
	  • critique
	  • test
	• I.D.E.A:
	  • introduce

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- demonstrate
- explain
- apply
- feedback.

Required windsurfing knowledge may include:

- windsurfing skills and techniques
- water features, hazards and risks
- minimal impact practices
- communication systems used in windsurfing.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Yachting - Windsurfing

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SISOYSB201A Demonstrate basic skills to sail a small boat in controlled conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to rig and sail a small boat on a marked course in controlled conditions, under supervision. This unit also focuses on participating in capsize, towing and crew recovery drills.

Application of the Unit

This unit applies to those who assist in small boat sailing activities under supervision in a range of controlled conditions.

This unit also applies to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to demonstrate

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the sailing activity.	1.1. Select an activity site or location with ***controlled conditions*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Access ***relevant sources*** to interpret ***weather and environmental information***. 1.3. Identify potential ***hazards*** within the ***small boat*** sailing environment and implement strategies to reduce ***risks***, as advised by the supervisor. 1.4. Identify ***food and water requirements*** to maintain physiological well being during activity.
2. Select equipment.	2.1. Select small boat and ***equipment*** according to design and construction features and check working condition. 2.2. Identify and select suitable ***sails*** for boat. 2.3. Select clothing suitable for the prevailing and expected conditions. 2.4. Fit and adjust equipment to ensure comfort, safety and suitability.
3. Rig and de-rig small boat.	3.1. Identify the ***main parts of a small boat*** and fittings on the mast and boom. 3.2. Identify ***sails*** and their component parts. 3.3. Use ***appropriate knots*** to rig ***sails***, under supervision.
4. Launch and land small boat.	4.1. Determine ***wind direction*** to identify safe and easy launching location. 4.2. Launch and land the ***small boat*** in calm, ***controlled conditions*** while maintaining stability, direction and ***speed control***. 4.3. Adopt position on the ***small boat***, and secure the centreboard and rudder.
5. Sail a marked course in calm conditions.	5.1. Apply ***primary boat controls***, and identify their effect on boat movement. 5.2. ***Determine wind direction and use wind, wind indicators and directional change to follow the marked course***. 5.3. Use wind indicators and angle of the sail to vary speed ***and*** use a basic heave to as a reference point. 5.4. Identify when the boat is being sailed close hauled and sail to the destination directly upwind 5.5. Identify the No-Go Zone perimeters and tack the boat from close-hauled to close-hauled.

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ELEMENT	PERFORMANCE CRITERIA
	5.6. Determine when the boat is being sailed on a dead run and gybe the mainsail while the boat remains sailing on a dead run. 5.7. Identify potential hazards of gybing while sailing downwind, and implement strategies to avoid the unexpected gybe.
6. Perform capsize drills.	6.1. Identify and implement procedures for capsize according to relevant legislation and organisational policies and procedures. 6.2. Demonstrate technique and order of events to right a small boat, as part of a team, according to organisational policies and procedures.
7. Participate in towing drills.	7.1. Identify situations requiring ***towing*** and prepare boat for towing. 7.2. Tow boat safely under instructor guidance, according to organisational policies and procedures. 7.3. Release ***boat*** from tow under instructor guidance, according to organisational policies and procedures. 7.4. Implement, under direct supervision and instructor guidance, a ***crew recovery drill***, in the event of separation of a crew member from the boat.
8. Return small boat ashore.	8.1. Prepare and raise centreboard and rudder for return. 8.2. Carry and stow the ***small boat*** according to supervisor's directions and organisational policies and procedures. 8.3. Stow or store ***equipment*** according to manufacturer's recommendations, supervisor's directions and organisational policies and procedures.
9. Evaluate sailing activity.	9.1. Evaluate ***relevant aspects*** of the activity. 9.2. Identify improvements for future small boat sailing experiences in controlled conditions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - rig boat using suitable knots
  - determine wind direction
  - maintain stability, position, direction and speed control
  - determine when the boat is being sailed on a dead run
- planning and organising skills to:

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  - select an appropriate location with controlled conditions
  - source small boat, equipment, and food and water
  - prepare for capsizing and towing drills
- numeracy skills to:
  - select correct sized sail for boat
  - use the angle of the sail to slow and speed up the small boat
  - determine points of sail in relation to course, wind direction and angles
- literacy skills to interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- communication skills to interact with other craft and crew members
- teamwork skills to:
  - right a small boat after capsize
  - assist and support crew members in all aspects of sailing a small boat
- emergency response and crew recovery skills to enable initial response to emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of sailing activities
- rules of the road to safely sail alongside other water craft
- types of small boats and equipment, characteristics and technology used for sailing
- knots and their application to a sailing setting to enable accurate rigging of sails
- sailing manoeuvres and techniques to enable negotiation of courses
- sailing and weather terminology to enable clear communication between crew members
- the main points of sailing and sail positions to manoeuvre small boat efficiently
- information on tide and wind to safe launching, landing and manoeuvring
- capsize procedures and methods to right a small boat
- food and water requirements to maintain health and energy during activities
- weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency, towing and recovery procedures to ensure risk minimisation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • selects small boat and equipment suitable for

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competency in this unit	controlled conditions and uses terminology to identify parts and fittings of small boat • rigs small boat using appropriate knots, and launches, lands and returns boat while maintaining stability, direction and ***control*** • applies capsize procedures to right a small boat, and participates in towing and crew recovery drills while maintaining adequate communication with crew • evaluates and reflects on own small boat sailing performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple small boat sailing activities in controlled conditions that are of sufficient duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information to plan and select equipment for the sailing activity • a suitable location with sheltered waters, light winds of 0-8 knots, wave height up to 0.3m, and controlled conditions suitable to participants • a qualified leader or supervisor • a small sailing boat, suitable sails and safety equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of small boat sailing environments, including wind direction and speed and possible hazards • observation of safe participation and demonstration of basic small boat sailing techniques and manoeuvres • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Controlled conditions may include:	• light winds of 0-8 knots • sheltered waters with partially smooth waters • wave height up to 0.3m.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • use, maintenance and storage of equipment • communication protocols • ***sailing etiquette*** • minimal impact environmental codes • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river heights • synoptic charts • high and low tides.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards • slippery or unstable shore • poor posture, poor technique • poor carrying techniques • loose or insecure craft when being transported

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	• other craft.
Small boat may include:	• 18ft and under • single masted unballasted mono or multi-hulled vessel • stayed or unstayed mast • one, two or three sails.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Food and water requirements may include:	• range of foods • energy content • hydration.
Equipment may include:	• safety and rescue equipment • protective equipment • small boat • sails.
Sails may include:	• mainsail • jib • spinnaker.
Appropriate knots may include:	• figure of eight • bowline • half hitch • reef knot • rolling hitch.
Primary boat controls may include:	• mainsail • jib • balance • trim • centreboard.
Towing may include:	• single tow • multiple tow • pick-up of tow • release from tow.
Crew recovery drills may include:	• maintain sight of crew overboard at all times • teamwork • approach and stop to leeward of crew member in water • slow speed of approach

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Relevant aspects may include:

- assist crew on board.
- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Yachting - Small Boat

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SISOYSB302A Sail a small boat in light to moderate conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to rig and sail a small boat using a variety of techniques in light to moderate conditions and under minimal guidance. This unit also focuses on using a trapeze and spinnaker, and participating in crew recovery and towing drills.

Application of the Unit

This unit applies to those working as small boat sailing guides in a range of light to moderate conditions.

This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the sailing activity.	1.1. Select an activity site or location with ***light to moderate conditions*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Access ***relevant sources*** to interpret ***weather and environmental information***, and determine potential sailing conditions. 1.3. Identify and minimise potential ***hazards*** and ***risks*** within the ***small boat*** sailing environment. 1.4. Identify ***food and water requirements*** to maintain physiological well being during activity.
2. Select equipment.	2.1. Select small boat and ***equipment*** according to design and construction features and check working condition. 2.2. Identify and select suitable ***sails*** for boat. 2.3. Select clothing suitable for the prevailing and expected conditions. 2.4. Fit and adjust equipment to ensure comfort, safety and suitability.
3. Rig and de-rig small boat	3.1. Identify appropriate running and standing rigging. 3.2. Determine the appropriate type of ***cleat***. 3.3. Determine Cunningham eye system and outhaul. 3.4. Identify features of ***sails and mast and boom fittings***. 3.5. Rig ***sails*** using ***appropriate knots***.
4. Sail a marked course.	4.1. Identify the points of sailing given the direction of the wind relative to the small boat. 4.2. Use ***primary boat controls*** to sail the boat through tacks and gybes and demonstrate the techniques of roll tacking and roll gybing. 4.3. ***Determine wind direction and use wind***, ***wind indicators and directional change to follow the marked course***. 4.4. Use the tiller extension where necessary to sail a course which includes windward and downwind legs. 4.5. Manoeuvre ***small boat*** alongside a wharf or

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ELEMENT	PERFORMANCE CRITERIA
	anchored vessel or object without damage or injury to boat or persons.
	4.6. Maintain communication with other craft and crew members, where required.
5. Handle a spinnaker.	5.1. Identify component ***parts of a spinnaker and situations in which a spinnaker could be used***.
	5.2. Rig a spinnaker, set, gybe and drop in ***light to moderate conditions***.
	5.3. Steer a ***small boat*** under spinnaker in ***light to moderate conditions***.
6. Use a trapeze.	6.1. Identify situations in which ***trapeze systems*** are used.
	6.2. Identify component parts of a ***trapeze*** system and adjust and fit the trapeze harness according to manufacturer's recommendations and organisational policies and procedures.
	6.3. Sail on ***trapeze*** in favourable conditions according to organisational policies and procedures.
	6.4. Steer boat with a crew on ***trapeze***, demonstrating the ability to get in, get out, tack and gybe.
7. Perform crew recovery and towing drills.	7.1. Recover a crew member lost overboard according to organisational policies and procedures.
	7.2. Apply appropriate recovery side, approach speed and stopping technique to minimise risk of injury to crew in water and ensure efficient recovery.
	7.3. Prepare ***small boat*** for ***towing according to organisational policies and procedures***.
	7.4. Tow boat in single and or multiple tow situations according to organisational policies and procedures.
	7.5. Release boat from multiple tow situations safely according to organisational policies and procedures.
8. Complete post activity responsibilities.	8.1. Maintain and stow ***sail*** and rig according to manufacturer's recommendations and organisational policies and procedures.
	8.2. Maintain trailers and trolleys to minimise rust on frames and bearings.
	8.3. Evaluate ***relevant aspects*** of the activity.
	8.4. Identify improvements for future small boat sailing experiences in light to moderate conditions.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - identify and assess features, fittings and purposes of small boat equipment
  - differentiate between knots used for rigging
  - determine wind direction to maintain direction, speed and balance
- planning and organising skills to:
  - select appropriate location with light to moderate conditions
  - source small boat, equipment, and food and water
  - prepare for trapeze, spinnaker, recovery and towing drills
- numeracy skills to:
  - select correct sized sail and spinnaker for boat
  - determine points of sail in relation to course, wind direction and angles
  - identify when to use the spinnaker according to specific points of sail
- literacy skills to interpret and apply weather and environmental information and manufacturer's recommendations for equipment use
- communication skills to implement towing and recovery procedures as part of a team
- emergency response and crew recovery skills to enable initial response to emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities including rules of the road to safely sail alongside other water craft
- types of small boats and equipment, characteristics and technology used for sailing
- maintenance and care of boat and equipment to ensure optimal condition is maintained
- knots and their application to a sailing setting, such as types used to rig sails
- sailing manoeuvres and techniques including use of a spinnaker and trapeze
- sailing terminology, such as port or starboard, windward, leeward, to enable a common understanding between crew members
- the main points of sailing and sail positions to manoeuvre small boat efficiently
- information on tide and wind to enable safe launching, landing and manoeuvring
- towing and recovery procedures to enable safe and effective operations
- hazards and risks associated with small boat sailing and the effects of wind direction and speed
- food and water requirements to maintain health and energy during activities
- emergency, towing and recovery procedures to ensure risk minimisation.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • selects small boat and equipment suitable for light to moderate conditions and identifies features and fittings to rig and de rig small boat • performs manoeuvres around a marked course, including all major points of sailing, in light to moderate conditions • uses primary boat controls, a spinnaker and a trapeze to enhance sailing performance and undertakes single and multiple tows and crew recoveries while maintaining adequate communication with crew • maintains and stows equipment according to manufacturer's recommendations • evaluates and reflects on own small boat sailing performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple small boat sailing activities in light to moderate conditions that are of sufficient duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information to plan and select equipment for the sailing activity • a suitable location with ***light to moderate conditions***, winds of 8 - 18 knots and wave heights up to 0.5m • a small sailing boat, suitable sails, spinnaker, and safety equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of small boat sailing environments, including wind direction and speed, and possible hazards • observation of safe participation and demonstration of enhanced small boat sailing techniques and manoeuvres

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- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Light to moderate conditions may include:

- winds of 8 - 18 knots
- wave height to 0.5m.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations
- ***marine regulations***.

Organisational policies and procedures may include:

- occupational health and safety
- use, maintenance and storage of equipment
- communication protocols
- crew recovery
- towing procedures
- minimal impact environmental codes
- code of ethics.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

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Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards • slippery or unstable shore • poor posture, poor technique • poor carrying techniques • loose or insecure craft when being transported. • other craft.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure
Small boat may include:	• 18ft and under • single masted unballasted mono or multi hulled vessel • stayed or unstayed mast • one, two or three sails.
Food and water requirements may include:	• range of foods • energy content • hydration.
Equipment may include:	• personal protective equipment • safety and rescue equipment • small boat • trapeze harness.
Sails may include:	• mainsail • jib • spinnaker.
Cleat may include:	• cam • clam • horn • V cleats.
Knots may include:	• figure of eight • bowline • half hitch • reef knot • rolling hitch.

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Primary boat controls may include:	• mainsail • jib • balance • trim • centreboard.
Trapeze system may include:	• full harness • half harness.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • directing techniques • rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Yachting - Small Boat

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SISOYSB403A Sail a small boat in moderate and variable conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use a variety of techniques to sail a small boat in moderate and variable conditions.

Application of the Unit

This unit applies to those working as small boat sailing instructors in a range of moderate and variable conditions. This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Plan for the sailing activity.	1.1. Select an activity site or location with ***moderate and variable conditions*** according to ***relevant legislation*** and ***organisational policies and procedures***.
	1.2. Access ***relevant sources*** to interpret ***weather and environmental information***, and determine potential sailing conditions.
	1.3. Identify and minimise potential ***hazards*** and ***risks*** within the small boat sailing environment.
	1.4. Identify ***food and water requirements*** to maintain physiological well being during activity.
2. Select equipment.	2.1. Select ***small boat*** and ***equipment*** according to design and construction features and check working condition.
	2.2. Identify and select suitable sails for boat.
	2.3. Select clothing suitable for the prevailing and expected conditions.
	2.4. Fit and adjust equipment to ensure comfort, safety and suitability.
3. Sail small boat in moderate and variable conditions.	3.1. Determine the likely effects of local water and sailing conditions on small boat handling.
	3.2. Analyse ***wind indicators*** to anticipate gusts, lulls, lifts and knocks and use wind shifts when sailing upwind and downwind.
	3.3. Heave to and back the mainsail to control the speed of the boat.
	3.4. Reduce sail as required according to variations in conditions.
	3.5. Apply roll tacking and roll gybing, techniques appropriate to changes in conditions.
	3.6. Apply primary boat controls, balance, sail trim, ***stopping techniques*** and steering to sail the boat efficiently in ***variable conditions***.
	3.7. Maintain communication with other craft and crew members where required to maintain safety.
4. Handle a spinnaker in moderate and variable conditions.	4.1. Launch a spinnaker from both the leeward and windward positions.
	4.2. Trim the spinnaker to cater for changes in wind strength and direction to maintain or enhance speed.
	4.3. Steer the boat to maintain or enhance balance and speed according to the fluctuations in conditions.

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ELEMENT	PERFORMANCE CRITERIA
5. Complete post activity responsibilities.	5.1. Maintain and stow ***sail*** and rig according to manufacturer's recommendations and organisational policies and procedures. 5.2. Maintain trailers and trolleys to minimise rust on frames and bearings. 5.3. Evaluate ***relevant aspects*** of the activity. 5.4. Identify improvements for future small boat sailing experiences in moderate and variable conditions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - determine possible effect of local weather and water conditions on sailing
  - anticipate and deal with gusts, lulls, lifts and knocks
  - adapt to variations in wind strength and direction to control speed of boat
  - launch, trim and sail with a spinnaker
- planning and organising skills to:
  - select an appropriate location with moderate and variable conditions
  - source small boat, equipment, and food and water
- numeracy skills to:
  - select correct sized sail and spinnaker for boat
  - determine wind direction and strength
- literacy skills to:
  - interpret and apply weather and environmental information
  - recognise and follow marine signage
- interpret and apply manufacturer's recommendations.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities including rules of the road to safely sail alongside other water craft
- types of small boats and equipment, characteristics and technology used for sailing
- maintenance and care of boat and equipment to ensure optimal condition is maintained
- knots and their application to a sailing setting, such as types used to rig sails
- sailing manoeuvres and techniques, including use of a spinnaker, in variable conditions

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- sailing terminology, such as port or starboard, windward, leeward, to enable a common understanding between crew members
- the main points of sailing and sail positions to manoeuvre small boat safely and efficiently
- information on tide and wind to enable safe launching, landing and manoeuvring in variable conditions
- hazards and risks associated with small boat sailing and the effects of wind direction and speed
- food and water requirements to maintain health and energy during activities
- interrelationship between wind, tides and currents.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • selects small boat and equipment suitable for moderate and variable conditions according to anticipated sailing conditions • performs roll tacks and roll gybes and applies boat handling skills and the use of a spinnaker to maintain speed and direction in moderate and variable conditions • maintains and stows equipment according to manufacturer's recommendations • evaluates and reflects on own small boat sailing performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple sailing activities in moderate and variable conditions that are of sufficient duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information to plan and select equipment for the sailing activity • a suitable location with ***moderate and variable sailing conditions*** with winds of 5-20 knots, varying in strength and direction, and waves up to 1.5m • a small sailing boat, suitable sails, spinnaker and

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safety equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of small boat sailing environments, including wind direction and speed, and possible hazards and risks
- observation of s demonstration of small boat sailing techniques and manoeuvres in moderate and variable conditions
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Moderate and variable conditions may include:

- winds of 5- 20 knots, variable in strength and direction
- waves up to 1.5m.

Relevant legislation may include:

- occupational health and safety
- environmental regulations
- permits or permission for access
- marine regulations.

Organisational policies and procedures may include:

- occupational health and safety
- use, maintenance and storage of equipment
- communication protocols
- ***sailing etiquette***
- minimal impact environmental codes
- code of ethics.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard

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- volunteer marine rescue
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards
- slippery or unstable shore
- poor posture, poor technique
- poor carrying techniques
- loose or insecure craft when being transported
- Other craft.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Food and water requirements may include:

- range of foods
- energy content
- hydration.

Small boat may include:

- 18ft and under
- single masted unballasted mono or multi hulled vessel
- stayed or unstayed mast
- one, two or three sails.

Equipment may include:

- safety and rescue equipment
- personal protective equipment
- spinnaker
- sails.

Wind indicators may include:

- flags
- smoke

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- ripples on the water
- moored boats
- wind on the face.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Yachting - Small Boat

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SISOYSB404A Instruct small boat yachting

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct small boat yachting activities. This unit focuses on planning, implementing and evaluating an instructional yachting session to enable participants to achieve the skills and knowledge required to participate independently, in small boat yachting activities.

Application of the Unit

This unit applies to yachting instructors who are responsible for planning, implementing and evaluating instructional small boat yachting sessions for groups of participants.

This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISOYSB403A Sail a small boat in moderate and variable conditions

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan a small boat yachting session.	1.1. Establish participant's needs and ***characteristics*** to determine the session's aims and objectives. 1.2. Determine an appropriate instructional plan according to participant's needs and characteristics. 1.3. Develop a ***yachting plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Identify and minimise potential ***hazards*** and ***risks*** according to organisational policies and procedures. 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** and determine contingency plans.
2. Select and organise equipment and resources.	2.1. Select and access ***equipment*** and ***resources*** according to ***contextual issues*** and organisational policies and procedures. 2.2. Check equipment for safety and suitability according to relevant legislation, organisational policies and procedures, and manufacturer's recommendations. 2.3. Correct any equipment deficiencies and adjust to ensure personal comfort. 2.4. Arrange protective and or safety clothing for each participant as required.
3. Brief participants.	3.1. Communicate instructions and ***relevant information*** about the yachting session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable communication system for participants to use while participating in small boat yachting activities. 3.4. Inform participants of known and anticipated hazards, ***safety procedures*** and appropriate behaviour. 3.5. Identify minimal impact practices for the activity and communicate to participants. 3.6. Check and confirm that all participants' boats and

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ELEMENT	PERFORMANCE CRITERIA
	equipment are rigged, fitted and adjusted, and clothing is suitable.
4. Instruct small boat yachting session.	4.1. Conduct introductory activities for participants to reduce the risk of injury. 4.2. Apply ***instructional techniques*** to impart required yachting knowledge, skills and safety procedures. 4.3. Demonstrate rescue techniques specific to small boat yachting, and provide opportunities for practice. 4.4. Monitor individual participant's performance, behaviour and location during yachting session. 4.5. Inform participants of opportunities to further develop their small boat yachting skills and knowledge.
5. Complete post session responsibilities.	5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 5.3. Apply feedback and assessment to evaluate ***relevant aspects*** of the yachting session and determine the level of learning achieved. 5.4. Identify potential areas of improvement for future small boat yachting instructional sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan appropriate yachting sessions
  - convey information about safety aspects
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan small boat yachting sessions according to participant's needs and characteristics
  - address participant difficulties in developing techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:

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  - source, allocate and coordinate resources and equipment
  - monitor and evaluate progress
  - organise participants into manageable groups
- language and literacy skills to:
  - interpret and apply marine regulations
  - develop yachting and instructional plans for sessions
  - complete post-session evaluations
- emergency response and rescue skills appropriate to the site to enable initial response to emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of activities
- site specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the location
- equipment and small boat types, construction features, characteristics and technology to enable safe and effective selection, use and maintenance of equipment
- instruction techniques and theories applicable to a range of ages and learning abilities
- maintenance tools and spare parts to conduct checks and repairs
- weather and environmental information to ascertain possible conditions and their affect on the session
- hazards and risks associated with small boat yachting and how to negotiate these
- emergency, rescue and first aid procedures relevant to the site to ensure risk minimisation to self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for small boat yachting sessions to ensure activities are conducted safely according to participant's needs and characteristics • uses and modifies instructional techniques and or activities to observe and monitor the progress of participants and provides constructive feedback and

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	intervention to improve performance • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure instruction of small boat yachting activities that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable body of water and conditions for the conduct of small boat yachting instructional sessions • participants to take part in small boat yachting sessions • yachting, communication, safety, first aid and teaching equipment • resources and information regarding participants and location to plan, instruct and document sessions for a variety of participants.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess application of relevant legislation and organisational policies and procedures to enable safe conduct of all activities • observation of safe yachting instruction, monitoring and adjustment according to participant's needs and characteristics • portfolio of yachting session plans and evaluations • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Participant's needs and characteristics may include:

- age
- cultural and situational factors
- previous experience and knowledge
- fitness level.

Yachting plan may include:

- aims and objectives
- yachting site, equipment and resources
- instructor and participant ratios
- safety requirements
- sequence of instruction.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations.

Organisational policies and procedures may include:

- occupational health and safety
- use, maintenance and storage of equipment
- time and budget constraints
- communication protocols
- ***yachting etiquette***
- minimal impact environmental codes
- code of ethics.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards
- slippery or unstable shore
- poor posture, poor technique
- poor carrying techniques
- loose or insecure craft when being transported
- other craft.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard

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	• volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
Equipment may include:	• small boats • sails • safety and rescue equipment • spinnaker and trapeze harness • repair equipment • communication equipment • first aid kit.
Resources may include:	• clothing and footwear • food and water • teaching aids.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Relevant information may include:	• risk and hazard prevention and management • techniques and manoeuvres • safety procedures • responsible and safe behaviour.
Safety procedures may include:	• treating and preventing common incidents or risks • determining safe areas and boundaries • managing group in emergency situations.
Instructional techniques may include:	• simple to complex • part to whole • chronological • known to unknown • D.E.D.I.C.T: • demonstrate

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- explain
- demonstrate
- instruct
- critique
- test

- E.D.I.C.T:
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- I.D.E.A:
  - introduce
  - demonstrate
  - explain
  - apply
- orientate, enhance, synthesise.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Yachting - Small Boat

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SISSAFL201A Perform the intermediate skills of Australian Football

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the intermediate skills of Australian football. This unit focuses on the development and performance of intermediate Australian football skills during drills, activities, games and competitions.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in Australian football at a local, state or national level. It may also apply to those in sports development or football coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for football drills, activities, games and competitions.	1.1. Access and interpret Australian football ***rules***, ***regulations and policies***. 1.2. Determine ***basic biomechanical principles*** as they apply to Australian Football. 1.3. Identify ***intermediate skills of Australian football*** and determine observable body movements for each stage of these skills in priority of importance. 1.4. Identify the intermediate skills of Australian football players applicable to each position or player, and their purpose. 1.5. Select ***technological aids and equipment*** to enhance acquisition of intermediate skills.
2. Participate in football drills, activities, games and competitions.	2.1. Undertake ***drills***, ***activities***, ***games and competitions*** in a safe manner, according to relevant legislation and ***organisational policies and procedures***. 2.2. Link and perform the intermediate skills of Australian football to form a sequence of movements in competition conditions. 2.3. Maintain ***effective communication*** with team members and coach during drills, activities, games and competitions.
3. Review performance.	3.1. ***Review*** performance and identify strengths and areas requiring improvement. 3.2. Identify ***conditions and external influences*** affecting conduct of activities and identify contingency strategies to improve future sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills on and off the football field to:
  - determine other player's intentions and movements
  - communicate with coaches and clarify positions, rules and play setups
  - seek feedback and instructions from team mates, coaches, support staff and umpires

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- teamwork skills to:
  - encourage and support other team members
  - share the ball with others
  - respect other player's decisions
  - participate effectively in training activities
- language and literacy skills to access, interpret and apply information about the rules and regulations of Australian football games and competitions
- problem-solving skills to:
  - respond appropriately to changing conditions during training and game situations
  - apply strategies to resolve disputes related to the conduct or outcome of a game
- self-management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals.

Required knowledge

- organisational policies and procedures to ensure safe participation during Australian Football drills, activities, games and competitions
- rules, regulations and policies of the Australian Football League (AFL), including Laws of the Game and best practice codes to participate appropriately
- self-reflection principles to enable effective self-evaluation for future improvement
- positions and players of Australian football and their roles and responsibilities on the field during games
- basic biomechanical principles to enable safe and effective performance of intermediate skills of Australian football
- relevant equipment and technological aids used in Australian football drills, activities, games and competitions to enhance intermediate skills
- safety requirements and practices during Australian football drills, activities, games and competitions
- communication systems used between players, coaches, support staff and umpires during football drills, activities, games and competitions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • utilises knowledge and interpretation of intermediate

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competency in this unit	skills of Australian football, and relevant rules, regulations and policies to perform the intermediate skills applicable to different positions • determines observable body movements for each stage of intermediate skills and links together and practices these during drills, activities, games and competitions • communicates appropriately with team mates, coach, umpires and support staff throughout drills, activities, games and competitions, and responds to feedback • reviews own and team's football performance to identify strengths and areas requiring improvement and or modifications.
Context of and specific resources for assessment	Assessment must ensure performance of intermediate skills relevant to position requirements and conditions at an accuracy rate of 60-70% on sufficient occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • Australian football training and competition facilities, with marked out fields • groups or teams of intermediate players in the Australian Football League talented program to play with and against • a coach to instruct and address players • suitably qualified field, boundary and goal umpires • support staff, such as runners, trainers, physiotherapists, line markers, scorers and supporters • technological aids and equipment such as Australian footballs, witches hats, goal posts, mouthguard, tackle bags and videos • resources and information outlining the intermediate skills of Australian football • rules and regulations such as the Australian Football League rule book, Australian Football League code of conduct, Australian Football League policies, such as anti-doping policy, and the Australian Sports Commission harassment free Sport policy • current organisational policies and procedures that impact on the conduct of drills, activities, games and competitions.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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- observation of performance of intermediate skills at an accuracy rate of 60-70% during drills, activities, games and competitions
- oral or written questioning to assess knowledge of relevant rules, regulations and policies of the Australian Football League, and the various intermediate skills of Australian football
- third-party reports from coaches or umpires detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSAFL202A Perform the intermediate tactics of Australian Football.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules**, **regulations and policies may include:

- the Australian Football League (AFL) laws of the game and notes on the laws
- Australian Football League (AFL rules) of the game
- best practice codes of conducts such as AFL code of conduct, AFL Player's code of conduct and AFL coaches code of conduct
- policies of the employer organisation such as anti-doping policy, Australian Sports Commission Harassment-free Sport policy
- the Australian Football League racial vilification policy.

Basic biomechanical principles may include:

- balance
- motion
- force
- momentum
- power.

Intermediate skills of Australian football may include:

- offensive skills:
  - kicking

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- handball
- marking
- pick up
- hand dribbling
- ball handling
- running and bouncing the ball
- sidestep

- checking skills:
  - tacking
  - bumping
  - blocking and shepherding
  - smothering
  - spoiling
  - standing on the mark
- positional skills
- interchange players
- specialist skills
- body positioning skills for defensive play
- defensive roles in set plays
- body positioning skills for offensive play.

Technological aids and equipment may include:

- DVDs or videos
- footballs
- witches hats
- tackle bags
- bump pads
- goal posts.

Drills, ***activities*** may include:

- intermediate skill drills
- warm-ups and cool-downs
- grid work
- manual work.

Games and competitions may include:

- modified games
- practice matches
- inter-club or team games
- competition games.

Organisational policies and procedures may include:

- occupational health and safety
- conflict resolution
- communication protocols
- use and maintenance of equipment and field
- training and scheduling commitments
- code of ethics.

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Effective communication may include:	• calls • hand signals • eye signals • signs • codes for player's names • codes for different plays.
Review may include:	• individually • as a member of the team • with the coach.
Conditions and external influences may include:	• environmental or weather conditions • support staff • spectators • parents • referees and administrators.

Unit Sector(s)

Sport

Competency Field

Australian Football League

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SISSAFL202A Perform the intermediate tactics of Australian Football

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the intermediate tactics of Australian football. This unit focuses on the development and performance of intermediate Australian football tactics through the participation in activities, discussions and games.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in Australian football at a local, state or national level. It may also apply to those in sports development or football coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Participate in pre-game preparation sessions.	1.1. Identify the ***intermediate tactics*** to be developed in consultation with the coach and other players. 1.2. Use ***appropriate methods*** to develop the identified ***intermediate tactics***. 1.3. Determine appropriate ***psychological methods and techniques*** during pre-game preparation. 1.4. Analyse ***strengths and weaknesses*** of individual opposition player or players and identify counter strategies. 1.5. Identify individual and team ***game plans*** 1.6. Identify the ***role of the coach and support staff*** regarding tactics for training, team preparation, game situations and the ***football environment***.
2. Implement tactics.	2.1. Apply agreed tactics to counter strengths and weaknesses of own player or players and opposition player or players. 2.2. Implement identified ***game plans in a safe manner***, ***according to*** Australian football ***rules***, ***regulations and policies***, ***relevant legislation*** and ***organisational policies and procedures***. 2.3. Identify ***statistics*** for team and player or players and implement relevant adjustments where required. 2.4. Maintain ***effective communication*** with team mates and coach in order to develop own and team performance.
3. Participate in post-game analysis and follow-up.	3.1. ***Review*** intermediate tactics practiced throughout activities and games, and identify strengths and areas requiring improvement. 3.2. De-brief on game and analyse ***strengths and weaknesses of own player or players and opposition player or players*** in relation to field positioning and match-ups for future referral. 3.3. Record and analyse game and player or players ***statistics***, ***and use to inform future training and preparation for games***.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills on and off the football field to:
  - determine other player's intentions and movements
  - communicate with coaches to clarify positions, tactics and strategies
  - seek feedback and instructions from team members, coaches, support staff and umpires
- teamwork skills to:
  - encourage and support team members
  - respect other player's decisions
  - participate effectively in training activities
- language and literacy skills to access, interpret and apply information about the rules and regulations of Australian football games and competitions
- problem-solving skills to:
  - read play
  - predict the actions of other players
  - determine the strengths and weaknesses of the opposition and respond with appropriate tactics and strategies during a game
- self-management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals.

Required knowledge

- legislation and organisational policies and procedures to ensure safe participation during Australian football activities and games
- rules, regulations and policies of the Australian Football League, including Laws of the Game and best practice codes to participate appropriately
- self reflection principles to enable effective self evaluation for future improvement of tactics
- ***psychological*** methods and techniques used in game preparation
- positions and players of Australian football and their roles and responsibilities on the field during games
- equipment aids used in Australian football activities and games to enhance intermediate tactics
- safety requirements and practices during Australian football activities and games
- communication systems used between players, coaches, support staff and umpires during football activities and games.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- utilises knowledge and interpretation of intermediate tactics of Australian football, and relevant rules, regulations and policies to develop and follow game plans, and apply the intermediate tactics applicable to different positions
- determines strengths and weaknesses of individual player or players and teams and psychologically prepares to apply tactics and strategies accordingly
- communicates appropriately with team mates, coach, umpires and support staff throughout activities and games, and responds to feedback
- reviews own and team's football performance to identify strengths and areas requiring improvement and or modifications.

Context of and specific resources for assessment

Assessment must ensure performance of intermediate tactics relevant to position and conditions at an accuracy rate of at least 70% on sufficient occasions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- Australian football training and competition facilities, with marked out fields
- Groups or teams of intermediate players in the Australian Football League talented program to play with and against
- a coach to instruct and address players
- suitably qualified field, boundary and goal umpires
- support staff, such as runners, trainers, physiotherapists, line markers, scorers and supporters
- technological aids and equipment such as Australian footballs, witches hats, goal posts, mouthguard, tackle bags and videos
- resources and information outlining the intermediate tactics of Australian football
- rules and regulations such as the Australian Football League rule book, Australian Football League code

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of conduct, Australian Football League policies, such as anti-doping policy, and the Australian Sports Commission Harassment free Sport policy
- current legislation and organisational policies and procedures that impact on the conduct of activities and games.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance of intermediate tactics at an accuracy rate of at least 70% during activities and games
- oral or written questioning to assess knowledge of relevant rules, regulations and policies of the Australian Football League, and the intermediate tactics of Australian football
- third-party reports from coaches or umpires detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSAFL201A Perform the intermediate skills of Australian Football
- SISSAFL203A Participate in conditioning for Australian Football.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Intermediate tactics may include:

- team set-ups
- centre bounce
- free kicks
- kick outs
- patterns of play in attack
- patterns of play in defence
- analysing the match
- game plans for team and individuals

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- weather or ground condition
- communication.

Appropriate methods may include:

- demonstration
- instruction
- monitoring and feedback
- diagrams and drawings
- instructional tools
- training exercises.

Psychological methods and techniques may include:

- goal setting
- visualisation
- relaxation techniques
- motivation techniques
- focusing
- creating values
- confidence
- control
- commitment.

Strengths and weaknesses may include:

- physical strengths and weaknesses:
  - height
  - weight
  - speed
- tactical strengths and weaknesses:
  - ability to successfully implement team plays
  - ability to use deception and prediction.

Game plans may include:

- individual or team
- set plays
- targeting opposition players
- identifying weaknesses in opposition team
- style of play
- situational plays.

Role of the coach and support staff may include:

- coach:
  - individual or team preparation
  - developing and implementing tactics and strategies
  - performance assessment of team or opposition
- support staff:
  - equipment
  - transport
  - treating injuries

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	• strapping.
Rules, ***regulations and policies*** may include:	• the Australian Football League (AFL) laws of the game and notes on the laws • Australian Football League (AFL) rules of the game • best practice codes of conducts such as AFL code of conduct, AFL player's code of conduct and AFL coaches code of conduct • policies of the employer organisation such as anti- doping policy, Australian Sports Commission Harassment-free Sport policy • the Australian Football League racial vilification policy.
Relevant legislation may include:	• occupational health and safety • permits from land management authorities and or local council • authority or permission from land owners and or football clubs • anti-doping policy • harassment-free sports policies.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment • training and scheduling commitments • code of ethics.
Statistics may include:	• penalties • scoring • kicks • contested marks • tackles • free kicks • out of bounds.
Effective communication may include:	• verbal signals • visual signals • codes for player's names • codes for different plays.
Review may include:	• individual • as a member of the team • with the coach.

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Unit Sector(s)

Sport

Competency Field

Australian Football League

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SISSAFL203A Participate in conditioning for Australian Football

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in conditioning for Australian Football. This unit focuses on the development and understanding of fitness and conditioning programs relating to Australian Football, including techniques to improve speed, agility, endurance, strength, power and flexibility.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in Australian football at a local, state or national level. It may also apply to those in sports development or football coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Identify physiological elements of Australian Football.	1.1. Identify the ***basic energy systems and requirements*** for Australian Football players in different positions. 1.2. ***Determine the major muscle groups*** required for playing intermediate Australian Football. 1.3. Identify ***fitness tests*** appropriate to different levels of play. 1.4. Identify suitable ***conditioning regimes*** for each ***major fitness component*** used in Australian Football.
2. Identify and perform basic conditioning techniques.	2.1. Select and safely utilise appropriate ***conditioning equipment*** according to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Identify ***basic conditioning techniques for the improvement of speed***, ***agility***, endurance, strength, power and flexibility, as advised by a ***specialist or specialists***. 2.3. Participate in fitness and conditioning sessions, as identified by a specialist. 2.4. Determine ***over training symptoms***. 2.5. Develop a recovery plan for ***over training*** after seeking advice from a specialist.
3. Evaluate the conditioning sessions.	3.1. Review own performance and identify potential improvements. 3.2. Evaluate fitness test results and modify conditioning as required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - discuss and determine fitness components requiring improvement with coaches and other specialists
  - seek and follow advice from specialists in developing recovery plans for over training
  - communicate and update progress during conditioning
- language and literacy skills to access, interpret and apply information about the

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basic energy systems and muscle groups to help prevent injury
- self-management skills to:
  - review and reflect on own conditioning and fitness performance
  - organise time and priorities effectively
  - set short, medium and long term goals.

Required knowledge

- legislation and organisational policies and procedures to ensure safe participation during conditioning
- self reflection principles to enable effective self evaluation for future improvement
- positions and players of Australian football and their roles and responsibilities on the field and appropriate conditioning techniques for different position requirements
- communication systems used between players, coaches and specialists to maintain a common understanding
- basic energy systems, muscle groups and correct use of equipment to prevent injury
- fitness components required to improve and maintain physical conditioning for playing Australian football.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- utilises knowledge of energy systems and muscle groups to interpret how different conditioning applies to individual football positions
- participates in conditioning sessions to improve speed, agility, endurance, strength, power and flexibility and identifies over-training symptoms
- communicates appropriately with coaches and specialists to respond to feedback and seek advice from specialist or specialists to plan and implement a recovery plan
- evaluates conditioning sessions and reviews own performance to identify strengths and areas requiring improvement and or modifications.

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Context of and specific resources for assessment

Assessment must ensure participation in conditioning activities that result in improvement in physical conditioning required for Australian Football.

Assessment must also ensure access to:

- suitable facilities, such as gyms and training fields
- up-to-date testing equipment and facilities
- a coach to give instructions and feedback
- support staff required to support conditioning outcomes
- conditioning equipment, such as cardiovascular, free weight, hydraulic and resistance
- resources and information on the energy systems and muscle groups associated with intermediate Australian football
- current relevant legislation and organisational policies and procedures that impact on the conduct of conditioning sessions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance and improvement of fitness components, such as ***speed***, ***agility***, ***endurance***, ***strength***, ***power and flexibility*** during conditioning sessions and Australian football games
- oral or written questioning to assess knowledge of physiological elements of Australian football, such as energy systems and muscle groups
- accurate discussions with specialists on topics such as over training symptoms and conditioning techniques for the improvement of fitness components
- third-party reports from coaches or specialists detailing conditioning performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSAFL201A Perform the intermediate skills of Australian Football
- SISSAFL202A Perform the intermediate tactics of Australian Football.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic energy systems and requirements may include:

- Alactic anaerobic system
- Lactic anaerobic system
- Aerobic system
- carbohydrates
- protein
- fat
- supply of chemical energy during muscular contraction.

Muscle groups may include:

- gluteus
- quadriceps
- hamstrings
- calves
- gluteus
- abdominals
- rhomboids
- trapezius
- deltoids
- biceps
- triceps.

Fitness tests may include:

- laboratory tests
- field tests.

Conditioning regimes may include:

- frequency and quantity of conditioning sessions
- individual requirements:
  - football player's position
  - specific fitness components requiring improvement
  - player's needs
- time allocation
- dietary and energy requirements.

Major fitness component may include:

- speed
- agility
- endurance
- strength

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- power
- flexibility.

Conditioning equipment may include:

- cardio-vascular
- free weight
- hydraulic
- exercise balls
- bars
- steps
- bands
- resistance
- pin loaded
- electronically braked
- air braked
- pool based.

Relevant legislation may include:

- occupational health and safety
- anti-doping policy
- harassment-free sports policies.

Organisational policies and procedures may include:

- occupational health and safety
- use of venue or venues
- communication protocols
- use and maintenance of equipment
- training and scheduling commitments
- code of ethics.

Basic conditioning techniques may include:

- speed:
  - combination of arm and leg movement
  - contact time
  - body positioning
  - leg drive
- agility:
  - lateral movement
  - forward and back movement
  - evasion skills
- endurance:
  - stamina
  - muscle duration
  - performance
- strength:
  - resistance training
  - techniques for increasing muscle size and strength
- power:

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- understanding of power continuum
- optimising force-velocity relationship
- techniques for increasing muscle power
- flexibility:
  - peripheral neuromuscular facilitation
  - dynamic stretching routine
  - stretching exercises
  - muscle balance and imbalance.

Specialist or Specialists may include:

- doctor
- physiotherapist
- coach
- strength and conditioning coach
- skill coach
- dietician
- personal trainer.

Over training may include:

- tired or sore muscles
- feeling unwell
- fatigue
- stress
- increase in injuries
- sleep patterns
- nutrition
- periodisation of training
- poor performance.

Unit Sector(s)

Sport

Competency Field

Australian Football League

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SISSAFL304A Perform the advanced skills of Australian Football

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the advanced skills of Australian football. This unit focuses on the development and performance of advanced Australian Football skills through drills, activities, games and competitions.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in Australian Football at a local, state or national level. It may also apply to those in sports development or football coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISSAFL201A Perform the intermediate skills of Australian Football

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Prepare for football drills, activities, games and competitions.	1.1. Access and interpret Australian football ***rules***, ***regulations and policies***. 1.2. Determine ***biomechanical principles*** as they apply to Australian football. 1.3. Identify ***advanced skills of Australian football*** and determine observable body movements for each stage of these skills in priority of importance when performing the skills. 1.4. Identify the advanced skills of Australian football players applicable to each position or player, and their purpose. 1.5. Select ***technological aids and equipment*** to enhance acquisition of advanced skills.
2. Participate in football drills, activities, games and competitions.	2.1. Undertake ***drills***, ***activities***, ***games and competitions*** in a safe manner, according to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Link and perform the advanced skills of Australian football to form a sequence of movements in competition conditions. 2.3. Maintain ***effective communication*** with team members and coach during drills, activities, games and competitions.
3. Review performance.	3.1. ***Review*** advanced skills practiced throughout drills, activities, games and competitions, and identify strengths and areas requiring improvement. 3.2. Identify ***conditions and external influences*** affecting conduct of activities and identify contingency strategies to improve future sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills on and off the football field to:
  - determine other player's intentions and movements
  - communicate with coaches and clarify positions, rules and play set-ups
  - seek feedback and instructions from team mates, coaches, support staff and

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umpires
- teamwork skills to:
  - encourage and support team members
  - share the ball with others
  - respect other player's decisions
  - participate effectively in training activities
- language and literacy skills to access, interpret and apply information about the rules and regulations of Australian football games and competitions
- problem-solving skills to:
  - respond appropriately to changing conditions during training and game situations
  - apply strategies to resolve disputes related to the conduct or outcome of a game
- self management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals.

Required knowledge

- legislation and organisational policies and procedures to ensure safe participation during Australian football drills, activities, games and competitions
- rules, regulations and policies of the Australian Football League, including Laws of the Game and best practice codes to participate appropriately
- self reflection principles to enable effective self evaluation for future improvement
- positions and players of Australian football and their roles and responsibilities on the field during games
- relevant equipment and technological aids used in Australian football drills, activities, games and competitions to enhance advanced skills
- safety requirements and practices during Australian football drills, activities, games and competitions
- communication systems used between players, coaches, support staff and umpires during football drills, activities, games and competitions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • utilises knowledge and interpretation of advanced

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competency in this unit	skills of Australian football, and relevant rules, regulations and policies to perform and apply the advanced skills applicable to different positions • determines observable body movements for each stage of advanced skills and links together and practices these during drills, activities, games and competitions • communicates appropriately with team members, coaches, umpires and support staff throughout drills, activities, games and competitions, and responds to feedback • reviews own and team's football performance to identify strengths and areas requiring improvement or modifications.
Context of and specific resources for assessment	Assessment must ensure performance of advanced skills relevant to position requirements and conditions at an accuracy rate of at least 70% on sufficient occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • Australian football training and competition facilities with marked out fields • groups or teams competing at an advanced level of Australian football • a coach to instruct and address players • suitably qualified field, boundary and goal umpires • support staff, such as runners and trainers • technological aids and equipment such as witches hats, tackle bags and videos • resources and information outlining the advanced skills of Australian football • rules and regulations such as the Australian Football League rule book, Australian Football League code of conduct, Australian Football League policies, such as anti-doping policy, and the Australian Sports Commission harassment-free Sport policy • current legislation and organisational policies and procedures that impact on the conduct of drills, activities, games and competitions.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance of advanced skills at an accuracy rate of at least 70% during drills, activities,

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games and competitions
- oral or written questioning to assess knowledge of relevant rules, regulations and policies of the Australian Football League, and the various advanced skills of Australian football
- third-party reports from coaches or umpires detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSAFL305A Perform the advanced tactics of Australian Football.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules, ***regulations and policies*** may include:
- the Australian Football League (AFL) laws of the game and notes on the laws
- Australian Football League (AFL) rules of the game
- best practice codes of conducts such as AFL code of conduct, AFL player's code of conduct and AFL coaches code of conduct
- policies of the employer organisation such as anti- doping policy, Australian Sports Commission Harassment-free Sport policy
- the Australian Football League racial vilification policy.

Biomechanical principles may include:
- balance
- motion
- force
- momentum
- power.

Advanced skills of Australian football may include:
- offensive skills of Australian football
- checking skills of Australian football
- positional skills
- specialist skills

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	• offensive and checking skill proficiency demonstrated on both sides of the body, where appropriate.
Technological aids and equipment may include:	• DVDs. CDs • footballs • witches hats • tackle bags • bump pads • goal posts.

Drills, ***activities*** may include:	• those showing a sequential progression to an 'on field' situation or starting with the 'on field' situation and then breaking down skills
	• advanced skill drills based on:
	  • the needs of specific players games
	  • assessment of opposition
	  • stage of the season
	  • objectives of the session
	• warm ups and cool downs
	• grid work
	• manual work.

Games and competitions may include:	• modified games
	• practice matches:
	  • specific skill focus
	  • specific play focus
	• inter-club or team games
	• competition games.

Relevant legislation may include:	• occupational health and safety • permits from land management authorities or local council • authority or permission from land owners or football clubs • anti-doping policy • harassment-free sports policies.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • decision making processes • use and maintenance of equipment and field • training and scheduling commitments • code of ethics.
Effective communication may	• verbal signals

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include:	• visual signals • codes for player's names • codes for different plays.
Review may include:	• individual • as a member of the team • with the coach.
Conditions and external influences may include:	• environmental or weather conditions • support staff • spectators • parents • referees and administrators • other coaches.

Unit Sector(s)

Sport

Competency Field

Australian Football League

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SISSAFL305A Perform the advanced tactics of Australian Football

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the advanced tactics of Australian football. This unit focuses on the development and performance of advanced Australian football tactics through the participation in activities, discussions and games.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in Australian football at a local, state and or national level. It may also apply to those in sports development or football coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISSAFL202A Perform the intermediate tactics of Australian Football

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Participate in pre-game preparation sessions.	1.1. Identify the ***advanced tactics*** to be developed in consultation with the coach and other players. 1.2. Use ***appropriate methods*** to develop the identified ***advanced tactics***. 1.3. Determine appropriate ***psychological methods and techniques*** during pre-game preparation. 1.4. Analyse ***strengths and weaknesses*** of individual opposition player or players and identify counter strategies. 1.5. Identify individual and team ***game plans***. 1.6. Identify the ***role of the coach and support staff*** regarding tactics for training, team preparation, game situations and the ***football environment***.
2. Implement tactics during an Australian football game.	2.1. Apply agreed tactics to counter strengths and weaknesses of own player or players and opposition player or players. 2.2. Implement identified ***game plans in a safe manner***, ***according to*** Australian football ***rules***, ***regulations and policies***, ***relevant legislation*** and ***organisational policies and procedures***. 2.3. Identify ***statistics*** for team and player or players and implement relevant adjustments where required. 2.4. Maintain ***effective communication*** with team members and coaches in order to develop own and team performance.
3. Participate in post-game analysis and follow-up.	3.1. ***Review*** advanced tactics practiced throughout activities and games, and identify strengths and areas requiring improvement. 3.2. De-brief on game and analyse ***strengths and weaknesses of own player or players and*** opposition player or players in relation to field positioning and match-ups for future referral. 3.3. Record and analyse game and player or players statistics, and use to inform future training and preparation for games.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills on and off the football field to:
  - determine other player's intentions and movements
  - communicate with coaches and clarify positions, tactics and strategies
  - seek feedback and instructions from team mates, coaches, support staff and umpires
- teamwork skills to:
  - encourage and support team members
  - share the ball with others
  - respect other player's decisions
  - participate effectively in training activities
- problem-solving skills to read play to:
  - predict the actions of other players
  - determine the strengths and weaknesses of the opposition
  - respond with appropriate tactics and strategies during a game
- language and literacy skills to access, interpret and apply information about the rules and regulations of Australian football games and competitions
- self management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals.

Required knowledge

- legislation and organisational policies and procedures to ensure safe participation during Australian football activities and games
- rules, regulations and policies of the Australian Football League, including Laws of the Game and best practice codes to participate appropriately
- self reflection principles to enable effective self evaluation for future improvement of tactics
- psychological methods and techniques used in game preparation
- positions and players of Australian football and their roles and responsibilities on the field, during games
- relevant equipment and technological aids used in Australian football activities and games to enhance advanced tactics
- safety requirements and practices during Australian football activities and games
- communication systems used between players, coaches, support staff and umpires during football activities and games.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • utilises knowledge and interpretation of advanced tactics of Australian football, and relevant rules, regulations and policies to develop and follow game plans, and apply the advanced tactics applicable to different positions • determines strengths and weaknesses of individual player or players and teams and psychologically prepares to apply tactics and strategies accordingly • communicates appropriately with team members, coach, umpires and support staff throughout activities and games, and responds to feedback • reviews own and team's football performance to identify strengths and areas requiring improvement and or modifications.
Context of and specific resources for assessment	Assessment must ensure performance of advanced tactics relevant to position and conditions at an accuracy rate of at least 70% on sufficient occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • Australian football training and competition facilities with marked out fields • Groups or teams competing at an advanced, state or national level of Australian football • a coach to instruct and address players • suitably qualified field, boundary and goal umpires • support staff, such as runners, trainers, physiotherapists, line markers, scorers and supporters • technological aids and equipment such as Australian footballs, witches hats, tackle bags and videos • resources and information outlining the advanced tactics of Australian football • rules and regulations such as the Australian Football League rule book, Australian Football League code of conduct, Australian Football League policies, such as anti-doping policy, and the Australian Sports Commission Harassment-free sport policy

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- current legislation and organisational policies and procedures that impact on the conduct of activities and games.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance of advanced tactics at an accuracy rate of at least 70% during activities and games
- oral or written questioning to assess knowledge of relevant rules, regulations and policies of the Australian Football League, and the various advanced tactics of Australian football
- third-party reports from coaches or umpires detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSAFL304A Perform the advanced skills of Australian Football.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Advanced tactics may include:

- team set-ups
- centre bounce
- free kicks
- kick outs
- patterns of play in attack
- patterns of play in defence
- analysing the match
- game plans for team and individuals
- weather or ground condition
- communication.

Appropriate methods may include:

- demonstration
- instruction

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- monitoring and feedback
- diagrams and drawings
- instructional tools
- training exercises.

Psychological methods and techniques may include:

- goal setting
- visualisation
- relaxation techniques
- motivation techniques
- focusing
- creating values
- confidence
- control
- commitment.

Strengths and weaknesses may include:

- physical strengths and weaknesses:
  - height
  - weight
  - speed
  - passing
  - accuracy
- tactical strengths and weaknesses:
  - ability to successfully implement team plays
  - ability to use deception and prediction.

Game plans may include:

- individual or team
- set plays
- targeting opposition players
- identifying weaknesses in opposition team
- style of play
- situational plays.

Role of the coach and support staff may include:

- coach:
  - individual and team preparation
  - identifying and addressing strengths and weaknesses
  - developing and implementing tactics and strategies
  - performance assessment of team and opposition
- support staff:
  - equipment
  - transport
  - injury prevention and treatment

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- strapping.

Rules**, **regulations and policies may include:

- the Australian Football League (AFL) laws of the game and notes on the laws
- Australian Football League (AFL) rules of the game
- best practice codes of conducts such as AFL code of conduct, AFL player's code of conduct and AFL coaches code of conduct
- policies of the employer organisation such as anti- doping policy, Australian Sports Commission Harassment-free Sport policy
- the Australian Football League racial vilification policy.

Relevant legislation may include:

- occupational health and safety
- permits from land management authorities and or local council
- authority or permission from land owners or football clubs
- anti-doping policy
- harassment-free sports policies.

Organisational policies and procedures may include:

- occupational health and safety
- conflict resolution
- communication protocols
- use and maintenance of equipment and field
- training and scheduling commitments
- code of ethics.

Statistics may include:

- 50 m penalty
- ball up bounce
- behind
- block
- centre bounce
- clanger handball
- clanger kick
- clanger kick in
- contested mark
- dispossessed
- handball
- earned mark
- rushed behind
- short kick
- short kick in
- tackle
- free kick - advantage

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- free kick for and against
- gather
- goal
- ground kick
- ineffective kick
- ineffective kick in
- inside 50 m
- kick in to self
- knock on
- long kick
- long kick in
- no pressure error
- out of bounds
- rebound 50 m
- running bounce
- uncontested mark.

Effective communication may include:

- verbal signals
- visual signals
- codes for player's names
- codes for different plays.

Review may include:

- individual
- as a member of the team
- with the coach.

Unit Sector(s)

Sport

Competency Field

Australian Football League

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SISSAFL406A Teach the intermediate skills of Australian Football

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the intermediate skills of Australian football. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the intermediate skills of Australian football.

Application of the Unit

This unit applies to individuals undertaking a career as an Australian Football coach at a regional or state level. This includes instructing, planning, conducting and evaluating training sessions and games. This also involves supervising practice sessions, preparing for games and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan intermediate Australian football session or sessions	1.1. Establish ***participant's needs and characteristics***. 1.2. ***Assess*** participant's ***readiness*** and current knowledge of intermediate Australian Football in order to determine ***session aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures*** and Australian football ***rules***, ***regulations and policies***. 1.4. Identify ***safety procedures*** associated with intermediate Australian football ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.5. Select and access ***location***, ***equipment*** and ***resources*** according to organisational policies and procedures, and check to ensure safety and suitability.
2. Brief participants	2.1. Communicate instructions and ***relevant information*** about the intermediate Australian football session in a manner appropriate to the participants. 2.2. Encourage participants to seek clarification, information and ***feedback*** as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and intermediate Australian football rules and regulations. 2.4. Establish a suitable ***communication system*** to promote team work while participating in drills, activities and games.
3. Conduct intermediate Australian football session or sessions	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and ***intermediate skills of Australian football***. 3.2. Conduct warm-up and introductory activities for participants to reduce the risk of injury. 3.3. Monitor individual ***participant's performance*** and maintain effective communication during intermediate Australian football drills, activities and games. 3.4. Provide positive encouragement and feedback to each participant throughout session and encourage

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ELEMENT	PERFORMANCE CRITERIA
	feedback and questioning. 3.5. Liaise with other ***coaches and specialists*** to enhance knowledge and communicate ideas regarding acquisition of skills. 3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their intermediate Australian football skills.
4. Complete post-session responsibilities	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 4.2. Evaluate ***relevant aspects*** of intermediate Australian football session and determine the level of learning achieved. 4.3. Identify potential areas of improvement for future intermediate Australian football sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to determine their needs
  - convey information about the safety aspects of the session
  - interact with participants, support staff and umpires to create a safe and positive team environment
- problem-solving skills to:
  - plan suitable intermediate sessions according to participant's needs and characteristics
  - address participant difficulties in developing skills and techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organisational skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate short and long term progress over the course of a season
  - organise participants into manageable groups for intermediate drills, activities and games
- language and literacy skills to:
  - produce a plan for the intermediate session or sessions

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  - complete post-session participant and self evaluations
  - give and receive feedback
  - liaise with other coaches and specialists
  - apply for permission or permits to use a suitable location or playing field where required
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to support effective time management to deliver drills, activities and games within session timeframes
- personal intermediate Australian football skills to a high level of technical correctness to understand progressive skill acquisition and demonstrate, explain and break down skills and techniques to participants

first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules and regulations of intermediate Australian football to ensure safe and non-discriminatory conduct of session or sessions
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- equipment types, characteristics and technology used for intermediate Australian football
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- a range of physical abilities, fitness and motor performance to ensure readiness of participants
- intermediate skills of Australian football, such as ball handling and tackling, and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- communication systems used between players, coaches, umpires and support staff during intermediate Australian football
- risks commonly associated with intermediate Australian football and methods of mitigating these risks
- emergency response and rescue procedures appropriate for intermediate Australian football, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers precise relevant information, explanations and demonstrations for intermediate Australian football session or sessions to ensure activities are conducted safely according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the intermediate skills of Australian football
- uses and modifies teaching and coaching techniques and or drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure the conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance

Assessment must also ensure access to:

- resources and information regarding participants and location to accurately plan, coach and document intermediate sessions
- rules and regulations such as the Australian Football League rule book, Australian Football League code of conduct, Australian Football League policies
- current legislation and organisational policies and procedures that impact on the conduct of drills, activities and games
- teaching and coaching tools such as videos, DVDs, televisions, whiteboards and statistics
- a suitable location, field or facility to conduct intermediate Australian football sessions
- a group of participants to take part in intermediate Australian football season-long fixture in a registered competition
- teams of intermediate Australian football players to compete in a season-long fixture in a registered competition
- suitably qualified umpires

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- support staff, such as runners and trainers
- equipment such as Australian footballs, witches hats and tackle bags.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of intermediate Australian football to enable safe conduct of all drills, activities and games during the sessions
- observation of applying effective methods to implement, monitor and adjust coaching drills and activities according to participant's needs, characteristics and responses
- portfolio of session plans and self evaluations
- third-party reports from a supervisor detailing performance.

Industry has determined that this unit must be assessed with the following unit:

- SISSAFL407A Teach the intermediate tactics of Australian Football.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:

- age
- cultural factors
- situational factors
- previous experience
- fitness level
- physical capabilities
- injuries and illnesses.

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Assess may include:	• observation • questioning • discussion.
Readiness may include:	• levels of cardio respiratory capacity, endurance and strength • motor performance • compatibility between players in match situations • level of arousal which will enhance performance.
Session's aims and objectives may include:	• progressive skill acquisition • individual and team skills • fitness targets.
Plan may include:	• session's aims and objectives • periodisation • match fixtures • coach and participant ratios • resources and equipment • warm up and cool down • skill based or technical or physical drills and activities • evaluation • safety requirements.
Relevant legislation may include:	• occupational health and safety • permits from land management authorities and or local council • authority or permission from land owners and or football clubs • privacy • working with children • harassment-free sports policies.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use and maintenance of equipment and field • training and scheduling commitments • risk management procedures • assessment procedures • time and budget constraints • instructor and participant ratios • code of ethics.
Rules, ***regulations and policies***	• the Australian Football League (AFL) laws of

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may include:	the game and notes on the laws • Australian Football League (AFL) rules of the game • best practice codes of conducts such as AFL code of conduct, AFL player's code of conduct and AFL coaches code of conduct • policies of the employer organisation such as anti-doping policy, Australian Sports Commission Harassment-free Sport policy • Australian Football Coaches Association • Australian Coaching Council's coaches code of conduct policy • the Australian Football League racial vilification policy.
Communication system may include:	• use of runners during matches • 2 way radios during matches • white-board or static presentation • computer-generated information or reports • video or match analysis • verbal signals • visual signals.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common intermediate Australian football injuries • equipment checking and usage • clear communication systems.

Drills, ***activities*** may include:	• drills:
	  • full ground
	  • triangular
	  • grids
	  • lane work
	• warm ups and cool downs
	• set play rehearsals.

Games may include:	• modified games
	• conditioned games
	• simulated match conditions
	• practice matches:
	  • specific skill focus
	  • specific play focus.

Location may include:	• Australian football fields • open fields

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	• indoor facilities.
Equipment may include:	• Australian footballs • witches hats • tackle bags • bump pads • goal posts.
Resources may include:	• video equipment • sports science testing equipment • current edition of the laws of Australian Football League spirit of the laws booklet • Australian Football League junior policy document, including the rules of Aussie footy • Australian Football League Level 2 coaching manual.
Relevant information may include:	• skills focus • team selection • player positions and match ups • communication systems • objectives • rules and regulations of Australian football • responsible and safe behaviour.
Feedback may include:	• peer feedback • coach feedback • information on participant progress • improvements needed.
Risks may include:	• injuries • illness • collisions • hazardous objects on the ground • inappropriate behaviour and or fighting.
Teaching and coaching techniques may include:	• Show, Practice, Instruct, Reward method • demonstration • single skills focus • progression and linking skills • positive reinforcement and feedback • questioning • monitoring and observing progress • assessment • evaluation • allowing time for repetition and practice of skills.

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Participant's performance may include:	• use of appropriate communication systems • team participation • performance and accuracy of intermediate Australian football skills • attitude and behaviour.
Required knowledge may include:	• safety • rules and regulations of intermediate Australian football • purposes of skills and positions • basic biomechanical principles • factors affecting skill acquisition • equipment selection, use and maintenance • communication systems used in intermediate Australian football.
Intermediate skills of Australian football may include:	• offensive skills • checking skills • positional skills • interchange players • specialist skills • body positioning skills for defensive play • defensive roles in set plays • body positioning skills for offensive play.
Coaches and specialists may include:	• assistant coaches • biomechanics specialists • speed coach • strength and conditioning specialist.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participant's abilities • validity and reliability of assessment and evaluation tools.

Unit Sector(s)

Sport

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Competency Field

Australian Football League

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SISSAFL407A Teach the intermediate tactics of Australian Football

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the tactics and strategies of intermediate Australian Football. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the tactics and strategies of intermediate Australian football.

Application of the Unit

This unit applies to those undertaking a career as an Australian football coach at a regional or state level. This includes instructing, planning, conducting and evaluating training sessions and games. This also involves supervising practice sessions, preparing for games and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan intermediate Australian football session.	1.1. ***Assess*** participant's ***readiness*** and current knowledge of ***intermediate Australian football tactics and strategies*** in order to determine ***session aims and objectives***. 1.2. Develop a ***plan*** according to participant's ***needs and characteristics***, ***relevant legislation***, ***organisational policies and procedures*** and ***endorsed standards promoted by Australian football***. 1.3. Identify ***safety procedures*** associated with intermediate Australian football ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.4. Select and access ***location***, ***equipment*** and ***resources*** according to organisational policies and procedures, and check to ensure safety and suitability.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about intermediate Australian football drills, activities and games in a manner appropriate to the participants. 2.2. Encourage participants to seek clarification, information and ***feedback*** as required. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and intermediate Australian football ***rules and regulations***. 2.4. Establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games. 2.5. Develop individual and team ***game plans which include*** tactics and strategies to counter strengths and weaknesses of own player or players and opposition player or players. 2.6. Prepare players ***psychologically*** for intermediate Australian football games.
3. Conduct intermediate drills, activities and games.	3.1. Apply ***teaching and coaching techniques*** to impart ***required knowledge*** and individual and team attacking and defensive tactics and strategies. 3.2. Conduct warm-up and or introductory activities for

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ELEMENT	PERFORMANCE CRITERIA
	participants to reduce the risk of injury. 3.3. Monitor individual ***participant's performance*** and maintain effective communication during intermediate Australian football drills, activities and games. 3.4. Observe participants during drills, activities and games, and adjust or refine individual and or group tactics and strategies as required. 3.5. Conduct ***in-game analysis*** and implement relevant adjustments where required. 3.6. Liaise with other ***coaches and specialists*** to enhance knowledge and communicate ideas regarding acquisition of tactics and strategies. 3.7. Allow time for cooling down at the end of the session and inform participants of opportunities for further development.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with drills, activities and or game, and give feedback as required. 4.2. Analyse performances of individuals and the team, and develop relevant on-going coaching strategies to enhance performance over the course of a season. 4.3. Evaluate ***relevant aspects*** of the game and determine the level of learning achieved. 4.4. Identify potential areas of improvement for future intermediate Australian football games.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to determine their needs
  - convey information about safety aspects
  - clarify positions, tactics and strategies
  - interact with participants to create a safe and positive team environment
- problem-solving skills to:
  - plan suitable drills, activities and games, and determine player's intentions,

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movements, strengths and weaknesses
    - read and predict play
    - address participant difficulties in developing tactics and strategies
    - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
    - source, allocate and coordinate resources, equipment and locations
    - monitor and evaluate short and long term progress over the course of a season
    - organise participants into manageable groups for drills, activities and games
- language and literacy skills to:
    - produce session plans
    - complete post-game participant and self evaluations
    - give and receive feedback
    - liaise with other coaches and specialists
    - apply for permission or permits to use a suitable location or playing field where required
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to support effective time management to deliver drills, activities and games within timeframes
- personal intermediate Australian football tactics and strategies to a high level of technical correctness to demonstrate, explain and break down tactics and strategies for participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules and regulations of Australian football to ensure safe and non-discriminatory conduct
- information about local location to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- equipment types, characteristics and technology used for intermediate Australian football
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- a range of physical abilities, fitness and motor performance to ensure readiness of participants
- intermediate Australian football tactics and strategies including patterns of play in attack and defence and game plans for team and individuals and how to implement these during a game
- specific drills, activities and games that promote the learning of tactics and strategies in individuals and group
- communication systems used between players, coaches, umpires and support staff during intermediate Australian football
- psychological methods and techniques used in game preparation

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- positions and players of Australian football and their roles and responsibilities on the field during games
- risks commonly associated with intermediate Australian football and methods of mitigating these risks
- emergency response and rescue procedures minimise risk to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers precise relevant information, explanations and demonstrations to ensure all activities are conducted safely, according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop intermediate attacking and defensive tactics and strategies of Australian football • uses and modifies coaching techniques, drills, activities and or games to cater for a range of individual learning styles • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to accurately plan, coach and evaluate intermediate Australian football drills, activities and games for a variety of participants • resources and information outlining the intermediate tactics and strategies of Australian football • documentation such as the Australian Football League rule book, Australian Football League code

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of conduct and the Australian Sports Commission harassment- free sport policy
- current legislation and organisational policies and procedures that impact on the conduct of drills, activities and games
- teaching and coaching tools such as videos, DVDs, televisions, whiteboards and statistics
- a suitable location, field or facility to conduct intermediate Australian football
- a group of participants to take part in intermediate Australian football season-long fixture in a registered competition
- teams of intermediate Australian football players to compete in a season-long fixture in a registered competition
- suitably qualified umpires
- support staff, such as runners and trainers
- equipment such as Australian footballs and witches hats.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of intermediate Australian football to enable safe conduct of all drills, activities and games
- observation of conducting, monitoring and adjusting safe intermediate Australian football coaching sessions
- portfolio of plans, self and or player evaluations
- third-party reports from a supervisor detailing performance.

Industry has determined that this unit must be assessed with the following unit:

- SISSAFL406A Teach the intermediate skills of Australian Football.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Assess may include:

- observation
- questioning
- discussion.

Readiness may include:

- appropriate levels of fitness
- motor performance factors
- compatibility between players in match situations
- psychological level of arousal which will enhance performance
- stable and positive approach to enjoyment and performance.

Intermediate Australian football tactics and strategies may include:

- attacking tactics and strategies
- defensive tactics and strategies
- stage of the game
- counteracting actions to opposition set-plays
- reading the play.

Aims and objectives may include:

- practice of single or multiple tactical skills
- practice of group tactics and strategies
- practice of individual tactics and strategies.

Plan may include:

- session's aims and objectives
- match fixtures
- coach and participant ratios
- resources and equipment
- drills, activities and games
- participant information
- safety requirements.

Needs and characteristics may include:

- age
- cultural factors
- situational factors
- previous experience
- fitness level
- physical capabilities
- injuries and illnesses.

Relevant legislation may include:

- occupational health and safety

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	• permits from land management authorities and or local council • authority or permission from land owners and or Australian football clubs • working with children • harassment-free sports policies.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment • training and scheduling commitments • risk management procedures • assessment procedures • time and budget constraints • instructor and participant ratios • code of ethics.
Endorsed standards promoted by Australian Football may include:	• the standards endorsed by Australian football as they relate to coaches • the Australian Football League (AFL) coaches code of conduct • AFL policies • Australian Football Coaches Association • Australian Sports Commission harassment-free sport policy • Australian Football League skills manuals and videos.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common intermediate Australian football injuries • equipment checking and usage • clear communication systems • clear explanations of all requirements.
Drills, ***activities*** may include:	• intermediate drills • warm ups and cool downs • small group practices • team practices • attacking and defensive situations • grid work.
Games may include:	• simulated game conditions • coordinated positional plays • modified games

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	• tactic focused practice matches.
Location may include:	• Australian football fields • ovals • gymnasiums.
Equipment may include:	• Australian footballs • protective equipment • witches hats • tackle bags • bump pads • goal posts.
Resources may include:	• video equipment • stop watch • sports science testing equipment • current booklets, documents and manuals on laws of Australian football, team play and tactics, game sense, and modified games and training drills • computer statistics systems.
Relevant information may include:	• tactic and strategy focus • equipment and resource requirements, selection and use • team selection • player positions and match ups • safety procedures • communication systems • strengths and weaknesses of opposition • psychological preparation methods • objectives • patterns of team play • rules and regulations of intermediate Australian football • responsible and safe behaviour.
Feedback may include:	• information on participant progress • improvements needed.
Risks may include:	• injuries • illness • collisions • hazardous objects on the ground • inappropriate behaviour or fighting.
Rules and regulations may include:	• current edition of the laws of Australian football booklet • the Australian Football League (AFL) laws of

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	the game and notes on the laws • Australian Football League (AFL) rules of the game • best practice codes of conducts such as AFL code of conduct, AFL player's code of conduct and AFL Coaches Code of Conduct • policies of the employer organisation such as anti- doping policy, Australian Sports Commission Harassment-free Sport policy • Australian Football Coaches Association • Australian Coaching Council's Coaches Code of Conduct policy • the Australian Football League racial vilification policy.
Communication system may include:	• styles that promote teamwork and are appropriate to the Australian football community • verbal, non-verbal and written modes • using terminology and language appropriate to different age groups.
Game plans may include:	• individual or team • set plays • style and patterns of play • match ups • situational plays.
Psychologically may include:	• goal setting • visualisation • relaxation techniques • focusing • creating values • confidence • control • commitment.
Teaching and coaching techniques may include:	• Show, Practice, Instruct, Reward method • demonstrating intermediate Australian football tactics and strategies to a high level of technical correctness • discussing tactics and strategies • giving clear and concise relevant instructions • focusing on single and or multiple tactics and strategies • breaking down complex tactics and strategies • individual, pair, small group and large group

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	work • positive reinforcement and feedback • questioning • monitoring, observing and adjusting coaching methods according to progress • allowing time for repetition and practice of tactics and strategies.
Participant's performance may include:	• use of appropriate communication systems • team participation • performance and accuracy of intermediate Australian football tactics and strategies • attitude and behaviour.
Required knowledge may include:	• rules and regulations of intermediate Australian football • purposes of skills and positions • required rules for each individual team • factors affecting tactic and strategy acquisition • intermediate Australian football tactics and strategies • counteractive strategies encountered during competition • safety and risk management • team rules.
In-game analysis may include:	• game monitoring to develop and modify appropriate tactics to suit the game situation • using game statistics to make relevant adjustments • analysing game performances to develop coaching strategies • psychological and motivational wellbeing of players • strengths and weaknesses of own and opposition players • tactical strengths and weaknesses.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to and or by participants • initial and final assessment of participant's abilities • validity and reliability of assessment and evaluation tools.

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Unit Sector(s)

Sport

Competency Field

Australian Football League

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SISSATH201A Teach the fundamental skills of athletics

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the fundamental skills of athletics. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the fundamental skills of athletics.

Application of the Unit

This unit applies to current or aspiring athletics coaches who may assist more senior coaches in the planning and implementation of drills, activities and games at a local level.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Plan athletics session or sessions	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of athletics in order to determine ***session's aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures*** and ***accepted best practice of athletics***. 1.4. Identify ***safety procedures*** associated with athletics ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.5. Select and access ***athletics facility***, ***equipment*** and ***resources*** according to organisational policies and procedures, and check to ensure safety and suitability.
2. Brief participants.	2.1. Communicate instructions and relevant information about the athletics session in a manner appropriate to the participants. 2.2. Encourage participants to seek clarification, information and ***feedback*** as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures and appropriate behaviour. 2.4. Establish a suitable ***communication system*** appropriate to the age and level of the participants.
3. Conduct athletics session or sessions	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart and develop ***required knowledge***, ***fundamental skills of athletics and physical fitness***. 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.3. Conduct warm-up and or introductory activities for participants to reduce the risk of injury. 3.4. Monitor individual ***participant's performance*** and maintain effective communication throughout athletics drills, activities and games. 3.5. Observe participants during athletics drills, activities and games, and adjust or refine individual and or group technique as required. 3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to

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ELEMENT	PERFORMANCE CRITERIA
	further develop their athletics skills.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session and give feedback as required. 4.2. Evaluate ***relevant aspects*** of the athletics session and determine the level of learning achieved. 4.3. Identify potential areas of improvement for future athletics sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan athletics sessions that meet their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan suitable athletics sessions according to participant's needs and characteristics
  - address participant difficulties in developing fundamental skills
  - recognise participant's readiness to progress to the next level of skill development
  - anticipate and respond appropriately to non-routine situations
- planning and organisational skills to:
  - source, allocate and coordinate resources and equipment
  - monitor and evaluate progress
  - organise participants into manageable groups for athletics drills, activities and games
- language and literacy skills to:
  - produce a plan for the athletics session or sessions
  - complete post session participant and self evaluations
- numeracy skills to:
  - support effective time management to deliver drills, activities and games within session timeframes
  - measure and record distances and times
- personal athletic skills to a high level of technical correctness to:

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  - understand progressive skill acquisition
  - demonstrate, explain and break down fundamental skills to participants
  - identify the physical preparation required to improve individual skill performance
- first aid and emergency response skills appropriate to the facility to enable initial response in emergencies while teaching athletics.

Required knowledge

- legislation, organisational policies and procedures and accepted best practice of athletics to ensure safe and non-discriminatory conduct of session or sessions
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location or facility
- equipment types, characteristics and set up for athletics drills, activities and games
- teaching and coaching techniques and practices applicable to a range of ages, learning abilities, physical abilities, disabilities and impairments, fitness and motor performance to ensure readiness of participants
- fundamental athletic skills to plan specific drills, activities and games that promote skill acquisition in individuals and group
- communication systems used in athletics to ensure safety of participants
- risks commonly associated with athletics, and methods of mitigating these risks
- emergency response and safety procedures appropriate for athletics, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers precise relevant information, explanations and demonstrations for athletics session or sessions to ensure activities are conducted safely, according to participant's needs and characteristics • observes and monitors participants to identify the physical preparation required to improve fundamental skills of athletics and to recognise participant's readiness to progress to the next level • modifies teaching and coaching techniques, drills, activities and games to cater for a range of individual learning styles and provides constructive feedback

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and intervention to develop the fundamental skills of athletics
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure the conduct of safe athletics drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- suitable open space for the conduction of athletics drills, activities and games
- a group of participants to take part in the athletics session or sessions
- equipment suitable for running, jumping and throwing drills, activities and games such as hurdles, long and triple jump pits, high jump bed, bar and stands, discusses and shot puts
- resources and information regarding participants and location to accurately plan, coach and document fundamental athletics sessions for a variety of participants
- relevant legislation, organisational policies and procedures, and accepted best practice of athletics that impact on the conduct of fundamental drills, activities, and games.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as analysing participants to determine their needs and characteristics, and implementing, monitoring and adjusting safe athletics coaching sessions
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and ***accepted best practice of athletics*** to enable safe conduct of all drills, activities and games during the session or sessions
- portfolio of session plans and self evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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for example:

- SISSCGP201A Apply legal and ethical coaching practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural and situational factors • previous experience • fitness level and physical capabilities • basic athletics skills and knowledge • injuries and illnesses.
Readiness may include:	• level of fitness • motor performance factors • level of arousal which will enhance performance • positive approach to enjoyment and performance.
Session's aims and objectives may include:	• fundamental skill acquisition • physical fitness targets • building on existing skills.
Plan may include:	• session's aims and objectives • date, time and duration • location or facility • equipment and resources • drills, activities and games • safety requirements.
Relevant legislation may include:	• occupational health and safety • equal opportunity • privacy • working with children • harassment-free sports policies.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution

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	• communication protocols • permissions and authorities • use and maintenance of equipment • risk management procedures • time and budget constraints • coach and participant ratios • code of ethics.
Accepted best practice of athletics may include:	• safety considerations for program content • guiding principles for nationally recognised programs • the athletics coaches code of conduct policy • sport program management and technical regulations.
Safety procedures may include:	• group management in emergency situations • assessment of the conditions and external influences • rules and safety requirements of running, jumping and throwing activities • adequate supervision at all times • clear communication systems.
Drills, ***activities*** may include:	• skills focused • fitness focused.
Games may include:	• modified athletics games or disciplines • linking and practicing skills learnt during drills and activities.
Athletics facility may include:	• athletics clubs or facilities • sports reserves or ovals.
Equipment may include:	• junior reverse board • team-tumble mat • folding hurdles • high stepper • high jump bed, bar, stands.
Resources may include:	• Team Athletes coaching manual • accreditation or technical resources and information • audio visual equipment.
Feedback may include:	• information on participant progress • improvements needed • verbal or written or visual.
Risks may include:	• injuries • illness • collisions and falls

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	• damaged or faulty equipment • hazardous objects on the ground • inappropriate behaviour.
Communication system may include:	• verbal and non verbal communication • white-board presentations.
Teaching and coaching techniques may include:	• repetition • systemisation • gradual loading • circuits • partner work • sequential progressions of skill or skills.
Required knowledge may include:	• skills focus of session • safety and risk management • equipment selection, use and maintenance • communication systems.
Fundamental skills of athletics may include:	• running • jumping • throwing.
Physical fitness may include:	• strength • flexibility • endurance • speed • power.
Participant's performance may include:	• participation and determination • performance and accuracy of fundamental skills • attitude and behaviour • ability to link and perform the fundamental skills of athletics.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • initial and final assessment of participant's abilities • validity and reliability of assessment and evaluation tools.

Unit Sector(s)

Sport

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Competency Field

Athletics

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SISSBSB201A Teach fundamental basketball skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach players fundamental basketball skills. It requires the ability to plan, conduct and evaluate drills, activities and games which focus on player development of the foundation skills of basketball.

Application of the Unit

This unit applies to those basketball coaches known as Club Coaches who work with guidance from more senior coaches. They work at a local club level to plan and implement training sessions and games to develop fundamental basketball skills for players at a junior competition level.

Club Coaches include parents and older players who coach club level competition players who are generally up to the age of 14 years.

Licensing/Regulatory Information

Basketball Australia governs the game of Basketball in Australia through its affiliated network of member organisations. The basketball sector recommends that teams engage only accredited coaches who participate in Basketball Australia's National Coaching Accreditation Scheme (NCAS).

Basketball Australia has specific training and assessment requirements for the industry accreditation of coaches. Those developing training and assessment to support this unit should undertake consultation with Basketball Australia, acting as the industry occupational registration body, to determine any specific arrangements for courses, trainers and assessors and any partnership arrangements which will facilitate RPL for candidates to achieve coach registration status as a Club Coach.

Pre-Requisites

Nil

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan fundamental level basketball sessions.	1.1. Identify and assess ***participants' needs and characteristics*** to plan tailored basketball sessions. 1.2. Identify and assess participants' ***readiness*** and current knowledge of basketball to determine ***session aims and objectives***. 1.3. Develop a ***plan*** to meet young participants' needs in accordance with relevant ***regulations***, ***organisational policies and procedures*** 1.4. Identify risks and incorporate ***safety procedures*** to manage the risks associated with fundamental basketball ***drills***, ***activities*** and ***games***. 1.5. Access and select ***location***, ***equipment*** and ***resources*** and check to ensure safety and suitability.
2. Brief young participants.	2.1. Communicate instructions and ***relevant information*** about the fundamental basketball session in a manner understandable to young participants. 2.2. Inform participants of known and anticipated ***risks***, safety procedures, responsible, safe and appropriate behaviour and fundamental basketball ***rules***. 2.3. Discuss, clarify and establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games. 2.4. Advise procedures for dealing with emergency and non-routine situations. 2.5. Encourage participants to ask questions and seek feedback during the briefing and the session.
3. Conduct fundamental level basketball	3.1. Use ***teaching and coaching techniques*** appropriate to the needs of young participants to develop players'

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ELEMENT	PERFORMANCE CRITERIA
sessions.	***fundamental basketball skills*** in attack and defence and to impart ***required player knowledge***. 3.2. Conduct the coaching session according to ***accepted best practice in basketball coaching*** and ***endorsed standards promoted by sporting organisations*** 3.3. Conduct warm-up and introductory activities for participants, to reduce the risk of injury. 3.4. Use basketball drills and activities in practice sessions to progress player skills to game situations. 3.5. Modify, as required, the game and rules for young players. 3.6. Monitor individual ***participant's performance*** and maintain effective communication during fundamental basketball drills, activities and games. 3.7. Observe participants during fundamental basketball drills, activities and games, and adjust or refine individual or group technique as required. 3.8. Allow time for and conduct cool down activities at the end of the session.
4. Complete post-session responsibilities.	4.1. Talk to young participants about opportunities to further develop their fundamental basketball skills. 4.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and encourage their feedback and questioning. 4.3. Evaluate ***relevant aspects*** of basketball session and determine the level of learning achieved. 4.4. Identify areas of improvement for future fundamental basketball sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan a fundamental basketball session that meets their needs
  - fully brief participants in all aspects of the session
  - interact with participants to create a safe and positive team environment

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    - give and receive feedback
- literacy skills to:
    - produce basic written plans for basketball sessions
    - complete simple written post-session evaluation reports on the quality of player and self participation in the session
    - complete forms to apply for permission or permits to use a suitable location or court
- numeracy skills to manage time within session timeframes when delivering a series of drills, activities and games
- problem-solving skills to:
    - plan suitable basketball sessions according to participant's needs and characteristics
    - address participant difficulties in developing fundamental skills and techniques
    - anticipate and respond appropriately to non-routine situations
    - resolve disputes related to the conduct or outcome of a game
- planning and organisational skills to:
    - source, allocate and coordinate resources, equipment and a suitable location
    - organise participants into manageable groups for basketball drills, activities and games
- analytical skills to:
    - monitor and evaluate player and self progression
- teaching and coaching techniques to suit a range of young participant's needs, characteristics and learning styles
- teaching and coaching techniques to instil fundamental game sense in young players
- personal basketball skills at a fundamental level to demonstrate, explain and break down fundamental skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- regulations that apply to the use of private and public basketball facilities and gyms
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- the existence and basic aspects of occupational health and safety legislation
- risks associated with training for and playing basketball and techniques to manage these
- emergency response and rescue procedures appropriate for basketball to ensure risk minimisation to self and group
- the key content of ***endorsed standards promoted by sporting organisations***
- organisational policies and procedures for conducting coaching sessions
- the complete content of state or territory, national and international rules applicable to the game of basketball
- the on court roles and responsibilities of all basketball positions

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- the key features of basketball related injuries, a range of physical and motor performance abilities and player fitness levels to analyse the readiness of participants to engage in progressive skills acquisition
- formats, styles for and inclusions of basic plans used by basketball coaches and the organisation in particular
- the key features and usage of accepted best practice techniques for coaching basketball
- fundamental teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- fundamental basketball skills and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- the principles of game sense for young players
- the key characteristics and use of equipment and technological aids used in the development of fundamental basketball skills
- the essential elements and appropriate use of communication systems used by players, coaches, support staff and umpires during fundamental basketball drills, activities and games.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- conducts multiple and diverse safe drills, activities and games that reflect the needs and characteristics of a diverse range of junior or beginner participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance
- plans and delivers information, explanations and demonstrations for basketball sessions to ensure activities are conducted safely and according to junior or beginner participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the fundamental skills of basketball
- uses basketball drills and activities in practice sessions to progress player skills to game situations
- uses and modifies teaching and coaching techniques

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and drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure access to:

- resources and information on participants and location to accurately plan, coach and document basketball sessions for a variety of participants
- basketball training and competition facilities
- equipment such as basketballs, uniforms, appropriate footwear and baskets with nets and backboards
- a group of junior or beginner participants to take part in the basketball sessions
- umpires qualified to manage at least a junior, fundamental or beginner's game
- support staff and scorers
- rules of basketball
- current relevant regulations, policies, procedures and codes that apply to coaching in fundamental basketball skills.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as such as talking with junior or beginner participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant rules, regulations and policies
- observation of safe basketball coaching at a fundamental level and monitoring and adjusting activities that meet participant's needs, characteristics and responses
- evaluation of portfolio of session plans, player and self-evaluations
- evaluation of third-party reports from coaches or umpires detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSBSB202A Teach fundamental basketball tactics and game strategy.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants' needs and characteristics may relate to :	• age • maturity for age • preferences or protocols of different cultures, nationalities and religions • player motivation for participation • compatibility between players in match situations.
Readiness may involve:	• previous experience in team sports, especially basketball • basketball skills and knowledge of applicable rules • emotional capability to deal with competing in a game • fitness levels and physical capabilities • motor performance factors • current or recurring injuries and illnesses.
Session aims and objectives may include:	• progressive skill acquisition during drills, activities and games • improvement of individual player skills • improvement of teamwork skills • improvement of player fitness • management of player injury.
Plan may include:	• session plan • whole of season skill development plan • session aims and objectives • date, time and duration • location • coach and participant ratios • resources required • equipment required • tailored drills, activities and games • activities to progress playing skills to game situations.

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Regulations may relate to:	• occupational health and safety (OHS) legislation • permits from land management authorities or local council • authority or permission from basketball clubs or associations • privacy legislation • working with children checks • environmental protection regulations.
Organisational policies and procedures may involve:	• risk management • safety • management of players' current or recurring injuries and illnesses • conflict resolution • in game communication procedure • use, care and maintenance of equipment and court • training and scheduling commitments • code of ethics • harassment-free sports policies.
Safety procedures may include:	• group management in emergency situations • prevention, symptoms and first aid treatment of common basketball injuries • management of players' current or recurring injuries and illnesses • equipment checking and usage • court safety • safe and clear communication systems.
Drills, ***activities*** may involve:	• those described in Basketball Australia's Coaching Manuals • developing skills through appropriate sequencing of skills • progressive skill acquisition • breaking down skills • modifying skill drills • coordinated positional plays • warm ups and cool downs.
Games may include:	• simulated games to develop fundamental skills • competition games • modified games to meet specific player and team needs • practice matches to develop fundamental skills.

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Location may include:	• basketball courts:
	  • indoor
	  • outdoor
	• off court locations such as gyms.

Equipment may include:	• basketballs • uniforms • appropriate footwear • stop watches • whistles • cones • baskets with nets and backboards.
Resources may include:	• teaching and coaching tools • visual media equipment • food and water • first aid kit.
Relevant information may relate to:	• objectives of the session • skills focus of the session • equipment and resource requirements, selection and use • responsible and safe behaviour.

Risks may include:	• collisions
	• injuries including:
	  • fractures
	  • dislocations
	  • sprains
	  • strains
	• exhaustion
	• dehydration.

Rules may include:	• local state or territory • national • international.
Communication system may include:	• calls • hand signals • eye signals.
Teaching and coaching techniques may include:	• demonstration • explanation • breaking down fundamental skills into components • breaking down drills into components • progressing through and linking skills • monitoring and observing progress

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- fault detection and correction
- assessment of participants' skills
- providing positive reinforcement and feedback during and after drills, activities and games.

Fundamental basketball skills may include:

- game sense and decision making at a fundamental level
- basic body movement with a ball
- basic movement without a ball
- jumping
- efficient running technique
- moving the ball:
  - advanced ball handling
  - figure 8
  - crossovers
  - dribbling
  - ball wraps
- basic passing and receiving:
  - stationary
  - moving
- "getting the ball" (leading technique)
- shooting
  - one handed shot (guided by other hand)
  - lay-ups (footwork)
- individual defensive skills:
  - basic defensive stance, footwork ("defensive slide")
  - channelling a dribbler and "turning" a dribbler
  - rebounding and blocking out
- body position.

Required player knowledge may include:

- rules of basketball
- organisational policies and procedures and those promoted by sporting organisations
- when to apply different basketball skills
- role of player positions
- basic biomechanical principles
- strengths and weaknesses of opposition and own team
- equipment selection, use and maintenance
- communication systems used in basketball.

Accepted best practice in

- positive role modelling

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basketball coaching may include:	• good sportsmanship • preventative practice to minimise safety risks and hazards • positivity when providing constructive feedback on player performance.
Endorsed standards may include:	• Australian Sports Commission Harassment-free Sport policy • Basketball Australia's Coaches Code of Ethics • Basketball Australia's Member Protection Policy • Basketball Australia's Junior Sport Framework • Basketball Australia anti-doping policy.
Participant's performance may include:	• use of appropriate communication systems • accuracy of skill • team participation • attitude and behaviour • ability to link and use the fundamental skills of basketball.
Relevant aspects may include:	• the quality of own performance in the coaching session • effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participants' abilities • validity and reliability of coaching and assessment tools.

Unit Sector(s)

Sport

Competency Field

Basketball

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SISSBSB202A Teach fundamental basketball tactics and game strategy

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and teach fundamental overarching game strategy and player tactics. It requires the ability to plan, conduct and evaluate drills, activities, and games which focus on player development of the fundamental tactics of basketball.

Application of the Unit

This unit applies to those basketball coaches known as Club Coaches who work with guidance from more senior coaches. They work at a local club level to plan and implement training sessions and games to develop fundamental tactics and game strategy for players at a junior competition level.

Club Coaches include parents and older players who coach club level competition players who are generally up to the age of 14 years.

Licensing/Regulatory Information

Basketball Australia governs the game of Basketball in Australia through its affiliated network of member organisations. The basketball sector recommends that teams engage only accredited coaches who participate in Basketball Australia's National Coaching Accreditation Scheme (NCAS).

Basketball Australia has specific training and assessment requirements for the industry accreditation of coaches. Those developing training and assessment to support this unit should undertake consultation with Basketball Australia, acting as the industry occupational registration body, to determine any specific arrangements for courses, trainers and assessors and any partnership arrangements which will facilitate RPL for candidates to achieve coach registration status as a Club Coach.

Pre-Requisites

Nil

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop a game strategy and plan player and team tactics.	1.1. Identify and assess ***participants' needs and characteristics*** to plan a tailored game strategy and player tactics. 1.2. Develop a ***game strategy*** suitable for junior players which targets the ***strengths and weaknesses*** of individual players. 1.3. Plan the use of individual and team ***tactics*** to counter strengths and maximise weaknesses of opposition players.
2. Plan basketball sessions to develop player fundamental level tactics and game strategy.	2.1. Identify and assess participants' ***readiness*** and current knowledge of basketball game strategy and tactics to determine ***session aims and objectives***. 2.2. Develop a ***session plan*** to meet participants' needs in accordance with relevant ***regulations***, ***organisational policies and procedures*** 2.3. Identify risks and incorporate ***safety procedures*** to manage the risks associated with basketball ***drills***, ***activities*** and ***games***. 2.4. Select and access ***location***, ***equipment*** and ***resources*** according to organisational policies and procedures, and check to ensure safety and suitability.
3. Brief young players in game strategy and tactics.	3.1. Communicate instructions and ***relevant information*** in a manner understandable to young participants. 3.2. Inform participants of known and anticipated ***risks***, safety procedures, responsible, safe and appropriate behaviour and the ***rules of basketball***. 3.3. Discuss, clarify and establish a suitable ***communication system*** to promote teamwork while

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ELEMENT	PERFORMANCE CRITERIA
	participating in drills, activities and games. 3.4. Advise procedures for dealing with emergency and non-routine situations. 3.5. Prepare players for fundamental basketball games by using ***psychological techniques***. 3.6. Encourage participants to ask questions and seek feedback during the briefing and the session.
4. Conduct basketball drills, activities and games to develop player tactics and game strategy.	4.1. Use ***teaching and coaching techniques*** appropriate to the needs of young participants to develop players' tactical skills in fundamental attack and defence activities and to impart ***required player knowledge***. 4.2. Conduct the coaching session according to ***accepted best practice in basketball coaching*** and ***endorsed standards promoted by sporting organisations***. 4.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury. 4.4. Use basketball drills and activities in practice sessions to progress player tactical skills to game situations. 4.5. Monitor individual ***participant's performance*** and maintain effective communication during fundamental basketball drills, activities and games. 4.6. Observe participants during fundamental basketball drills, activities and games, and adjust or refine individual or group technique as required. 4.7. Conduct ***in-game analysis*** and implement relevant adjustments where required. 4.8. Allow time for and conduct cool down activities at the end of the session.
5. De-brief players and evaluate the success of the session.	5.1. Inform participants of opportunities to further develop their player tactics and improve participation in the game strategy. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and encourage their feedback and questioning. 5.3. Evaluate ***relevant aspects*** of basketball session and determine the level of learning achieved. 5.4. Analyse individual and team performance and identify areas for improvement in developing game strategies and players' tactical performance.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with young participants to plan a fundamental basketball tactical session that meets their needs
  - read play and predict player's intentions and movements for own and opposition team members
  - convey information about the effective use of various game strategies and player and team tactics
  - fully brief players on the implementation of overarching game strategy, team and individual player tactics for basketball games
  - discuss and clarify rules and the impact of tactics in complying
  - interact with participants to create a safe and positive team environment
  - seek feedback from team members, support staff and umpires
  - provide feedback on self and team performance in game strategy and player tactics
- literacy skills to:
  - produce basic written game strategies and plans for basketball sessions
  - complete simple written post-session evaluation reports on the quality of player and self participation in the session
  - complete forms to apply for permission or permits to use a suitable location or court
- numeracy skills to:
  - calculate effective time use during drills, activities and games
  - calculate the time remaining to implement or adjust game strategy and tactics during games
  - interpret basic game statistics
- problem-solving skills to:
  - plan suitable fundamental basketball drills, activities and games according to participant's needs and characteristics
  - address participant difficulties in developing tactics and understanding game strategy
  - determine the strengths and weaknesses of the opposition and respond with appropriate tactics during a game
  - respond appropriately to changing conditions during training and game situations
  - resolve disputes related to the conduct or outcome of a game
- planning and organising skills to:

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  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate short and long term progress
  - organise participants into manageable groups for fundamental basketball drills, activities and games
- analytical skills to discuss and evaluate strengths and weaknesses of opposition team, self, own team players and to monitor team progression in the use of tactics
- teaching and coaching techniques to suit a range of young participant's needs, characteristics and learning styles
- teaching and coaching techniques used to detect and correct faults
- personal basketball tactical skills at a fundamental level to demonstrate, explain and break down game strategy and tactical skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- regulations that apply to the use of private and public basketball facilities and gyms
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- the existence and basic aspects of occupational health and safety legislation
- risks associated with training for and playing basketball and techniques to manage these
- emergency response and rescue procedures appropriate for basketball, to ensure risk minimisation to self and group
- the key content of endorsed standards promoted by sporting organisations
- the complete content of organisational policies and procedures for conducting coaching sessions
- the complete content of state or territory, national and international rules applicable to the game of basketball and how game strategies and tactics impact on compliant play
- the on court roles and responsibilities of all basketball positions, their interrelationships in game strategy and the tactics that apply to particular positions
- the key features of basketball related injuries, a range of physical and motor performance abilities and player fitness levels to analyse the readiness of participants to engage in progressive skills acquisition
- formats, styles for and inclusions of basic plans used by basketball coaches and the organisation in particular
- the key features and usage of accepted best practice techniques for coaching basketball, especially those used for fault detection and correction
- fundamental teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- the fundamental features and usage of overarching game strategies, such as patterns of play in attack and defence, to counteract the strengths of opposition teams and maximise the strengths of own team
- the key features and use of team and player tactics and the use of different tactics to meet differing fundamental game conditions
- specific drills, activities and games that progressively develop skills in game

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strategy for teams and tactics for individual players and teams
- the key elements of psychological methods and techniques used in game preparation
- the key characteristics and use of equipment and technological aids used in the development of fundamental level tactical basketball skills
- the essential elements and appropriate use of communication systems used by players, coaches, support staff and umpires to interact during the implementation of game strategy and tactics in basketball play
- the key characteristics and use of basketball game statistics.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- conducts multiple and diverse safe drills, activities and tactical games that reflect the needs and characteristics of a range of junior or beginner participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.
- plans and delivers precise relevant information, explanations and demonstrations to ensure all activities are conducted safely and according to junior or beginner participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop fundamental level attacking and defending tactics and game strategies
- uses basketball drills and activities in practice sessions to progress player tactical skills to game situations
- uses and modifies coaching techniques, drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance, game strategy and tactics to identify strengths, weaknesses and areas that need improvement.

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Context of and specific resources for assessment

Assessment must also ensure access to:

- resources and information regarding participants and location to accurately plan, coach and evaluate fundamental basketball drills, activities and games for a variety of participants
- basketball training and competition facilities
- equipment such as basketballs, uniforms, appropriate footwear and baskets with nets and backboards
- a group of participants to take part in fundamental basketball sessions and games
- support staff and scorers
- umpires qualified to manage at least a junior or beginner level players' game
- rules of basketball
- current relevant regulations, policies, procedures and codes that apply to coaching in game strategy and tactical basketball activities.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as talking with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant rules, regulations and policies and how game strategies and tactics impact on compliant play
- observation of safe basketball coaching to an fundamental level and monitoring and adjusting activities that meet participant's needs, characteristics and responses
- evaluation of portfolios of game strategies, training session plans and self and player evaluations
- evaluation of third-party reports from coaches or umpires detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSBSB201A Teach fundamental basketball skills.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants' needs and characteristics may relate to :

- age
- maturity for age
- preferences or protocols of different cultures, nationalities and religions
- player motivation for participation
- compatibility between players in match situations.

Game strategy may involve:

- roles of individual players in the game strategy
- patterns of play in attack and defence
- attacking systems of play
- defending systems of play
- set team plays:
  - use of space
  - concepts of width and depth
- situational plays specific to stages of match
- positions and match-ups
- identifying strengths and weaknesses of the opposition's game strategies and tactics and development of counter tactics.

Strengths and weaknesses may relate to:

- fitness components:
  - speed
  - agility
  - balance
  - endurance
  - strength
  - power
  - flexibility
  - repeated sprint ability
- height
- ability to successfully implement set team plays
- skills in attack and defence.

Tactics may involve:

- individual player tactics
- whole of team tactics

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- individual and team offence and defence
- offensive team tactics
  - half court offence
  - 5 out motion
  - full court transition
  - basic transition ("lanes")
  - 2 on 1
  - 3 on 2
- defensive team tactics
  - half court man to man defence
  - zone defence
  - "split line" man-to-man defence
  - full court defence
  - full court or transition
  - basic defensive transition ("basket-ball").
- creating a lead
- back door cut
- defensive hand and foot position
- defensive footwork
- defending the dribbler
- defending the back door
- close out technique
- rebounding offensive transition
- player position
- ball movement
- rebounding defensive transition
- plays to maximise weaknesses in opposition team plays
- plays to counter strengths in opposition team plays
- countering tactics to diminish or negate opposition player strengths such as double defending.

Readiness may involve:

- current knowledge of basketball game strategy
- current basketball tactical skills and knowledge of applicable rules
- emotional capability to deal with competing in a tactical game
- fitness levels and physical capabilities
- motor performance factors
- current or recurring injuries and illnesses.

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Session aims and objectives may include:	• progressive acquisition of skills in basketball tactics and game strategy during drills, activities and games • improvement of individual player tactical skills • improvement of teamwork tactical skills • improvement of team game strategy • improvement of player motivation and confidence in game strategy and tactics • improvement of player fitness • management of player injury.
Session plan may include:	• session aims and objectives • date, time and duration • location • coach and participant ratios • resources required • equipment required • tailored drills, activities and games designed to develop team game strategy and player tactics • activities to progress tactical playing skills to game situations.
Regulations may relate to:	• occupational health and safety (OHS) legislation • permits from land management authorities or local council • authority or permission from basketball clubs or associations • privacy legislation • working with children checks • environmental protection regulations.
Organisational policies and procedures may involve:	• risk management • safety • management of players' current or recurring injuries and illnesses • conflict resolution • in game communication procedure • use, care and maintenance of equipment and court • training and scheduling commitments • code of ethics • harassment-free sports policies.
Safety procedures may include:	• group management in emergency situations • prevention, symptoms and first aid treatment

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	of common basketball injuries • management of players' current or recurring injuries and illnesses • equipment checking and usage • court safety • safe and clear communication systems.
Drills, ***activities*** may involve:	• those described in Basketball Australia's Coaching Manuals • developing tactical skills through appropriate sequencing of skills • progressive skill acquisition in basketball tactics • progressive development of team game strategy • breaking down game strategy and tactical skills • break down drills • individual offence and defence drills • team offence and defence drills • coordinated positional plays • modifying game strategy and tactical skills • warm ups and cool downs.
Games may include:	• simulated games to develop fundamental tactical skills and game strategy • competition games • modified games to meet specific player and team needs • practice matches to develop fundamental tactical skills and game strategy.

Location may include:	• basketball courts:
	  • indoor
	  • outdoor
	• off court locations such as gyms.

Equipment may include:	• basketballs • uniforms • appropriate footwear • whistles • stop watches • cones • baskets with nets and backboards.
Resources may include:	• teaching and coaching tools • visual media equipment

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	• food and water • first aid kit.
Relevant information may relate to:	• the game strategy • tactics to be developed and used • tailored drills, activities and games designed to develop team game strategy and player tactics • objectives of the session • equipment and resource requirements, selection and use • responsible and safe behaviour.

Risks may include:	• collisions
	• injuries including:
	  • fractures
	  • dislocations
	  • sprains
	  • strains
	• exhaustion
	• dehydration.

Rules of basketball may include:	• local state or territory • national • international.
Communication systems may include:	• calls • hand signals • eye signals • signs • codes for different plays.
Psychological techniques may include:	• goal setting • visualisation • relaxation techniques • intrinsic motivation • motivation techniques • focusing.
Teaching and coaching techniques may include:	• demonstration • explanation • use of diagrams and drawings • focusing on the game strategy as a whole • focusing on single or multiple tactics • breaking down game strategy and tactics into components • breaking down complex tactics • breaking down drills into components

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	• progressing through and linking tactical skills • monitoring and observing progress • fault detection and correction • assessment of participants' tactical skills • providing positive reinforcement and feedback during and after drills, activities and games.
Required player knowledge may include:	• rules of basketball • ***organisational policies and procedures and those promoted by sporting organisations*** • the essential features of the game strategy • the characteristics of basketball tactics and when to use various tactics • role of player positions • basic biomechanical principles • strengths and weaknesses of opposition and own team • equipment selection, use and maintenance • communication systems used in basketball • safety and risk management.
Accepted best practice in basketball coaching may include:	• positive role modelling • good sportsmanship • preventative practice to minimise safety risks and hazards • positively when providing feedback on player performance.
Endorsed standards may include:	• Australian Sports Commission Harassment-free Sport policy • Basketball Australia's Coaches Code of Ethics • Basketball Australia's Member Protection Policy • Basketball Australia's Junior Sport Framework • Basketball Australia anti-doping policy.
Participant's performance may include:	• use of appropriate communication systems • accuracy of skill • implementation of the overall game strategy • participation in team and individual tactics • attitude and behaviour • ability to link and use the tactics and cooperate with other team members.

In-game analysis may include:	• playing statistics for own team and opposition:
	  • shooting
	  • penalties

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	• errors and turnovers • interceptions • number of goals scored from own centre passes • number of goals scored from turnovers and interceptions • rebounds • psychological and motivational wellbeing of players • strengths and weaknesses of own and opposition players.
Relevant aspects may include:	• the quality of own performance in the coaching session • effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participants' abilities • validity and reliability of coaching and assessment tools.

Unit Sector(s)

Sport

Competency Field

Basketball

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SISSBSB303A Teach intermediate level basketball skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach players intermediate basketball skills. It requires the ability to plan, conduct and evaluate drills, activities, and games which focus on player development of the intermediate skills of basketball.

Application of the Unit

This unit applies to those basketball coaches known as Association Coaches who operate autonomously at a district and state level to plan and implement training sessions and games to develop intermediate level basketball skills for association representative players in under 14, 16, 18 and 20 year old championship teams.

Licensing/Regulatory Information

Basketball Australia governs the game of Basketball in Australia through its affiliated network of member organisations. The basketball sector recommends that teams engage only accredited coaches who participate in Basketball Australia's National Coaching Accreditation Scheme (NCAS).

Basketball Australia has specific training and assessment requirements for the industry accreditation of coaches. Those developing training and assessment to support this unit should undertake consultation with Basketball Australia, acting as the industry occupational registration body, to determine any specific arrangements for courses, trainers and assessors and any partnership arrangements which will facilitate RPL for candidates to achieve coach registration status as an Association Coach.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan intermediate level basketball sessions.	1.1. Identify and assess ***participants' needs and characteristics*** to plan tailored basketball sessions. 1.2. Identify and assess participants' ***readiness*** and current knowledge of basketball to determine ***session aims and objectives***. 1.3. Develop a ***plan*** to meet youth participants' needs in accordance with relevant ***regulations***, ***organisational policies and procedures*** 1.4. Identify risks and incorporate ***safety procedures*** to manage the risks associated with basketball ***drills***, ***activities*** and ***games***. 1.5. Access and select ***location***, ***equipment*** and ***resources*** and check to ensure safety and suitability.
2. Brief youth team participants.	2.1. Communicate instructions and ***relevant information*** about the basketball session in a manner understandable to youth participants. 2.2. Inform participants of known and anticipated ***risks***, safety procedures, responsible, safe and appropriate behaviour and the ***rules of basketball***. 2.3. Discuss, clarify and establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games. 2.4. Advise procedures for dealing with emergency and non-routine situations. 2.5. Encourage participants to ask questions and seek feedback during the briefing and the session.
3. Conduct intermediate level basketball sessions.	3.1. Use ***teaching and coaching techniques*** appropriate to the needs of participants to develop players' ***intermediate basketball skills*** in attack and defence and to impart ***required player knowledge***. 3.2. Conduct the coaching session according to ***accepted best practice in basketball coaching*** and ***endorsed***

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ELEMENT	PERFORMANCE CRITERIA
	standards promoted by sporting organisations.
	3.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury.
	3.4. Use basketball drills and activities in practice sessions to progress player skills to game situations.
	3.5. Monitor individual ***participant's performance*** and maintain effective communication during intermediate basketball drills, activities and games.
	3.6. Liaise with other ***coaches and specialists*** to monitor and deliver intermediate level basketball drills, activities and games.
	3.7. Observe participants during intermediate basketball drills, activities and games, and adjust or refine individual or group technique as required.
	3.8. Allow time for and conduct cool down activities at the end of the session.
4. Complete post-session responsibilities.	4.1. Inform participants of opportunities to further develop their intermediate level basketball skills.
	4.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and encourage their feedback and questioning.
	4.3. Evaluate ***relevant aspects*** of basketball session and determine the level of learning achieved.
	4.4. Identify areas of improvement for future basketball sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an intermediate basketball session that meets their needs
  - fully brief participants in all aspects of the session
  - interact with participants to create a safe and positive team environment
  - give and receive feedback
- literacy skills to:

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    - produce basic written plans for basketball sessions
    - complete simple written post-session evaluation reports on the quality of player and self participation in the session
    - complete forms to apply for permission or permits to use a suitable location or court
- numeracy skills to manage time within session timeframes when delivering a series of drills, activities and games
- problem-solving skills to:
    - plan suitable basketball sessions according to participant's needs and characteristics
    - address participant difficulties in developing intermediate level skills and techniques
    - anticipate and respond appropriately to non-routine situations
    - resolve disputes related to the conduct or outcome of a game
- planning and organisational skills to:
    - source, allocate and coordinate resources, equipment and a suitable location
    - organise participants into manageable groups for basketball drills, activities and games
- analytical skills to monitor and evaluate player and self progression
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- teaching and coaching techniques used to detect and correct faults
- personal intermediate level basketball skills to a high level of technical correctness to:
    - understand progressive skill acquisition
    - demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- regulations that apply to the use of private and public basketball facilities and gyms
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- the existence and basic aspects of occupational health and safety legislation
- risks associated with training for and playing basketball and techniques to manage these
- emergency response and rescue procedures appropriate for basketball, to ensure risk minimisation to self and group
- the complete content of endorsed standards promoted by sporting organisations
- the complete content of organisational policies and procedures for conducting coaching sessions
- the complete content of state or territory, national and international rules applicable to the game of basketball
- the on court roles and responsibilities of all basketball positions

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- the key features of basketball related injuries, a range of physical and motor performance abilities and player fitness levels to analyse the readiness of participants to engage in progressive skills acquisition
- formats, styles for and inclusions of basic plans used by basketball coaches and the organisation in particular
- the essential features and usage of accepted best practice techniques for coaching basketball, especially those used for fault detection and correction
- the essential features and usage of teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- the essential features and use of intermediate level basketball skills and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- the key characteristics and use of equipment and technological aids used in the development of intermediate level basketball skills
- the essential elements and appropriate use of communication systems used between players, coaches, umpires and support staff during intermediate basketball drills, activities and games.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- conducts multiple and diverse safe drills, activities and games that reflect the needs and characteristics of a diverse range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.
- plans and delivers precise relevant information, explanations and demonstrations for intermediate level basketball sessions to ensure activities are conducted safely and according to youth participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the intermediate level skills of basketball
- uses basketball drills and activities in practice sessions to progress player skills to game situations
- uses and modifies teaching and coaching techniques

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and drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure access to:

- resources and information on participants and location to accurately plan, coach and document basketball sessions for a variety of participants
- basketball training and competition facilities
- equipment such as basketballs, uniforms, appropriate footwear and baskets with nets and backboards
- a group of youth team intermediate level participants to take part in the basketball sessions
- umpires qualified to manage at least a intermediate level players' game
- support staff and scorers
- rules of basketball
- current relevant regulations, policies, procedures and codes that apply to coaching intermediate basketball skills.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as talking with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant rules, regulations and policies
- observation of safe basketball coaching to an intermediate level and monitoring and adjusting activities that meet participant's needs, characteristics and responses
- evaluation of portfolios of session plans and self and player evaluations
- evaluation of third-party reports from coaches or umpires detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSBSB304A Teach intermediate level basketball tactics and game strategy.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants' needs and characteristics may relate to :	• age • maturity for age • preferences or protocols of different cultures, nationalities and religions • player motivation for participation • compatibility between players in match situations.
Readiness may involve:	• previous experience in team sports, especially basketball • current basketball skills and knowledge of applicable rules • emotional capability to deal with competing in a game • fitness levels and physical capabilities • motor performance factors • current or recurring injuries and illnesses.
Session aims and objectives may include:	• progressive skill acquisition during drills, activities and games • improvement of individual player skills • improvement of teamwork skills • improvement of player fitness • management of player injury.
Plan may include:	• session plan • whole of season skill development plan • session aims and objectives • date, time and duration • location • coach and participant ratios • resources required • equipment required • tailored drills, activities and games • activities to progress playing skills to game situations.

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Regulations may relate to:	• occupational health and safety (OHS) legislation • permits from land management authorities or local council • authority or permission from basketball clubs or associations • privacy legislation • working with children checks • environmental protection regulations.
Organisational policies and procedures may involve:	• risk management • safety • management of players' current or recurring injuries and illnesses • conflict resolution • in game communication procedure • use, care and maintenance of equipment and court • training and scheduling commitments • code of ethics • harassment-free sports policies.
Safety procedures may include:	• group management in emergency situations • prevention, symptoms and first aid treatment of common basketball injuries • management of players' current or recurring injuries and illnesses • equipment checking and usage • court safety • safe and clear communication systems.
Drills, ***activities*** may involve:	• those described in Basketball Australia's Coaching Manuals • developing skills through appropriate sequencing of skills • progressive skill acquisition • breaking down skills • break down drills • modifying skill drills • coordinated positional plays • game configurations • using progressions in a changing environment of half and full court configurations • warm-ups and cool-downs.
Games may include:	• simulated games to develop intermediate skills • competition games

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	• modified games to meet specific player and team needs • practice matches to develop intermediate skills.

Location may include:	• basketball courts:
	  • indoor
	  • outdoor
	• off court locations such as gyms.

Equipment may include:	• basketballs • uniforms • appropriate footwear • whistles • stop watches • cones • baskets with nets and backboards.
Resources may include:	• teaching and coaching tools • visual media equipment • food and water • first aid kit.
Relevant information may relate to:	• objectives of the session • skills focus of the session • equipment and resource requirements, selection and use • responsible and safe behaviour.

Risks may include:	• collisions
	• injuries including:
	  • fractures
	  • dislocations
	  • sprains
	  • strains
	• exhaustion
	• dehydration.

Rules of basketball may include:	• local state or territory • national • international.
Communication systems may include:	• calls • hand signals • eye signals.
Teaching and coaching techniques may include:	• demonstration • explanation • focussing on a single skills

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- breaking down intermediate skills into components
- breaking down drills into components
- progressing through and linking skills
- monitoring and observing progress
- fault detection and correction
- assessment of participants' skills
- providing positive reinforcement and feedback during and after drills, activities and games.

Intermediate skills of basketball may include:

- game sense and decision making at an intermediate level
- dribbling including handling and controlling the ball
- passing and receiving
- combinations of passing
- shooting
- rebounding
- blocking
- body positioning
- jumping
- inside defensive skills specific to playing position
- shooting, faking or driving
- post-play including leading and receiving
- point guard range game
- sealing.

Required player knowledge may include:

- rules of basketball
- organisational policies and procedures and those promoted by sporting organisations
- when to apply basketball skills
- role of player positions
- basic biomechanical principles
- strengths and weaknesses of opposition and own team
- equipment selection, use and maintenance
- communication systems used in basketball
- safety and risk management.

Accepted best practice in basketball coaching may include:

- positive role modelling
- good sportsmanship
- preventative practice to minimise safety risks and hazards
- positivity when providing feedback on player performance.

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Endorsed standards may include:	• Australian Sports Commission Harassment-free Sport policy • Basketball Australia's Coaches Code of Ethics • Basketball Australia's Member Protection Policy • Basketball Australia's Junior Sport Framework • Basketball Australia anti-doping policy.
Participant's performance may include:	• use of appropriate communication systems • accuracy of skill • team participation • attitude and behaviour • ability to link and use the intermediate skills of basketball.
Coaches and specialists may include:	• assistant coaches • speed coach • trainers • biomechanics specialist • strength and conditioning specialist.
Relevant aspects may include:	• the quality of own performance in the coaching session • effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participants' abilities • validity and reliability of coaching and assessment tools.

Unit Sector(s)

Sport

Competency Field

Basketball

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SISSBSB304A Teach intermediate level basketball tactics and game strategy

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and teach intermediate level overarching game strategy and player tactics. It requires the ability to plan, conduct and evaluate drills, activities, and games which focus on player development of the intermediate tactics of basketball.

Application of the Unit

This unit applies to those basketball coaches known as Association Coaches who operate autonomously at a district and state level to plan and implement training sessions and games to develop intermediate level basketball tactics and game strategy for association representative players in under 14, 16, 18 and 20 year old championship teams.

Licensing/Regulatory Information

Basketball Australia governs the game of Basketball in Australia through its affiliated network of member organisations. The basketball sector recommends that teams engage only accredited coaches who participate in Basketball Australia's National Coaching Accreditation Scheme (NCAS).

Basketball Australia has specific training and assessment requirements for the industry accreditation of coaches. Those developing training and assessment to support this unit should undertake consultation with Basketball Australia, acting as the industry occupational registration body, to determine any specific arrangements for courses, trainers and assessors and any partnership arrangements which will facilitate RPL for candidates to achieve coach registration status as an Association Coach.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop a game strategy and plan player and team tactics.	1.1. Identify and assess ***participants' needs and characteristics*** to plan a tailored game strategy and player tactics. 1.2. Develop a ***game strategy*** suitable for intermediate level players which targets the ***strengths and weaknesses*** of individual players. 1.3. Plan the use of individual and team ***tactics*** to counter strengths and maximise weaknesses of opposition players.
2. Plan basketball sessions to develop player intermediate level tactics and game strategy.	2.1. Identify and assess participants' ***readiness*** and current knowledge of basketball game strategy and tactics to determine ***session aims and objectives***. 2.2. Develop a ***session plan*** to meet participants' needs in accordance with relevant ***regulations***, ***organisational policies and procedures*** 2.3. Identify risks and incorporate ***safety procedures*** to manage the risks associated with basketball ***drills***, ***activities*** and ***games***. 2.4. Select and access ***location***, ***equipment*** and ***resources*** according to organisational policies and procedures, and check to ensure safety and suitability.
3. Brief players in game strategy and tactics.	3.1. Communicate instructions and ***relevant information*** in a manner understandable to participants. 3.2. Inform participants of known and anticipated ***risks***, safety procedures, responsible, safe and appropriate behaviour and the ***rules of basketball***. 3.3. Discuss, clarify and establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games. 3.4. Advise procedures for dealing with emergency and non-routine situations. 3.5. Prepare players for intermediate basketball games by

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ELEMENT	PERFORMANCE CRITERIA
	using ***psychological techniques***.
	3.6. Encourage participants to ask questions and seek feedback during the briefing and the session.
4. Conduct basketball drills, activities and games to develop player tactics and game strategy.	4.1. Use ***teaching and coaching techniques*** appropriate to the needs of participants to develop players' tactical skills in intermediate attack and defence activities and to impart ***required player knowledge***.
	4.2. Conduct the coaching session according to ***accepted best practice in basketball coaching*** and ***endorsed standards promoted by sporting organisations***.
	4.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury.
	4.4. Use basketball drills and activities in practice sessions to progress player tactical skills to game situations.
	4.5. Monitor individual ***participant's performance*** and maintain effective communication during intermediate basketball drills, activities and games.
	4.6. Liaise with other ***coaches and specialists*** to monitor and deliver intermediate level basketball drills, activities and games.
	4.7. Observe participants during intermediate basketball drills, activities and games, and adjust or refine individual or group technique as required.
	4.8. Conduct ***in-game analysis*** and implement relevant adjustments where required.
	4.9. Allow time for and conduct cool down activities at the end of the session.
5. De-brief players and evaluate the success of the session.	5.1. Inform participants of opportunities to further develop their player tactics and improve participation in the game strategy.
	5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and encourage their feedback and questioning.
	5.3. Evaluate ***relevant aspects*** of basketball session and determine the level of learning achieved.
	5.4. Analyse individual and team performance and identify areas for improvement in developing game strategies and players' tactical performance.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an intermediate basketball tactical session that meets their needs
  - read play and predict player's intentions and movements for own and opposition team members
  - convey information about the effective use of various game strategies and player and team tactics
  - fully brief players on the implementation of overarching game strategy, team and individual player tactics for basketball games
  - discuss and clarify rules and the impact of tactics in complying
  - interact with participants to create a safe and positive team environment
  - seek feedback from team members, support staff and umpires
  - provide feedback on self and team performance in game strategy and player tactics
- literacy skills to:
  - produce basic written game strategies and plans for basketball sessions
  - complete simple written post-session evaluation reports on the quality of player and self participation in the session
  - complete forms to apply for permission or permits to use a suitable location or court
- numeracy skills to:
  - calculate effective time use during drills, activities and games
  - calculate the time remaining to implement or adjust game strategy and tactics during games
  - interpret basic game statistics
- problem-solving skills to:
  - plan suitable intermediate level basketball drills, activities and games according to participant's needs and characteristics
  - address participant difficulties in developing tactics and understanding game strategy
  - determine the strengths and weaknesses of the opposition and respond with appropriate tactics during a game
  - respond appropriately to changing conditions during training and game situations
  - resolve disputes related to the conduct or outcome of a game
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location

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    - monitor and evaluate short and long term progress
    - organise participants into manageable groups for intermediate basketball drills, activities and games
- analytical skills to discuss and evaluate strengths and weaknesses of opposition team, self, own team players and to monitor team progression in the use of tactics
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- teaching and coaching techniques used to detect and correct faults
- personal intermediate level tactical skills in attack and defence to to a high level of technical correctness to:
    - plan progressive skill acquisition:
    - demonstrate, explain and break down game strategy and tactical skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- regulations that apply to the use of private and public basketball facilities and gyms
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- the existence and basic aspects of occupational health and safety legislation
- risks associated with training for and playing basketball and techniques to manage these
- emergency response and rescue procedures appropriate for basketball, to ensure risk minimisation to self and group
- the complete content of endorsed standards promoted by sporting organisations
- the complete content of organisational policies and procedures for conducting coaching sessions
- the complete content of state or territory, national and international rules applicable to the game of basketball and how game strategies and tactics impact on compliant play
- the on court roles and responsibilities of all basketball positions, their interrelationships in game strategy and the tactics that apply to particular positions
- the key features of basketball related injuries, a range of physical and motor performance abilities and player fitness levels to analyse the readiness of participants to engage in progressive skills acquisition
- formats, styles for and inclusions of basic plans used by basketball coaches and the organisation in particular
- the essential features and usage of accepted best practice techniques for coaching basketball, especially those used for fault detection and correction
- the essential features and usage of teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- the essential features and usage of overarching game strategies, such as patterns of play in attack and defence, to counteract the strengths of opposition teams and maximise the strengths of own team

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- the essential features and use of team and player tactics and the use of different tactics to meet differing intermediate game conditions
- specific drills, activities and games that progressively develop skills in game strategy for teams and tactics for individual players and teams
- the key elements of psychological methods and techniques used in game preparation
- the key characteristics and use of equipment and technological aids used in the development of intermediate level tactical basketball skills
- the essential elements and appropriate use of communication systems used by players, coaches, support staff and umpires to interact during the implementation of game strategy and tactics in basketball play
- the key characteristics and use of basketball game statistics.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- conducts multiple and diverse safe drills, activities and tactical games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.
- plans and delivers precise relevant information, explanations and demonstrations to ensure all activities are conducted safely and according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop intermediate level attacking and defending tactics and game strategies
- uses basketball drills and activities in practice sessions to progress player tactical skills to game situations
- uses and modifies coaching techniques, drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance, game strategy and tactics to identify strengths, weaknesses and areas that need improvement.

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Context of and specific resources for assessment

Assessment must also ensure access to:

- resources and information regarding participants and location to accurately plan, coach and evaluate intermediate basketball drills, activities and games for a variety of participants
- basketball training and competition facilities
- equipment such as basketballs, uniforms, appropriate footwear and baskets with nets and backboards
- a group of participants to take part in intermediate level basketball sessions and games
- support staff and scorers
- umpires qualified to manage at least an intermediate level players' game
- rules of basketball
- current relevant regulations, policies, procedures and codes that apply to coaching in game strategy and tactical basketball activities.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as talking with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant rules, regulations and policies and how game strategies and tactics impact on compliant play
- observation of safe basketball coaching to an intermediate level and monitoring and adjusting activities that meet participant's needs, characteristics and responses
- evaluation of portfolios of game strategies, training session plans and self and player evaluations
- evaluation of third-party reports from coaches or umpires detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSBSB303A Teach intermediate level basketball skills

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants' needs and characteristics may relate to :

- age
- maturity for age
- preferences or protocols of different cultures, nationalities and religions
- player motivation for participation
- compatibility between players in match situations.

Game strategy may involve:

- roles of individual players in the game strategy
- patterns of play in attack and defence
- attacking systems of play
- defending systems of play
- set team plays:
  - use of space
  - concepts of width and depth
- situational plays specific to stages of match
- positions and match-ups
- identifying strengths and weaknesses of the opposition's game strategies and tactics and development of counter tactics.

Strengths and weaknesses may relate to:

- fitness components:
  - speed
  - agility
  - balance
  - endurance
  - strength
  - power
  - flexibility
  - repeated sprint ability
- height
- ability to successfully implement set team plays
- skills in attack and defence.

Tactics may involve:

- individual player tactics
- whole of team tactics

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- individual and team offence and defence
- offensive team tactics:
  - off ball and on ball screening
  - basic zone tactics-gapping zone, overloading, screening
  - offensive rebounding tactics-designated rebounders
  - basic offensive and defensive transitions-pressure release, trapping defence
- defensive team tactics:
  - man to man rotation
  - correct zone defence
  - basic half court man to man defence
- creating a lead
- back door cut
- defensive hand and foot position
- defensive footwork
- defending the dribbler
- defending the back door
- close out technique
- full court defence
- rebounding offensive transition
- player position
- ball movement
- rebounding defensive transition.
- plays to maximise weaknesses in opposition team plays
- plays to counter strengths in opposition team plays
- countering tactics to diminish or negate opposition player strengths such as double defending.

Readiness may involve:

- current knowledge of basketball game strategy
- current basketball tactical skills and knowledge of applicable rules
- emotional capability to deal with competing in a tactical game
- fitness levels and physical capabilities
- motor performance factors
- current or recurring injuries and illnesses.

Session aims and objectives may

- progressive acquisition of skills in basketball tactics and game strategy during drills,

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include:

activities and games
- improvement of individual player tactical skills
- improvement of teamwork tactical skills
- improvement of team game strategy
- improvement of player motivation and confidence in game strategy and tactics
- improvement of player fitness
- management of player injury.

Session plan may include:

- session aims and objectives
- date, time and duration
- location
- coach and participant ratios
- resources required
- equipment required
- tailored drills, activities and games designed to develop team game strategy and player tactics
- activities to progress tactical playing skills to game situations.

Regulations may relate to:

- occupational health and safety (OHS) legislation
- permits from land management authorities or local council
- authority or permission from basketball clubs or associations
- privacy legislation
- working with children checks
- environmental protection regulations.

Organisational policies and procedures may involve:

- risk management
- safety
- management of players' current or recurring injuries and illnesses
- conflict resolution
- in game communication procedure
- use, care and maintenance of equipment and court
- training and scheduling commitments
- code of ethics
- harassment-free sports policies.

Safety procedures may include:

- group management in emergency situations
- prevention, symptoms and first aid treatment of common basketball injuries
- management of players' current or recurring

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	injuries and illnesses • equipment checking and usage • court safety • safe and clear communication systems.
Drills, ***activities*** may involve:	• those described in Basketball Australia's Coaching Manuals • developing tactical skills through appropriate sequencing of skills • progressive skill acquisition in basketball tactics • progressive development of team game strategy • breaking down game strategy and tactical skills • break down drills • individual offence and defence drills • team offence and defence drills • coordinated positional plays • modifying game strategy and tactical skills • warm ups and cool downs.
Games may include:	• simulated games to develop intermediate tactical skills and game strategy • competition games • modified games to meet specific player and team needs • practice matches to develop intermediate tactical skills and game strategy.

Location may include:	• basketball courts:
	  • indoor
	  • outdoor
	• off court locations such as gyms.

Equipment may include:	• basketballs • uniforms • appropriate footwear • whistles • stop watches • cones • baskets with nets and backboards.
Resources may include:	• teaching and coaching tools • visual media equipment • food and water • first aid kit.

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Relevant information may relate to:	• the game strategy • tactics to be developed and used • tailored drills, activities and games designed to develop team game strategy and player tactics • objectives of the session • equipment and resource requirements, selection and use • responsible and safe behaviour.

Risks may include:	• collisions
	• injuries including:
	  • fractures
	  • dislocations
	  • sprains
	  • strains
	• exhaustion
	• dehydration.

Rules of basketball may include:	• local state or territory • national • international.
Communication systems may include:	• calls • hand signals • eye signals • signs • codes for different plays.
Psychological techniques may include:	• goal setting • visualisation • relaxation techniques • intrinsic motivation • motivation techniques • focusing.
Teaching and coaching techniques may include:	• demonstration • explanation • use of diagrams and drawings • focusing on the game strategy as a whole • focusing on single or multiple tactics • breaking down game strategy and tactics into components • breaking down complex tactics • breaking down drills into components • progressing through and linking tactical skills • monitoring and observing progress

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	• fault detection and correction • assessment of participants' tactical skills • providing positive reinforcement and feedback during and after drills, activities and games.
Required player knowledge may include:	• rules of basketball • ***organisational policies and procedures and those promoted by sporting organisations*** • the essential features of the game strategy • the characteristics of basketball tactics and when to use various tactics • role of player positions • basic biomechanical principles • strengths and weaknesses of opposition and own team • equipment selection, use and maintenance • communication systems used in basketball • safety and risk management.
Accepted best practice in basketball coaching may include:	• positive role modelling • good sportsmanship • preventative practice to minimise safety risks and hazards • positivity when providing feedback on player performance.
Endorsed standards may include:	• Australian Sports Commission Harassment-free Sport policy • Basketball Australia's Coaches Code of Ethics • Basketball Australia's Member Protection Policy • Basketball Australia's Junior Sport Framework • Basketball Australia anti-doping policy.
Participant's performance may include:	• use of appropriate communication systems • accuracy of skill • implementation of the overall game strategy • participation in team and individual tactics • attitude and behaviour • ability to link and use the tactics and cooperate with other team members.
Coaches and specialists may include:	• assistant coaches • speed coach • trainers • biomechanics specialist • strength and conditioning specialist.

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In-game analysis may include:	• playing statistics for own team and opposition:
	  • shooting
	  • penalties
	  • errors and turnovers
	  • interceptions
	  • number of goals scored from own centre passes
	  • number of goals scored from turnovers and interceptions
	  • rebounds
	• psychological and motivational wellbeing of players
	• strengths and weaknesses of own and opposition players.

Relevant aspects may include:	• the quality of own performance in the coaching session • effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participants' abilities • validity and reliability of coaching and assessment tools.

Unit Sector(s)

Sport

Competency Field

Basketball

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SISSCGP201A Apply legal and ethical coaching practices

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and apply legal and ethical coaching practices that comply with specific sport or activity best practice principles.

Application of the Unit

This unit applies to those coaching sessions or programs for a range of sports or activities. This may include those coaching sports such as tennis, basketball or rugby in training and or competition settings such as courts and fields.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Apply legal responsibilities to coaching.	1.1. Identify ***legal responsibilities*** according to ***sport or activity requirements***, ***participants*** and ***organisational policies and procedures***. 1.2. Analyse the application of sport or activity-specific legal responsibilities to own role as a coach. 1.3. Develop ***strategies*** to manage possible ***legal issues*** and ***risks*** associated with coaching.
2. Apply ethical responsibilities to coaching or instruction.	2.1. Identify ***ethical responsibilities*** according to sport or activity requirements, participants and organisational policies and procedures. 2.2. Analyse the application of sport or activity-specific ethical responsibilities to own role as coach or instructor. 2.3. Develop strategies to manage possible ***ethical issues*** associated with coaching or instruction.
3. Develop coaching practices.	3.1. Identify the roles and responsibilities of coaches and ***support personnel*** according to specific ***sport or activity skills*** and ***best practice principles***. 3.2. Determine ***coaching styles*** appropriate to the sport or activity and ensure interaction with participants and support personnel is professional. 3.3. Access ***relevant information*** according to organisational policies and procedures, and sport or activity ***rules***, ***policies and regulations***. 3.4. Prepare and implement ***session plans*** according to the specific skill development requirements, legal and ethical responsibilities and participant's needs and ***learning styles***. 3.5. Provide a ***model of good practice*** to participants and support personnel.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organisation skills to ensure sports or activities are structured appropriately and are compliant with legal and ethical standards
- communication and interpersonal skills to:

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  - support coaching roles and responsibilities
  - clearly convey information about skills and safety aspects
- interact with participants and support personnel in a professional and ethical manner
- literacy skills to:
  - research legal and ethical responsibilities
  - interpret relevant information and prepare session plans
- problem-solving skills to:
  - analyse the effectiveness of coaching styles and make appropriate modifications where necessary
  - anticipate and respond appropriately to non-routine situations and potential risks.

Required knowledge

- legal responsibilities and organisational policies and procedures to enable all coaching activities to be conducted safely and ethically
- sport or activity rules, policies and regulations and best practice codes and principles to support legal, ethical and professional practice
- locations or facilities to assist in the planning process and enable management of potential risks and any special restrictions that may apply
- coaching or instruction techniques and practices applicable to a range of ages and learning abilities
- principles of growth, development and learning styles to enable the selection and sequencing of appropriate activities for different needs and preferences.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • carries out coaching role in a professional manner according to organisational policies and procedures, legal and ethical standards and sport or activity-specific codes of conduct • anticipates legal and ethical issues that may arise during sport or activities, and manages these appropriately according to legal requirements and sport or activity codes of conduct • determines coaching styles appropriate to the needs

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	of participants and develops session plans according to best practice principles and specific rules, policies and regulations.
Context of and specific resources for assessment	Assessment must ensure application of legal and ethical coaching practices as they relate to the candidate's current or intended sport. Assessment must also ensure access to: • resources and information regarding legal and ethical information and organisational policies and procedures • specific sport or activity best practice principles, rules, policies and regulations, and information outlining the skills to be developed • participants to take part in the specific sport or activity • equipment and suitable location or facility to coach or instruct the sport or activity.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of legal and ethical responsibilities of a coach or instructor • observation of safe coaching activities, including management of potential legal or ethical issues • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISSCGP304A Coach junior sports players.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legal responsibilities may	• occupational health and safety

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include:

- equal opportunity
- anti discrimination
- fair trading practices
- duty of care
- negligence
- waivers and exclusion clauses
- insurance
- working with children
- mandatory reporting
- disability discrimination
- racial vilification and harassment
- racial discrimination
- privacy and confidentiality
- principles of natural justice.

Sport or activity requirements may include:

- equipment:
  - availability
  - standard
  - maintenance
- ratio of coach to participants
- provision of first aid
- facilities and location
- security:
  - participants
  - support personnel
  - environment
  - property.

Participants may include:

- experienced or inexperienced
- adults
- children
- infants
- school or youth groups
- club members and general public.

Organisational policies and procedures may include:

- occupational health and safety
- access and storage of information
- confidentiality
- conflict resolution
- communication protocols
- use and maintenance of equipment and facilities
- hygiene practices
- code of ethics.

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Strategies may include:	• elimination plans • risk management plan • adequate supervision and ratios • knowledge of participants backgrounds • record keeping • ongoing evaluation of potential issues or risks.
Legal issues may include:	• unsafe equipment • injuries • illness • unlawful behaviour of participants, coach, instructor or support personnel • suspected physical or sexual abuse • improper use of information.
Risks may include:	• sport or activity-specific injuries • illnesses • collisions • accidents • hazardous objects • insufficient supervision resulting in injury • inappropriate behaviour resulting in injury.
Ethical responsibilities may include:	• bullying • physical, verbal and sexual harassment • physical, verbal and sexual abuse • inappropriate relationships • drugs in sport • cheating • reporting ethical breaches • maintaining professional standards of behaviour • responding appropriately to participants, support personnel and parents or guardians.
Ethical issues may include:	• inappropriate behaviour of participants, coaches, instructors and support personnel • cheating • relationships between participants and coaches or instructors • bullying • dealing with non payment of fees • dealing with difficult supporters or parents.
Support personnel may include:	• administrators and managers • other coaches or instructors • assistants

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- volunteers
- sports scientists
- health professionals
- parents and guardians.

Sport or activity skills may include:

- physical or motor skills
- tactical or mental skills
- a combination of physical and tactical, forming a sequence of skills.

Best practice principles may include:

- sport or activity-specific codes of conduct and policies
- the Australian Sports Commission Coach's Code of Ethics Policy
- coaches or instructor's Codes of Conduct:
  - State Sport or Activity Education Centres
  - The National Coaching or Instructor's Accreditation Scheme
  - Sport or activity-specific national coaching or instructing organisations
- the Australian Coaching Council's Coaches Code of Conduct policy
- national sport or activity organisation regulations and guidelines
- relevant national, state, territory or local government regulations and guidelines
- employer organisation's policies and procedures
- the culture of the sport or activity
- accepted or expected preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations
- current and past good practice demonstrated by self or peers in the same or similar situation.

Coaching styles may include:

- friendly and approachable
- directive regarding not-negotiable issues
- casual
- critical friend
- motivational
- disciplinarian.

Relevant information may include:

- expectations and aspirations of participants
- numbers, ages and gender of participants
- previous experience and developmental stage of participants

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	• activity national organisation codes and rules as they apply to the range of participants • support personnel and financial resources • cultural and political influences • involvement and interest of parents • length and number of sessions • equipment • precautions and other health and safety information.
Rules**, **policies and regulations may include:	• relevant national sport or activity organisation's rules, policies and procedures • current edition of the relevant rules for a specific sport or activity.
Session plans may include:	• aims or objectives • date, time and duration • location • coach and participant ratios • resources and equipment • drills, activities, games and competitions • safety requirements.
Learning styles may include:	• auditory • kinaesthetic • visual • sensory.
Model of good practice may include:	• personal behaviours • dress • speech.

Unit Sector(s)

Sport

Competency Field

Coaching General Principles

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SISSCGP202A Reflect on professional coaching role and practice

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to evaluate personal coaching style and capacity to determine continuing developmental needs and opportunities.

Application of the Unit

This unit applies to those conducting coaching activities suited to junior sports players in a variety of sports.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Reflect on own coaching practice.	1.1. Evaluate personal coaching style and ***performance***. 1.2. Seek ***feedback*** on coaching performance from ***relevant stakeholders***. 1.3. Recognise ***factors*** affecting coaching outcomes according to ***organisational policies and procedures***. 1.4. Evaluate and reflect on feedback to identify strengths and areas for improvement.
2. Plan and manage personal development.	2.1. Seek specialist advice on training and other developmental opportunities to meet identified needs. 2.2. Review current coaching practices to identify new and emerging skills and knowledge trends. 2.3. Establish realistic goals for personal development. 2.4. Investigate and access developmental opportunities according to organisational policies and procedures, sporting bodies and professional codes of practice. 2.5. Monitor progress against a ***developmental plan***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - invite, receive and analyse feedback from key personnel
  - seek advice from specialists on developmental opportunities
  - maintain professional networks
- self management skills to:
  - assess the effectiveness of personal coaching style
  - reflect on coaching style to identify opportunities for improvement
  - implement personal professional development plan
- planning and organising skills to:
  - research information for personal and professional coaching development
  - set personal goals to address development requirements
- literacy skills to:
  - maintain current knowledge of coaching and sport-specific issues and trends
  - research coaching developmental opportunities
  - design a developmental plan.

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Required knowledge

- techniques appropriate to support self evaluation such as:
  - diary keeping
  - use of video
  - personal performance feedback
  - mentor reports
- factors that affect coaching performance including:
  - lifestyle of coach
  - coaching philosophy and values to enable effective self analysis of own coaching style and performance
- sources of information and advice on emerging coaching and sport-specific issues affecting coaching role to maintain currency of knowledge
- expectations of sporting bodies and professional codes of practice on coaches to maintain competence and undertake ongoing professional development
- opportunities and support for professional development including an understanding of organisational policies and procedures to support effective coaching practice
- methods to establish appropriate and realistic development goals and to support monitoring of progress towards achieving goals.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- reviews personal coaching performance taking account of personal experience and feedback from key personnel
- considers the impact of factors such as personal coaching philosophy, values and lifestyle on approach to coaching and reflects on coaching style to identify personal and professional development needs
- researches current developments and trends that influence coaching role
- sets appropriate developmental goals and designs, and monitors and adjusts a developmental plan and coaching techniques as required.

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Context of and specific resources for assessment	Assessment must ensure demonstration of designing, monitoring and adjusting a personal development plan over a period of time that allows the candidate to demonstrate competency and consistency of performance. Assessment must also ensure access to: • key personnel who can comment on coaching performance • specialists to give advice on training opportunities • resources appropriate to support review of own coaching performance which may include videotaped sessions • current coaching methods and initiatives.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • written or oral questioning to assess knowledge of developmental opportunities and emerging trends according to organisational requirements, sporting bodies and professional codes of practice • portfolio of self evaluations, goals and developmental plan. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISSCGP304A Coach junior sports players.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Feedback may include:	• verbal • written • video recording of session • critical questioning and review of personal performance • self reflection.

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Key personnel may include:	• players • peers • mentors • supervisor • other coaches.
Factors may include:	• coaching philosophy • values • physical, psychological and emotional • injury management • relaxation activities • diet.
Organisational policies and procedures may include:	• occupational health and safety • access and storage of information • time and budget requirements • access to professional development • communication protocols • sporting bodies policies • codes of conduct • code of ethics.
Developmental plans may include:	• identified skills, knowledge and behaviour development needs • strategies to address development needs • timeframe for short and long term options • resources required • performance measures • method and frequency of progress review.

Unit Sector(s)

Sport

Competency Field

Coaching General Principles

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SISSCGP303A Coach junior players to develop fundamental perceptual motor skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop fundamental perceptual motor skills of junior sports players as a precursor to sports coaching.

Application of the Unit

This unit applies to those conducting coaching activities suited to junior sports players in a variety of sports.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISSCGP201A Apply legal and ethical coaching practices

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Design a program to develop fundamental perceptual motor skills.	1.1. Assess ***readiness*** of junior players to inform the design of appropriate session plans. 1.2. Identify and assess ***constraints*** and ***risks*** associated with delivering the training session according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Identify and confirm ***resources*** and specific learner support requirements for the training. 1.4. Develop delivery methods and practice schedules that are appropriate to learning a physical skill and to the needs of young players.
2. Deliver program.	2.1. Select ***coaching methods*** that are appropriate to the needs of junior players and to development of physical skills. 2.2. Match coaching methods to ***junior player characteristics***. 2.3. Present, sequence and pace information according to the needs of junior players and the session timeframes. 2.4. Apply ***presentations*** and clear ***communication methods*** that are suited to the learning needs of junior players. 2.5. Observe and monitor progress and adjust activities where required according to organisational policies and procedures. 2.6. Devise skill development progression and regression activities according to the needs of individuals and groups. 2.7. Evaluate coaching program, acquired learning and personal performance to identify opportunities for improvement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organising skills to:
  - design a program with safe activities that stimulate young learners to develop fundamental perceptual motor skills

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  - identify potential constraints and risks
  - confirm resource requirements
- communication and interpersonal skills to:
  - present and pace presentations according to characteristics of junior players
  - use age-appropriate terminology to support coaching
- problem-solving skills to:
  - recognise and accommodate the needs of individual learners of different age groups and ability levels
  - maintain engagement and enthusiasm of young learners
  - apply techniques to manage inappropriate behaviour
- numeracy skills to support effective time management to deliver coaching activities within timeframes
- self management skills to:
  - reflect on personal coaching style
  - identify opportunities for improvement.

Required knowledge

- legislation and organisational policies and procedures to enable safe and appropriate conduct of all coaching activities
- perceptual motor skills required to play a selected sport
- physical, psychological and social characteristics of children and related stages for learning and coaching activities to enable the development of appropriate program
- learning principles and delivery methods appropriate to developing fundamental perceptual motor skills of junior learners
- skill development progression and regression activities suited to individuals and groups
- coaching techniques and methods of maintaining focus and engagement of learners
- behaviours and abilities of learners which may indicate learner difficulties
- session design and techniques for the recognition and resolution of inappropriate behaviours
- sport-specific equipment and resource requirements.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • selects and delivers learning activities to develop

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competency in this unit	fundamental perceptual motor skills and applies strategies to maintain engagement and enthusiasm of young players • monitors learning progress of players and modifies activities accordingly • assesses constraints and risks associated with the program and structures sessions to provide appropriate skill progression and regression to suit style of learning • delivers safe coaching according to organisational policies and procedures, relevant legislation and codes of conduct.
Context of and specific resources for assessment	Assessment must ensure design and delivery of fundamental perceptual motor skill development programs relevant to the candidate's current or intended coaching role that are of sufficient breadth to demonstrate competency and consistency of performance Assessment must also ensure access to: • a facility where the sport-specific range of coaching activities can be conducted • junior players, generally aged 4-6 years • equipment appropriate for the specific sport.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interacting with junior sports players to foster a positive learning environment • observation of delivering, monitoring and adjusting effective coaching sessions • written or oral questioning to assess knowledge of the characteristics of young learners and fundamental perceptual motor skills of the specific sport • portfolio of program plan and self evaluations. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISSCGP305A Plan coaching programs for junior sports players • SISSCGP201A Apply legal and ethical coaching practices.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Readiness may include:

- growth rates
- developmental stages
- heat tolerance and hydration
- physical ability
- social characteristics
- attention spans.

Constraints may include:

- access to industry experts, sporting facilities and equipment
- access to practice opportunities
- budget and time requirements
- numbers and groupings of players.

Risks may include:

- inappropriate facilities and or equipment
- inadequate equipment or resources
- inappropriate coaching methods.

Relevant legislation may include:

- occupational health and safety
- working with children
- duty of care
- mandatory reporting
- negligence
- waivers and exclusion clauses
- privacy.

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment and resources
- time and budget requirements
- behaviour management
- code of ethics.

Resources may include:

- specific facilities and venues
- accessibility and availability of appropriate equipment and technology.

Coaching methods may include:

- explanation and demonstration
- drills, games and other activities
- structured practice opportunities
- behaviour management

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	• progressive and regressive skill development activities • guided discovery approaches.
Junior player characteristics may include:	• age and maturity • stage of physical and psychological development and ability • preferred learning styles • level of prior experience.
Presentations may include:	• active involvement of learners • generate interest and enthusiasm • inclusive instructional practices for learners with different learning needs • appropriate to the learning styles and preferences of individuals and groups • opportunities for participant ownership of the activity.
Communication methods may include:	• tone and level of voice • terminology and language • verbal and body language • critical listening and questioning • constructive and supportive feedback.

Unit Sector(s)

Sport

Competency Field

Coaching General Principles

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SISSCGP304A Coach junior sports players

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop coaching session plans and select and apply coaching methods appropriate to the needs of junior sports players.

Application of the Unit

This unit applies to those conducting coaching activities suited to junior sports players in a variety of sports.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISSCGP201A Apply legal and ethical coaching practices

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Develop a coaching session plan for junior players.	1.1. Assess ***readiness of junior players*** to enable the design of appropriate ***coaching session plans***. 1.2. Identify and asses ***constraints*** and ***risks*** associated with delivering the coaching session. 1.3. Identify and confirm ***resources*** required for the coaching session and any specific learner support requirements. 1.4. Select delivery methods according to group and ***individual learning needs*** and ***junior player characteristics***. 1.5. Develop and document session plans according to ***relevant legislation***, ***organisational policies and procedures*** and sport-specific codes of conduct.
2. Deliver coaching sessions.	2.1. Apply ***coaching methods*** appropriate to the needs of junior players and the requirements of the skills to be developed. 2.2. Present, sequence and pace information according to the needs of junior players and the session timeframes. 2.3. Apply communication and presentation skills that are suited to the learning needs of junior players. 2.4. Analyse individual and group progress and apply appropriate corrective strategies to address ***performance issues***. 2.5. Devise skill development progression and regression activities according to the needs of individuals and groups.
3. Facilitate individual and group learning.	3.1. Establish a coaching facilitation relationship with the group using ***appropriate communication*** and ***interpersonal skills***. 3.2. Initiate relationships with and between learners to foster a positive learning environment. 3.3. Facilitate group dynamics to maintain engagement of all participants and ensure individual and group enjoyment. 3.4. Apply ***observation skills*** to monitor individual and group progress. 3.5. Recognise and manage ***inappropriate behaviour*** to maintain an effective learning environment according to relevant legislation and organisational policies and procedures.
4. Identify and	4.1. Seek ***feedback*** from ***relevant stakeholders*** on

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ELEMENT	PERFORMANCE CRITERIA
implement strategies to improve the coaching session.	quality of coaching, and areas for improvement. 4.2. Evaluate personal experience and feedback from others to identify opportunities for improvement. 4.3. Revise coaching sessions to incorporate improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to deliver engaging presentations to support coaching
- observation skills to identify learning needs and corrective strategies
- numeracy skills to deliver coaching activities within session timeframes
- problem-solving skills to:
  - identify and manage inappropriate behaviour
  - recognise and accommodate the needs and differences of learners in different age groups and with different ability levels
- literacy skills to document session plans
- self management skills to reflect on personal style and skills to identify opportunities for improvement.

Required knowledge

- learning principles and delivery methods appropriate to junior learners
- different styles of learning including:
  - auditory
  - visual
  - kinaesthetic
- activity or sport-specific knowledge including rules, technical and tactical fundamentals
- relevant legislation, organisational policies and procedures and sport-specific codes of conduct to enable safe and appropriate conduct of all coaching activities
- physical, psychological and social characteristics of children and related stages or capacity for learning or coaching activities to enable the development of appropriate session plans
- skill development progression and regression activities suited to individuals and groups
- techniques for the recognition and resolution of inappropriate behaviours to enable safe and inclusive conduct of coaching sessions

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- characteristics of behaviours and abilities which may indicate learner difficulties
- sport-specific equipment and resource requirements.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies knowledge of junior player development and related learning needs and capacities to select, implement and monitor effective coaching methods that deliver appropriate skills development • structures sessions to provide appropriate skill progression and regression for individuals and groups and monitors learning progress to provide corrective strategies • reviews and adapts the teaching of a skill in response to feedback • delivers coaching according to organisational policies and procedures, OHS and other legal requirements and sport-specific professional codes of conduct.
Context of and specific resources for assessment	Assessment must ensure planning, implementing, monitoring and reviewing multiple coaching sessions relevant to the candidate's current or intended role which are of a duration and breadth to allow the demonstration of competency and consistency of performance. Assessment must also ensure access to: • a facility where the sport-specific range of coaching activities can be conducted • junior players • equipment appropriate for the specific sport and the junior players.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interacting with junior sports players to foster a positive learning environment • observation of delivering, monitoring and adjusting

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effective coaching sessions
- written or oral questioning to assess knowledge of legislative and organisational requirements when working with junior players
- portfolio of session plans and self evaluations.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Industry has determined that this unit must be assessed with the following unit:

- SISSCGP201A Apply legal and ethical coaching practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Readiness of junior players may include:
- growth rates
- developmental stages
- heat tolerance and hydration
- physical ability
- developmental stages
- social characteristics
- attention spans.

Coaching session plans may include:
- learning outcomes
- resource requirements
- risk management strategies
- duration and focus of the session
- activities or delivery methods.

Constraints may include:
- access to industry experts
- access to sporting facilities and equipment
- access to practice opportunities
- cost of training
- available time
- scheduling
- numbers and groupings of learners.

Risks may include:
- inappropriate facilities or equipment

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	• inadequate equipment or resources • inappropriate coaching methods to suit needs and characteristics of learner or learners • inappropriate activities or instructions.
Resources may include:	• sport-specific facilities or venues • equipment • technology.
Individual learning needs may include:	• overall group learning objectives depending on previous experience and developmental stage of the player.
Junior player characteristics may include:	• age • stage of physical and psychological development and ability • maturity • preferred learning styles • level of prior experience.
Organisational policies and procedures may include:	• occupational health and safety • access and storage of information • use and maintenance of equipment • dispute resolution.
Relevant legislation may include:	• occupational health and safety • working with children • duty of care • mandatory reporting • negligence • waivers and exclusion clauses • privacy.
Coaching methods may include:	• explanation • demonstration • drills, games and other activities • structured practice opportunities • guided discovery approaches.
Performance issues may include:	• incorrect technique • lack of motivation • lack of attention.
Appropriate communication may include:	• tone and level of voice • clear and concrete presentations • appropriate terminology and language to suit age group • effective verbal and body language • critical listening and questioning skills and techniques

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	• constructive and supportive feedback.
Interpersonal skills may include:	• establishing trust • building and maintaining rapport • engaging and motivating learners • developing a sense of fun • demonstrating sensitivity to different levels of ability, diversity, disability, culture, gender and ethnic backgrounds • modelling facilitation and learning behaviours • providing encouragement and support.
Observation skills may include:	• monitoring individual and group learning progress • monitoring group and individual interactions • monitoring conflict or behavioural difficulties • monitoring learner cues about concerns or difficulties in learning • monitoring learner readiness for each learning activity.
Inappropriate behaviour may include:	• disruptive behaviour • violent or inappropriate language • verbal or physical abuse • bullying • insensitive verbal or physical behaviour towards other learners or the coach • dominant or overbearing behaviour • non-compliance with safety and other instructions.
Feedback may include:	• verbal • written • video recording of session • critical questioning and review of personal performance • self-reflection or diary.
Relevant stakeholders may include:	• players • peers.

Unit Sector(s)

Sport

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Competency Field

Coaching General Principles

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SISSCGP305A Plan coaching programs for junior sports players

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop coaching programs to outline developmental activities and delivery methods suited to junior sports players.

Application of the Unit

This unit applies to those conducting coaching activities suited to junior sports players in a variety of sports.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Establish coaching program requirements.	1.1. Identify ***learning goals*** for junior players. 1.2. Assess ***readiness*** of junior players and confirm appropriate developmental program. 1.3. Identify and assess ***constraints*** and ***risks*** associated with designing learning programs for junior players according to ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Determine ***resources*** required for delivering the coaching program. 1.5. Select delivery methods to suit group or individual learning needs and ***junior player characteristics***.
2. Develop coaching programs.	2.1. Design ***coaching programs*** that reflect player characteristics and provide appropriate sequencing of skill acquisition according to relevant legislation and organisational policies and procedures. 2.2. Document coaching programs in appropriate detail and required formats.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- language and literacy skills to document coaching programs in required detail and formats
- planning and organising skills to:
  - determine required venues and resources to provide an appropriate and safe learning environment for junior players
  - evaluate and manage risks associated with delivery of the coaching program
- problem-solving skills to:
  - develop sport-specific coaching programs with correct sequencing of learning activities that provide appropriate progression and regression
  - recognise and accommodate the needs and differences of learners in different age groups and with different ability levels
  - select coaching styles appropriate to the purpose of the coaching program and characteristics of junior players
- numeracy skills to support effective time management to structure coaching activities within available timeframes.

Required knowledge

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- physical, psychological and social characteristics of children and related stages for learning and coaching activities to enable the development of appropriate coaching programs
- appropriate sequencing of skill development progression and regression activities across coaching sessions suited to individuals and groups
- structure of coaching sessions
- learning principles and delivery methods appropriate to junior learners
- activity or sport-specific knowledge including rules, technical and tactical fundamentals
- sport-specific equipment and resource requirements constraints and options
- documentation and recording systems
- legislation and organisational policies and procedures to enable safe and ethical coaching programming.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • designs and documents multi-session coaching plans to meet the diverse needs of junior sports players • applies knowledge of junior player's physical and psychological development stage and related learning needs or capacities • assesses constraints and risks associated with developing coaching programs for junior players • plans coaching programs and methods to deliver appropriate sequencing of skills that are consistent with professional codes of conduct.
Context of and specific resources for assessment	Assessment must ensure design of coaching programs relevant to the candidate's current or intended role that are of sufficient breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • information on junior sports players, characteristics and learning goals • coaching program templates or formats.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written or oral questioning to assess knowledge of organisational policies and procedures and legislative requirements when planning for junior players
- portfolio of coaching programs and documentation
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSCGP202A Reflect on professional coaching role and practice.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Learning goals may include:

- social
- psychological
- physical.

Readiness may include:

- growth rates
- developmental stages
- heat tolerance and hydration
- physical ability
- developmental stages
- social characteristics
- attention spans and motivation.

Constraints may include:

- access to industry experts
- access to sporting facilities and equipment
- access to practice opportunities
- cost of training
- time required
- scheduling
- numbers and groupings of players.

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Risks may include:	• inappropriate facilities or equipment • inadequate equipment or resources • inappropriate coaching methods to suit needs and characteristics of learner or learners • inappropriate activities and instructions.
Relevant legislation may include:	• occupational health and safety • working with children • duty of care • mandatory reporting • negligence • waivers and exclusion clauses • privacy.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment and resources • time and budget requirements • sporting bodies policies • codes of conduct • code of ethics.
Resources may include:	• sport-specific facilities or venues • equipment • technology • coaches.
Junior player characteristics may include:	• age and maturity • physical and psychological development • ability • preferred learning styles • level of prior experience.
Coaching programs may include:	• learning outcomes and goals • sequencing of sessions • resource requirements • risk management strategies • duration and focus of sessions • player's characteristics and needs • long and medium term learning objectives.

Unit Sector(s)

Sport

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Competency Field

Coaching General Principles

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SISSCGP306A Customise coaching for special needs groups

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify the needs of special needs groups such as athletes with a disability or mature aged athletes, customise inclusive teaching and coaching practices to involve special needs groups and review and adapt coaching outcomes.

Application of the Unit

This unit applies to those operating as a coach at a regional, state or territory level who works or intends to work with special needs groups such as athletes with a disability or mature aged athletes.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISSCGP201A Apply legal and ethical coaching practices

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Consult with athletes to determine special needs.	1.1. Identify athlete's ***needs*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Liaise with family where appropriate and other relevant ***support personnel*** to confirm requirements of individual ***athletes with special needs***. 1.3. Identify ***factors*** that may affect the acquisition of required skills of ***athletes with special needs***. 1.4. Identify and confirm ***activity specific modifications*** as required. 1.5. Assess athlete's ***functional ability*** and readiness to acquire and perform the activity-specific skills.
2. Plan coaching session to include special needs groups.	2.1. Assess current teaching methods and ***coaching or instructional styles to determine suitability for athletes with special needs***. 2.2. Select and or adapt teaching methods and ***coaching or instructional styles*** to match the athlete's special needs and readiness to acquire and perform the activity specific skill or skills. 2.3. Identify and access additional ***resources*** required to develop and perform the activity-specific skill or skills. 2.4. Adapt resources as appropriate for athletes with special needs according to organisational policies and procedures. 2.5. Assess and plan for levels of support or care required by athletes with special needs where appropriate.
3. Deliver coaching session to include special needs groups.	3.1. Deliver relevant information and demonstrations to teach or develop specific skills to athletes with special needs according to organisational policies and procedures. 3.2. Conduct drills, activities and games to teach or develop the skills of ***athletes with special needs according to organisational policies and procedures***. 3.3. Adapt ***communication techniques to meet the needs of athletes with special needs***. 3.4. Emphasise and ***monitor*** participation in mainstream teams or groups while adjusting or refining skills on an individualised basis. 3.5. Implement the safety and medical considerations of

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ELEMENT	PERFORMANCE CRITERIA
	the athlete's specific need as appropriate. 3.6. Monitor the ***teaching method*** and ***coaching or instructing style*** in relation to athletes with special needs and make adjustments. 3.7. Provide ***feedback*** to the ***athlete*** and other ***support personnel*** according to the ***best practice principles of the sport or activity***.
4. Evaluate coaching session.	4.1. Seek and acknowledge feedback from athletes and support personnel. 4.2. Develop ***evaluation criteria*** and analyse all relevant components of the session against the criteria. 4.3. Identify areas where session could be improved to better meet the needs of athletes with special needs and ways of obtaining this improvement. 4.4. Document and implement ***modifications*** to ***teaching methods***, coaching styles and activities in response to results of the ***evaluation***. 4.5. Review own performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - build rapport with athletes with special needs
  - liaise with supporting personnel
  - deliver coaching sessions to athletes with special needs
  - seek feedback on coaching sessions
- problem-solving skills to:
  - adapt teaching methods and coaching styles to include athletes with special needs
  - evaluate sessions and make modifications to improve outcomes for athletes with special needs
- planning and organising to resource and plan coaching sessions according to the needs, abilities and risk factors of athletes with special needs including adapting equipment as required
- self management skills to review and reflect on own work.

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Required knowledge

- relevant legislation and organisational policies and procedures to enable safe, non-discriminatory and inclusive coaching practices for athletes with special needs
- relevant activity or sport-specific knowledge to enable effective planning for the development of relevant skills
- assistive devices or equipment for athletes with special needs to enable customisation of coaching
- principles of inclusive learning and participation to enable athletes with special needs to access and make decisions regarding their participation in mainstream coaching sessions
- factors that may affect the ability of athletes with special needs to acquire relevant skills to enable these to be addressed in the planning and delivery of coaching sessions
- teaching methods and coaching styles to facilitate the development of relevant skills for athletes with special needs
- classification systems to enable equitable competition among athletes with similar functional ability or medical conditions where appropriate.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies inclusive and non-discriminatory coaching practices and adapts coaching styles and resources to encourage athlete participation and interaction using communication strategies appropriate to the specific needs of the athletes
- conducts and monitors coaching sessions for athletes with special needs that take into consideration the readiness of the athlete to develop the required skills and other factors and reviews and adapts the teaching of a skill in response to feedback
- maintains group control to ensure the safety and enjoyment of the individual athlete and group, and a satisfactory outcome to the experience
- evaluates and reflects on own work performance to identify ways in which coaching outcomes can be improved.

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Context of and specific resources for assessment	Assessment must ensure demonstration of the resourcing and delivery of multiple coaching sessions specific to the special needs of athletes relevant to the candidate's current or intended work role of sufficient duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an environment or facility appropriate to the activity specific coaching session • athletes with special needs relevant to the candidate's current or intended work situation • equipment and resources required for the delivery of the coaching session including venues, support staff, equipment and materials • documentation such as relevant legislation and organisational policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interaction with a range of athletes with special needs and support personnel, including collecting information about athlete's needs, delivering and adapting coaching sessions and seeking feedback • observation of dealing with contingencies such as difficulty maintaining group control • oral or written questioning to assess knowledge of factors that may affect the ability of athletes with special needs to acquire relevant skills • third-party reports from a supervisor detailing appropriate work performed by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISXCAI303A Plan and conduct sport and recreation sessions • relevant sport-specific unit or units of competency.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Needs may include:

- medical considerations
- safety considerations
- levels of support and care
- physical considerations
- cultural considerations
- social considerations.

Relevant legislation may include:

- occupational health and safety
- equal opportunity
- anti discrimination
- privacy
- duty of care.

Organisational policies and procedures may include:

- resource allocation
- space allocation
- occupational health and safety
- storage and use of information
- best practice principles for the sport:
  - the sport or activity's Coach's or Instructor's Code of Conduct policy
  - the Australian Sports Commission Coach's Code of Ethics policy
  - national activity organisation regulations and guidelines
  - the culture of the sport or activity
  - sport-specific or medically based classification systems.

Support personnel may include:

- administrators
- other coach or coaches
- sports scientists
- sports medicine providers
- agents
- parents or guardians.

Athletes with special needs may include:

- mature aged athletes
- sensory impaired
- vision impaired
- deafness or hearing loss
- cerebral palsy

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- spina bifida
- birth deformity
- spinal cord injury
- amputation
- head injuries
- intellectual disability
- psychological disorder.

Factors may include:

- type of disability
- aging processes
- range of movement
- safety factors
- recovery techniques
- social characteristics
- participation versus competitive motivations
- previous experience and understanding
- cognitive factors
- cultural values
- religious beliefs
- communication strategies
- level of literacy and numeracy.

Activity specific modifications may include:

- reduced court dimensions
- rule modifications
- introduction of zones
- scoring modifications.

Functional ability may include:

- sight
- hearing
- movement
- interpretation of instructions
- interpretation of demonstrations.

Coaching or instructional styles may include:

- informal when appropriate
- mentoring
- whole, part, whole approaches
- shaping approaches
- modelling approaches
- command and response approaches
- directive approaches through specific set tasks
- reciprocal or peer tutoring approaches
- feedback and refinement approaches
- guided discovery approaches
- experiential or problem solving approaches.

Resources may include:

- equipment

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	• materials • indoor or outdoor facilities • assistive devices.
Communication techniques may include:	• verbal • visual • tactile.
Monitoring may include:	• questioning and discussion • observations • cross referencing with session or program objectives • ongoing functional assessments of skill performance, physical performance and athlete wellbeing • consultation with other personnel or specialists.
Modifications may include:	• communication style • coaching style • duration or type of activities.

Unit Sector(s)

Sport

Competency Field

Coaching General Principles

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SISSCGP307A Implement selection policies

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to utilise selection criteria and policies to make selection decisions in consultation with relevant personnel for a team or group in specific sporting areas and or activities. It focuses on conveying selection criteria and policy to potential candidates, compiling selection data for potential candidates and applying organisational selection policies.

Application of the Unit

This unit applies to those working autonomously and within supervisory roles in a sport and recreation environment at a local, state or national level. It applies to personnel who are responsible for planning and conducting coaching programs for athletes in a sport-specific training and or competition setting including schools and local sporting clubs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify selection requirements.	1.1. Identify the ***selection criteria*** and ***policies and procedures*** of the activity, club or organisation. 1.2. Explain selection policies and procedures to potential ***candidates*** using ***communication approaches*** appropriate to their needs. 1.3. Check candidates' understanding of selection policies and procedures using appropriate approaches and encourage them to clarify information. 1.4. Encourage potential candidates to seek advice and support from relevant sources.
2. Compile selection data on candidates.	2.1. Identify ***selection data*** required ***according to organisational selection policy and criteria***. 2.2. Research selection data ***according to selection policy and criteria***. 2.3. Select ***methods for testing and assessing*** candidates according to sport or activity requirements. 2.4. Analyse and document ***selection data according to selection policies and procedures in consultation with candidate***. 2.5. Present selection data to the selection panel according to selection policies and procedures.
3. Implement selection policy.	3.1. Identify responsibilities of selection panel members according to the selection policy and ***relevant legislation***. 3.2. Analyse selection guidelines according to selection procedures and ***in consultation with panel members***. 3.3. Select team or group members according to selection criteria and policy of the activity, club or organisation and relevant legislation. 3.4. Communicate and document team or group selections according to documented notification procedures. 3.5. Implement ***initiatives*** to support unsuccessful candidates in consultation with appropriate personnel. 3.6. Make recommendations for consideration in the review of selection policies and procedures.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - build rapport with candidates
  - convey information and confirm understanding of selection policies and procedures
  - consult and deliberate with panel members
  - notify successful candidates, and provide constructive feedback to unsuccessful candidates
- language and literacy skills to research, analyse and document selection data and selection for candidates
- problem-solving skills to:
  - objectively and ethically apply selection criteria
  - evaluate candidates to select appropriate applicants
  - identify and address problems and issues in the implementation of selection policies
  - make recommendations for adjustments to meet changing requirements in the sport or activity
- planning and organising skills to follow procedures for the effective implementation of selection policies and procedures within required timeframes.

Required knowledge

- organisation's selection objectives, criteria and policy to enable sound decision making
- regulations and guidelines such as eligibility requirements that impact on selection of athletes for the relevant sport or activity to enable fair application of selection policies
- expected levels of performance for the activity or event to inform the application of selection policies and procedures
- relevant legislation to enable the selection procedure to be conducted with integrity and rigour
- organisational roles and responsibilities of key people and communication channels in relation to selection of candidates to enable the efficient exchange and referral of information
- conflict resolution strategies to enable appropriate responses to selection disputes.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • utilises knowledge of selection objectives to implement selection policies and procedures that comply with organisational and specific sport objectives and requirements, relevant legislation and ethical requirements • selects and adapts communication strategies appropriate to the information needs of candidates to convey information about selection policies within relevant timeframes • assesses candidate performance using appropriate methods and researches and compiles data that is current and objectively addresses selection criteria • works effectively with panel members to objectively evaluate data against selection criteria to come to a negotiated agreement and documents agreed outcomes • applies contingency management techniques to deal with a range of problems and issues that may arise during implementation of selection policies and procedures such as ethical issues and dilemmas.
Context of and specific resources for assessment	Assessment must ensure participation in selection activities that involve interactions with candidates and panel members to demonstrate competency and consistency of performance. Assessment must ensure access to: • a sport-specific training or competition setting • potential candidates and resources such as a selection panel to implement selection policies and procedures • sources of information about requirements of specific sports and activities in relation to selection criteria • current organisational and sport-specific selection policies and procedures and relevant legislation that impact on the implementation of these.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interaction with candidates to provide information about selection criteria, policies and

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procedures
- observation of participatory consultation with selection panel members to apply selection policies and procedures in selecting a team or group
- oral or written questioning on relevant legislation impacting on the implementation of selection policies and procedures
- third-party reports from a supervisor detailing work performance
- portfolio containing evidence of research, analysis and documentation of candidate data to support selection.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSCGP201A Apply legal and ethical coaching practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Selection criteria may include:
- citizenship
- age
- membership of sport-specific associations
- past performances
- current and potential future performance
- experience
- skill
- technical ability
- personal profile
- availability
- physical attributes
- attitude and behaviour.

Policies and procedures may include:
- codes of conduct
- duty of care
- confidentiality.

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Candidates may include:	• athletes:
	  • beginner through to high performance level competitors
	  • athletes under 16 years of age who require parent or guardian consent prior to being included in a training program
	  • female or male athletes
	  • athletes with a disability or special needs
	  • athletes from minority, ethnic and cultural groups
	• officials.

Communication approaches may include:	• discussions • information sessions • presentations.
Selection data may include:	• age • sporting achievements • time trials.
Organisational selection policy may include:	• policy principles • composition of selection panels • roles and responsibilities for selection • conflict of interest • timeframes to which selection criteria applies • procedures for application of selection criteria • feedback mechanisms and timeframes for successful or non-successful candidates • procedure for notification of selection or non-selection • appeal rights and processes • overriding factors and extenuating circumstances • breaches of conduct • resolution of disputes • record keeping requirements.
Methods for testing and assessing may include:	• time trials • performance.
Relevant legislation may include:	• equal opportunity • privacy • working with children.
Initiatives may include:	• improvement strategies • additional skills development opportunities.

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Unit Sector(s)

Sport

Competency Field

Coaching General Principles

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SISSCGP308A Provide drugs in sport information

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide information about performance enhancing and prohibited drugs to athletes and implement strategies to assist athletes to effectively address those issues according to legislative and sport-specific regulations.

Application of the Unit

This unit applies to those working autonomously and within supervisory roles in a sport and recreation environment. It applies to personnel who are responsible for coaching athletes in a sport-specific training or competition setting. This includes providing in competition assistance to athletes and supporting their psychological preparation. It also applies to those in roles such as sport development officers and competition managers or coordinators.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse information.	1.1. Identify ***drugs in sport issues*** relevant to the sporting activity or area. 1.2. Collect and analyse relevant and current ***information*** from a range of sources. 1.3. Identify ***personnel*** and ***resources*** available to assist ***athletes*** with ***drugs in sport issues***. 1.4. Assess ***athlete's*** information needs in relation to drugs in sport. 1.5. Maintain and update information on drugs in sport issues.
2. Provide information to athletes.	2.1. Present information to athletes in a style appropriate to the coaching setting. 2.2. Use appropriate activities and learning experiences to deliver information. 2.3. Encourage ***athletes*** to clarify information. 2.4. Confirm athlete's understanding of drug issues using appropriate ***approaches***.
3. Develop and implement strategies to assist athletes.	3.1. Consult with athletes to develop ***strategies*** to assist them to address ***drugs in sport issues***. 3.2. Assist ***athletes*** to implement agreed ***strategies according to organisational policies and procedures***. 3.3. Review effectiveness of strategies in consultation with athletes. 3.4. Adjust strategies to better assist athletes to address drug issues in the relevant sport.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - build rapport with athletes
  - convey information about performance enhancing and prohibited drugs to athletes

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  - negotiate appropriate strategies with athletes to address drug issues in sport
  - seek feedback on the effectiveness of strategies
- language and literacy skills to access and interpret information on key drug issues relevant to the appropriate sport
- problem-solving skills to assess effectiveness of strategies to address drug issues and modify accordingly.

Required knowledge

- national and international anti-doping codes to enable accurate and current information to be conveyed to athletes
- classes of banned and restricted drugs to enable the communication of current information to athletes
- organisational policies and procedures to enable athletes to implement strategies regarding drugs in sport in a professional and supported manner
- short and long term physical and psychological effects of drugs on the human body
- information sources regarding drugs in sport to enable understanding of rights and responsibilities in relation to drugs in sport and to maintain currency of knowledge
- drug testing procedures and protocols and sources of current information to maintain currency and accuracy of knowledge
- available support services in order to convey information to assist athletes with drugs in sports issues
- strategies to assist athletes to address drugs in sport issues.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • acquires, selects and adapts information in relation to drugs in sport issues to develop and maintain professional knowledge for own sporting area and to meet coaching obligations • selects and adopts communication strategies appropriate to the information needs of athletes to convey information clearly and accurately regarding drugs in sport issues • consults with athletes to develop, implement and review strategies to support them with these issues in a coaching setting

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- develops a rapport with athletes and encourages them to clarify information and access supporting resources.

Context of and specific resources for assessment

Assessment must ensure presentation of comprehensive and current information relevant to the sports the candidate coaches or intends to coach to demonstrate competency and consistency of performance

Assessment must also ensure access to:

- a sport-specific training or competition setting
- elite athletes
- sources of information about drugs in sport issues.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of consultation with athletes to identify and review strategies to support them with drugs in sport issues
- oral or written questioning to assess knowledge of key drugs in sports issues for specific sport
- portfolio of research and presentations on sport-specific drugs in sport issues
- third-party reports from coaches or other support staff detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Drugs in sport issues may include:

- banned and restricted drug classes
- drug testing procedures and protocols
- deliberate use of drugs
- inadvertent use of drugs
- social drug use
- ethical implications
- health effects of banned substances

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- hearings and sanctions
- therapeutic use of banned drugs
- athlete's rights and responsibilities
- herbal medications and supplements
- domestic versus international drug testing procedures and policies.

Information may include:

- anti-doping policies and codes:
  - the world anti-doping code (WADA)
  - Australian sports anti-doping authority (ASDA)
  - sport-specific requirements
- drug testing procedures
- professional advice available on drugs in sport
- classification of major drugs in relation to their legal status
- short term and long term effects on the human body
- classification of drugs as either banned or permitted in sport
- physical and psychological effects of banned and restricted drugs
- athlete's legal and ethical responsibilities.

Personnel may include:

- administrators
- other coach or coaches
- sports scientists
- sports medicine providers
- agents
- parents or guardians.

Resources may include:

- sporting bodies
- sponsors
- coaches
- government bodies
- support services.

Athletes may include:

- beginner through to high performance level competitors
- athletes under 16 years of age who require parent or guardian consent prior to being included in a training program
- female or male athletes
- athletes with a disability or special needs
- athletes from minority, ethnic and cultural groups.

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Approaches may include:	• discussions • open questions.
Strategies may include:	• educational programs • use of drugs in sport information services such as Australian Sports Anti-Doping Authority (ASADA) • intervention strategies • development of ethical codes and policies • development of alternative strategies to legally enhance performance.
Organisational policies and procedures may include:	• codes of conduct • duty of care • confidentiality.

Unit Sector(s)

Sport

Competency Field

Coaching General Principles

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SISSCGP309A Develop nutritional strategies

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to enable coaches to develop strategies to support their athletes to apply the principles and practices of nutrition to achieve peak performance in the relevant sporting activity.

Application of the Unit

This unit applies to those working autonomously and within supervisory roles in a sport and recreation environment. It applies to personnel who are responsible for coaching athletes in a sport-specific training or competition setting.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Analyse information.	1.1. Collect and analyse relevant and current information from a range of ***sources*** in relation to the ***principles of nutrition for performance***.
	1.2. Identify ***support personnel*** and ***resources*** available to assist ***athletes*** with nutritional issues.
	1.3. Assess ***athlete's*** information needs in relation to nutrition for peak performance in relevant sporting activity.
	1.4. Maintain and update information on nutrition for performance.
2. Liaise with nutritional support personnel.	2.1. Select appropriate nutritional support personnel to assist athletes.
	2.2. Consult with nutritional support personnel to identify the specific ***nutritional requirements for peak performance in the sporting activity***.
	2.3. Identify ***nutritional practices to enhance peak performance*** in the sporting activity.
3. Provide information to athletes.	3.1. Assess nutrition needs and preferences of ***athletes*** in relation to sporting activity.
	3.2. Inform ***athletes*** of the nutritional requirements for peak performance in the relevant sporting activity.
	3.3. Present information to athletes in a style appropriate to the needs of the athletes and the coaching setting.
	3.4. Use appropriate activities and learning experiences to deliver information.
	3.5. Check understanding of athletes regarding nutritional requirements for peak sporting performance using appropriate ***approaches*** and encourage ***athletes*** to clarify information.
	3.6. Encourage athletes to seek advice and support from identified nutritional support personnel.
4. Assist athletes to implement nutritional practices.	4.1. Select implementation ***strategies to enhance peak performance*** in the sporting activity in consultation with the ***athlete*** and nutritional support personnel.
	4.2. Assist and support ***athletes*** to implement selected strategies in training and competition ***according to organisational policies and procedures***.
	4.3. Monitor implementation of nutritional practices during training or competition ***according to organisational policies and procedures***.
	4.4. Identify ***symptoms*** associated with possible

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ELEMENT	PERFORMANCE CRITERIA
	nutritional deficiencies and eating disorders.
	4.5. Refer ***athletes*** who have symptoms of ***nutritional deficiencies and eating disorders*** to nutritional support personnel for treatment.
5. Evaluate the effect of nutritional practices on the performance of athletes.	5.1. Analyse the performance of ***athletes*** in competition situations.
	5.2. Assess the effect of ***nutritional practices on performance*** in the activity or sport in consultation with the ***athlete*** and nutritional support personnel.
	5.3. Adjust nutritional practices to better assist athletes to achieve peak performance in the activity in consultation with the ***athlete*** and nutritional support personnel.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - build rapport with athletes and support personnel
  - access, analyse and convey information about the principles and practices of nutrition for peak performance to athletes
  - negotiate appropriate strategies to enhance peak performance with athletes and seek feedback on their effectiveness
- language and literacy skills to access and interpret information on the principles of nutrition for peak performance relevant to the appropriate sport
- problem-solving skills to:
  - assess effectiveness of nutritional practices to enhance performance and to modify accordingly
  - recognise nutritional issues and refer these to appropriate support personnel.

Required knowledge

- nutritional guidelines to enable the provision of accurate information about the principles and practices of nutrition for peak performance to athletes
- five food groups in order to assist athletes to identify and balance nutritional requirements for peak performance
- principles and practices of nutrition for peak performance relevant to specific activity or sport to enable appropriate advice and support to be provided to athletes in specific settings

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- training and competition diets and dietary nutrients in order to advise athletes on correct eating for optimal performance
- organisational policies and procedures to enable athletes to implement strategies regarding nutritional practices in a professional and supported manner
- nutritional supplementation principles in order to assist athletes to develop appropriate supplements to their diets
- body weight monitoring methods in order to assist athletes to monitor their weight effectively
- safe weight loss and weight gain principles in order to support athletes to adopt principles of nutrition to gain and maintain a weight for peak performance
- principles of hydration and fluid replacement practices in order to correctly advise athletes to maximise performance
- information sources regarding principles and practices of nutrition for peak performance.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • acquires, selects and adapts information on nutritional principles and practices to develop and maintain professional knowledge for own sporting area • works with support personnel to identify nutritional requirements for sport-specific peak performance and selects and communicates information appropriate to the needs of athletes • consults with athletes and support personnel to develop, implement and review strategies to enhance peak performance and to support them in a coaching setting • monitors nutritional practices of athletes and refers issues of nutritional deficiencies to appropriate support personnel.
Context of and specific resources for assessment	Assessment must ensure interaction with a range of athletes specific to the candidate's current or intended coaching role to demonstrate competency and

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consistency of performance.

Assessment must also ensure access to:

- a sport-specific training or competition setting
- athletes and support personnel
- sources of information about nutritional principles and practices for peak performance
- current organisational policies and procedures that impact on implementation of nutritional practices for peak performance.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with athletes and support personnel including discussions and implementation of nutritional practices for peak performance
- observation of consultation with athletes to review strategies to support them to apply nutritional practices to achieve peak performance
- oral or written questioning to assess knowledge of the principles of nutrition for peak performance
- third-party reports from coaches or other support staff detailing examples of interactions and discussions with athletes and support personnel such as the implementation of strategies to support athletes with nutrition.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

- relevant sport-specific coaching units of competency.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources may include:

- sporting bodies
- sponsors
- other coaches
- government bodies

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	• support services • multimedia • information kits.
Principles of nutrition for performance may include:	• basic nutritional guidelines • five food groups • balanced diets • fluid replacement and hydration • heat injury • training and competition diets • eating disorders • weight management.
Support personnel may include:	• sports psychologists • nutritionists • administrators • other coaches • sports scientists • sports medicine providers • other health professionals • parents or guardians.
Resources may include:	• sporting bodies • sponsors • coaches • government bodies • support services.
Athletes may include:	• beginner through to high performance level competitors • athletes under 16 years of age who require parent or guardian consent prior to being included in a training program • female or male athletes • athletes with a disability or special needs • athletes from minority ethnic and cultural groups.
Nutritional requirements for peak performance may include:	• pre-event meals and hydration • food and fluid intake during the event • food and fluid intake after the event • long term nutrient and fluid requirements.
Nutritional practices to enhance peak performance may include:	• consumption of particular foods • exclusion of particular foods • use of nutritional supplements • use of sports drinks for fluid replacement • weight loss and gain.

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Approaches may include:	• discussions • open questions.
Strategies may include:	• educational programs • eating plans • intervention strategies • development of ethical codes and policies.
Organisational policies and procedures may include:	• codes of conduct • duty of care • confidentiality • occupational health and safety.
Symptoms may include:	• fatigue • loss of endurance • increase in occurrences of colds and infections • irritability.
Nutritional deficiencies and eating disorders may include:	• vitamin deficiencies • anorexia nervosa • bulimia • obesity • dehydration.

Unit Sector(s)

Sport

Competency Field

Coaching General Principles

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SISSCGP310A Support athletes to adopt principles of sports psychology

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to enable coaches to support their athletes to apply the principles of sports psychology to their specific sporting activity. It focuses on assisting athletes to implement and evaluate psychological approaches to optimise their sporting performance.

Application of the Unit

This unit applies to those working autonomously and within supervisory roles in a sport and recreation environment. It applies to personnel who are responsible for coaching athletes in a sport-specific training or competition setting.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse information.	1.1. Access and analyse relevant and current information from a range of sources on the application of ***principles of sports psychology for peak sporting performance***. 1.2. Identify ***support personnel and resources*** available to assist ***athletes*** with sport psychology issues. 1.3. Assess ***athlete's*** information needs in relation to ***psychological approaches to enhance peak performance*** in relevant sporting activity. 1.4. Maintain and update information on psychological approaches for peak performance.
2. Liaise with sports psychology support personnel.	2.1. Select appropriate psychological support personnel to assist athletes. 2.2. Consult with sport psychology support personnel to identify specific psychological approaches for peak performance in the sporting activity.
3. Provide information to athletes.	3.1. Assess individual psychological needs and preference of athletes in relation to the sporting activity according to ***organisational policies and procedures***. 3.2. Explain psychological approaches for peak performance in the relevant sporting activity to ***athletes***. 3.3. Present information to athletes in a style appropriate to the needs of the athletes and the coaching setting. 3.4. Check understanding of athletes regarding psychological approaches for peak sporting performance using appropriate ***approaches*** and encourage ***athletes*** to clarify information. 3.5. Clarify with the ***athletes***, the role of the ***support personnel***, including personnel who are experts in the field of sports psychology. 3.6. Encourage athletes to seek advice and support from selected sport psychology support personnel.
4. Assist athletes to implement psychological approaches.	4.1. Select implementation strategies to ***enhance peak performance*** in the activity in consultation with the ***athlete*** and sport psychology ***support personnel***. 4.2. Support ***athletes to*** implement selected strategies in training and competition ***according to***

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ELEMENT	PERFORMANCE CRITERIA
	organisational policies and procedures.
	4.3. Monitor implementation of psychological approaches during training or competition ***according to organisational policies and procedures***.
	4.4. Identify possible psychological ***symptoms*** that act as barriers to enhanced performance.
	4.5. Refer ***athletes*** who have psychological symptoms ***to psychology*** support personnel for treatment.
5. Evaluate the effect of psychological approaches.	5.1. Analyse the performance of ***athletes*** in competition situations against expected performance.
	5.2. Evaluate the effect of ***psychological approaches on performance*** in the activity in consultation with the ***athlete*** and psychology support personnel.
	5.3. Adjust psychological approaches to better assist athletes to achieve peak performance in the activity in consultation with the ***athlete*** and psychology support personnel.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - build rapport with athletes and support personnel
  - access, analyse and convey information about sport psychology principles and approaches for peak performance to athletes using appropriate communication techniques
  - negotiate appropriate strategies to achieve peak performance with athletes and seek feedback on the effectiveness of strategies
- language and literacy skills to access and interpret information on sport psychology principles and approaches for peak performance relevant to the appropriate sport
- problem-solving skills to:
  - assess effectiveness of psychological approaches to enhance performance and to modify accordingly
  - recognise psychological barriers to enhanced performance and refer the athlete to support personnel.

Required knowledge

- psychological approaches and techniques such as mental rehearsal, goal setting and

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self control strategies to assist athletes to prepare psychologically for competition and to enhance performance in a sporting event
- organisational policies and procedures to enable athletes to implement psychological approaches to enhance performance in a professional and supported manner
- motivational techniques to assist athletes to prepare psychologically for a sporting event
- psychological barriers to enable these to be recognised and addressed
- information sources regarding psychological approaches for peak performance to enable accuracy and currency of knowledge to be conveyed to athletes.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • acquires, selects and adapts information in relation to sports psychology principles and approaches for optimal performance to develop and maintain professional knowledge for own sporting area • works with support personnel to identify sport-specific psychological approaches for peak performance and selects and adopts communication strategies appropriate to the information needs of athletes • consults with athletes and support personnel to develop, implement and review psychological approaches to support them in a coaching setting • monitors psychological approaches of athletes and refers psychological barriers to appropriate support personnel.
Context of and specific resources for assessment	Assessment must ensure participation in multiple interactions with athletes and support personnel that involve the provision and discussion of information and the implementation, monitoring and review of psychological approaches to enable optimal performance to demonstrate competency and consistency of performance. Assessment must also ensure access to:

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- a sport-specific training or competition setting
- athletes and sports psychology support personnel
- sources of information about sports psychology principles and approaches for peak performance
- current organisational policies and procedures that impact on the implementation of psychological approaches for peak performance.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with athletes and sport psychology support personnel including discussions and implementation of psychological approaches for peak performance
- observation of consultation with athletes to review strategies to support them to apply psychological approaches to achieve peak performance
- oral or written questioning to assess knowledge of the principles of sports psychology
- third-party reports from coaches or other support staff detailing examples of interactions and discussions with athletes and support personnel such as the implementation of strategies to support athletes with sports psychology.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Relevant sport specific coaching units of competency.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Principles of sports psychology for peak sporting performance may include:

- establishing mental routines
- motivation
- stress management.

Support personnel may include:

- sports psychologists
- nutritionists

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- administrators
- other coaches
- sports scientists
- sports medicine providers
- other health professionals
- parents and guardians.

Resources may include:

- audiovisual
- multimedia
- information kits.

Athletes may include:

- beginner through to high performance level competitors
- athletes under 16 years of age who require parent or guardian consent prior to being included in a training program
- female or male athletes
- athletes with a disability or special needs
- athletes from minority ethnic and cultural groups.

Psychological approaches to enhance peak performance may include:

- mental rehearsal
- goal setting
- self control, arousal and anxiety techniques
- relaxation techniques
- visualisation
- self-talk
- stress management
- time management
- intrinsic and extrinsic motivation
- concentration.

Organisational policies and procedures may include:

- codes of conduct
- duty of care
- confidentiality
- occupational health and safety.

Approaches may include:

- discussions
- open questions.

Symptoms may include:

- loss of concentration
- loss of motivation
- consistent under performance
- aggressiveness.

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Unit Sector(s)

Sport

Competency Field

Coaching General Principles

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SISSCGP411A Work with officials

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to consult with sports officials to develop and maintain an effective working relationship in relation to sporting activities or competition.

Application of the Unit

This unit applies to personnel who coach or train athletes in a sport-specific training or competition setting and those who work in sports development roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Develop strategies to promote effective working relationships with officials.	1.1. Identify key ***officials*** for the relevant sporting activity or competition. 1.2. Consult with officials to plan ***strategies*** to resolve key ***competition or activity issues*** according to ***organisational policies and procedures***. 1.3. Select methods for implementing ***strategies*** according to organisational policies and procedures. 1.4. Identify communication techniques which are appropriate to the needs of ***officials*** and the competition or activity.
2. Implement strategies to develop working relationships with officials.	2.1. Communicate with ***officials*** to establish the most relevant ***strategies*** for the situation. 2.2. Implement ***strategies*** in activity-specific setting according to organisational policies and procedures. 2.3. Maintain working relationships with officials according to organisational policies and procedures.
3. Evaluate relationships with officials.	3.1. Consult with officials to assess the effect of the ***strategies*** in facilitating effective relationships with officials. 3.2. Make modifications to the ***strategies*** in consultation with ***officials*** and ***athletes***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with officials to develop and assess strategies to build rapport
  - resolve activity or competition issues professionally
- use communication techniques appropriate to the needs of officials
- problem-solving skills to identify issues in relationships with officials and implement measures to improve working relationships.

Required knowledge

- organisational policies and procedures to enable the development of effective relationships and professional conduct of competitions and activities
- relevant activity or sport-specific knowledge in order to work effectively with officials and understand and discuss decisions made by officials
- roles and responsibilities of officials within an activity or sport in order to

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understand how and why officiating decisions are made.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interacts with relevant sports officials according to knowledge and expectations of roles and responsibilities as well as developing and implementing organisational strategies to facilitate a professional and effective working relationship with officials
- uses effective communication techniques to consult with officials and develops trust and confidence in dealings with sports officials
- applies a continuous improvement approach to evaluate relationships with sports officials and recommend potential improvements.

Context of and specific resources for assessment

Assessment must ensure participation in multiple interactions with sports officials relevant to the candidate's current or intended work role to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- relevant sports officials
- a coaching setting including athletes participating in activities or competitions
- organisational policies and procedures in relation to interacting with officials.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with sports officials in forming and maintaining effective working relationships
- oral or written questioning to assess knowledge of the functions and responsibilities of sports officials
- third-party reports from a supervisor detailing work performance over multiple applications.

Holistic assessment with other units relevant to the industry

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sector, workplace and job role is recommended.

- relevant sport-specific coaching units of competency.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Officials may include:

- referees
- judges
- umpires
- scorers.

Strategies may include:

- communication processes
- clarifying roles and responsibilities
- negotiation of best possible outcome for athletes
- discussion of decisions made by officials
- questioning and clarification of decisions
- promotion of protocols.

Competition or activity issues may include:

- the role of the captain in dealing with on-field officials
- disputes and protests (processes and procedures)
- pre- and post-competition communication
- communication between athletes, coaches and officials
- the officials' duty of care
- coach and official relationships
- interpretation of the laws and rules that govern the sport or activity.

Organisational policies and procedures may include:

- occupational health and safety
- duty of care
- conflict resolution procedures
- communication protocols
- mediation
- protocols on criticism of officials.

Athletes may include:

- beginner through to high performance level competitors

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- female or male
- children
- those with or without a disability or special needs
- those with or without social disadvantage
- minority ethnic and cultural groups.

Unit Sector(s)

Sport

Competency Field

Coaching General Principles

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SISSCGP412A Implement recovery programs

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to enable coaches to support their athletes to apply the principles of recovery to the relevant sporting activity. It focuses on assisting athletes to implement and evaluate recovery methods after training or competition to optimise subsequent sporting performance.

Application of the Unit

This unit applies to those working autonomously and within supervisory roles in a sport and recreation environment. It applies to personnel who are responsible for coaching athletes in a sport-specific training or competition setting.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse information.	1.1. Access and analyse relevant and current information on post training or competition ***principles of recovery***. 1.2. Identify ***support personnel*** and ***resources*** available to assist ***athletes*** with post training or competition recovery. 1.3. Assess ***athlete's*** information needs in relation to ***recovery methods*** in relevant sporting activity. 1.4. Maintain and update information on recovery methods and programs and their effect on peak performance.
2. Liaise with sports ***support personnel***.	2.1. Select appropriate support personnel to assist athletes with recovery after training and or competition. 2.2. Consult with sport support personnel to identify specific recovery methods for the relevant sporting activity.
3. ***Provide information to athletes***.	3.1. Explain recovery methods and programs in the relevant sporting activity to ***athletes***. 3.2. Present information to athletes using communication approaches appropriate to the needs of the athletes and the coaching setting. 3.3. Check understanding of athletes regarding recovery principles and methods using appropriate ***approaches*** and encourage ***athletes*** to clarify information. 3.4. Encourage athletes to seek advice and support from relevant support personnel.
4. Implement a recovery program.	4.1. Assess individual recovery needs and preference of athletes in relation to the sporting activity according to ***organisational policies and procedures***. 4.2. Develop a recovery program to meet ***athlete or athletes*** needs in consultation with the athlete and support personnel. 4.3. Assist athletes to use ***recovery methods*** after

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ELEMENT	PERFORMANCE CRITERIA
	training and or competition ***according to organisational policies and procedures***.
	4.4. Monitor use of post training or competition recovery methods and responses ***according to organisational policies and procedures***.
	4.5. Identify ***symptoms*** of negative adaptation.
	4.6. Refer ***athletes*** who have symptoms of negative adaptation ***to*** support personnel for treatment.
5. Evaluate the recovery program.	5.1. Analyse the performance of ***athlete or athletes*** in competition situations.
	5.2. Assess the effect of the recovery program in enhancing subsequent performance in the sporting activity in consultation with ***athletes*** and support personnel.
	5.3. Adjust the recovery program to better assist athletes to achieve peak performance in the activity in consultation with ***athletes*** and support personnel.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - build rapport with athletes and support personnel
  - access, analyse and convey information about recovery principles and methods for peak performance to athletes
  - negotiate appropriate programs with athletes
  - seek feedback on the effectiveness of recovery programs
- language and literacy skills to access and interpret information on recovery training principles and approaches for peak performance relevant to the appropriate sport
- problem-solving skills to:
  - assess effectiveness of recovery programs to enhance performance and to modify accordingly
  - recognise signs of negative adaptation and refer the athlete to support personnel.

Required knowledge

- principles of recovery training to enable the implementation of effective training programs

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- relevant activity or sport-specific recovery methods and techniques to ensure implementation of effective recovery training programs
- signs of negative adaptation to enable athletes to be referred to appropriate support personnel for assistance
- the major body systems such as the body's energy systems, bones, joints muscles and their function to enable the selection, implementation and adjustment of appropriate recovery techniques to meet the needs of athletes
- the safe and effective use of fitness activity equipment to enable incorporation of equipment use within the recovery program as appropriate
- organisational policies and procedures to enable the safe delivery of recovery programs
- information sources regarding recovery programs and methods to enable accuracy and currency of knowledge to be conveyed to athletes
- conflict resolution strategies to enable appropriate responses to athlete frustrations
- anatomical terminology when conveying information about recovery techniques and their impact on the body to athletes.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • acquires, selects and adapts information in relation to training recovery principles and techniques to develop and maintain professional knowledge for own sporting area and to meet coaching obligations to athletes • works with support personnel to identify sport-specific recovery methods and selects and adopts communication strategies appropriate to the information needs of athletes to convey information clearly and appropriately • consults with athletes and support personnel to develop, implement and review a recovery program to support them in a coaching setting • monitors training responses of athletes and refers signs of negative adaptation to appropriate support personnel.
Context of and specific resources for	Assessment must ensure participation in multiple interactions with athletes and support personnel that

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assessment	involve the provision and discussion of information and the implementation, monitoring and review of recovery programs which are of sufficient breadth to demonstrate competency and consistency of performance Assessment must also ensure access to: • a sport-specific training or competition setting • athletes, sports support personnel and resources to implement recovery programs • sources of information about post-training or competition recovery methods and programs • current organisational policies and procedures that impact on the implementation of recovery programs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interaction with athletes and sport support personnel including discussions and implementation of recovery programs after training or competition • observation of consultation with athletes to review recovery programs and responses to support them to optimise subsequent performances • oral or written questioning to assess knowledge of the principles of training recovery • third-party reports from coaches or other support staff detailing examples of interactions and discussions with athletes and support personnel such as the implementation and monitoring of appropriate recovery programs. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. • relevant sport-specific coaching units of competency.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Principles of recovery may include:	• training stimulus • adaptation • tapering • training volume and intensity • planning for recovery.
Support personnel may include:	• sports psychologists • nutritionists • coaches • sports scientists • sports medicine providers • parents and guardians.
Resources may include:	• audiovisual • multimedia • information kits • equipment and facilities.
Athletes may include:	• beginner through to high performance level competitors • athletes under 16 years of age who require parent or guardian consent prior to being included in a training program • female or male athletes • athletes with a disability or special needs • athletes from minority ethnic and cultural groups.
Recovery methods may include:	• water-based • stretching • sleep or rest • nutrition.
Approaches may include:	• discussions • open questions.
Organisational policies and procedures may include:	• codes of conduct • duty of care • confidentiality • occupational health and safety.
Symptoms may include:	• overtraining • overuse • burnout • fatigue • increase in resting heart rate • loss of body weight • low motivation

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- lack of concentration
- aggressiveness.

Unit Sector(s)

Sport

Competency Field

Coaching General Principles

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SISSCGP413A Implement a talent identification program

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to develop, implement and evaluate a talent identification system or systems for athletes. It focuses on identifying and developing potential athletes to perform at elite competition level in the relevant sport.

Application of the Unit

This unit applies to those working in a coaching role in a specific training and or competition setting at a regional, State or Territory or international level and whose role would include identifying and developing athletes in specific sports.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Develop a talent identification system	1.1. Determine ***performance capacities*** required at elite level competition for the sport or activity in consultation with ***relevant personnel***. 1.2. Develop ***criteria*** for ***athlete*** inclusion in a talent development program according to ***organisational policies and procedures*** and relevant sporting benchmarks. 1.3. Explain criteria to prospective athletes using appropriate communication strategies. 1.4. Encourage the ***athlete or athletes*** to voice queries or seek clarification. 1.5. Develop ***testing protocols*** according to organisational policies and procedures.
2. Implement testing and evaluation to determine suitability	2.1. Administer testing protocols according to organisational policies and procedures. 2.2. Apply criteria to evaluate athlete performance and behaviour according to organisational policies and procedures. 2.3. Analyse and document test results and select athletes for inclusion into the program. 2.4. Implement appropriate counselling strategies for unsuccessful athletes utilising communication approaches appropriate to the needs of the ***athlete***. 2.5. Identify and document an action plan in consultation with successful ***athletes*** regarding future sporting goals.
3. Devise and implement talent development programs	3.1. Develop and document a ***talent development program*** in consultation with relevant personnel according to organisational policies and procedures. 3.2. Select strategies for implementing the talent development program according to athlete's needs and organisational policies and procedures. 3.3. Discuss and confirm the training program with selected athlete or athletes according to organisational policies and procedures. 3.4. Implement and monitor a talent development program according to organisational policies and procedures.
4. Evaluate the effectiveness of the talent identification	4.1. Analyse the performance of the ***athlete or athletes*** in competition situations 4.2. Determine and document the number of selected

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ELEMENT	PERFORMANCE CRITERIA
and development programs	***athlete or athletes*** who stay in the program. 4.3. Identify reasons why athletes leave the program. 4.4. Assess the effectiveness of the talent identification and development program in identifying and developing talented ***athlete or athletes***. 4.5. Make modifications to the talent identification and development program in consultation with the ***athlete or athletes and other relevant personnel***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - convey information to athletes about talent identification processes and talent development programs
  - build collaborative relationships with potential program partners
  - provide feedback and support to non successful athletes
  - respond to athlete feedback and queries about talent identification initiatives
- literacy skills to analyse, interpret and document test results and action plans with the athlete or athletes
- problem-solving skills to:
  - develop criteria to match elite performance level requirements
  - decide on selection of athletes who meet criteria
  - evaluate the impact of talent development programs on supporting elite performance
  - identifying problems or issues affecting program completion and adjusting programs to better develop talented athletes
- self management skills to seek and respond to feedback from athletes to improve the effectiveness of talent identification and development initiatives.

Required knowledge

- elite level competition performance requirements for the specific sport or activity
- characteristics associated with elite performance in an athlete to enable potential athletes to be accurately identified and further developed
- protocols for conducting physical and physiological testing to enable the selection of suitable athletes
- sports science principles including biomechanics, physiology and psychology to enable accurate testing to determine levels of elite performance in athletes and

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understanding of development and progress during participation in the program
- trends in participation in the sport to enable the promotion of talent development programs to raise the sport's profile
- organisational policies and procedures to enable programs to be conducted responsibly and professionally.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • works with appropriate personnel to develop a non discriminatory and systematic approach to identifying and developing talented athletes at the elite level of the relevant sport in response to the objectives and performance requirements of the sport • develops testing criteria and conducts testing to select suitable athletes according to criteria and adopts communication strategies appropriate to the information needs of candidates to convey information clearly and accurately within relevant timeframes and to counsel unsuccessful athletes • develops, implements, monitors and evaluates talent development programs and applies contingency management techniques to deal with issues that may arise during implementation and review of the program.
Context of and specific resources for assessment	Assessment must ensure participation in multiple interactions with support personnel and athletes that involve the provision and discussion of information relating to talent identification programs and implements, monitors and reviews talent identification and development programs which are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a coaching setting including athletes participating in activities or competitions and relevant sport personnel

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- equipment and facilities to conduct testing to determine suitability and implement a talent development program
- sport specific benchmarks for elite performance
- sources of information about requirements of specific sports and activities in relation to performance capabilities at an elite level.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with appropriate personnel and potential candidates to provide information about talent identification testing systems
- observation of implementation and monitoring of a talent development program
- oral or written questioning to assess the application of sports science principles to identifying elite performance
- portfolio containing evidence of a documented talent development program
- third-party reports from a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXCAI305A Conduct individualised long-term training programs

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Performance capacities may include:

- morphological
- physiological
- tactical
- psychological
- sociological
- skill execution.

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Relevant personnel may include:
- sporting bodies
- coaches
- trainers
- potential sponsors.

Selection criteria may include:
- past performances
- goals and or aspirations
- eligibility
- age
- support structures
- psychological state
- sociological observation
- skills execution
- sporting benchmarks.

Athlete or athletes may include:
- beginner through to high performance level competitors
- female or male
- children
- those with or without a disability or special needs.

Organisational policies and procedures may include:
- equal opportunity
- right of appeal
- selection procedures.

Testing protocols may include:
- broad based physical and physiological testing
- sport specific physical and physiological testing
- psychological testing
- benchmarks for performance
- testing timeframes.

Talent development programs may include:
- technical skills development
- strength and fitness training
- game analysis and tactical development
- participation in local, national and international tournaments
- mental coaching
- sports psychology and motivation
- athlete education.

Unit Sector(s)

Sport

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Competency Field

Coaching General Principles

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SISSCGP414A Implement water based training programs

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and implement water based training programs for athletes. It involves developing, implementing and evaluating water-based training programs to enhance the athlete's performance in relevant sporting activities.

Application of the Unit

This unit applies to those working in a sport specific training and or competition setting at a regional, State or Territory level or international level. This may include coaches who are responsible for observing and monitoring the performance of athletes to determine the required level of instruction and planning, and sports trainers liaising with coaching and other related support staff and supporting individual or team athletes by developing, implementing and evaluating strength and conditioning programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify athlete's needs and expectations	1.1. Consult with the ***athlete or athletes*** to determine their training needs according to ***organisational policies and procedures***. 1.2. Encourage the ***athlete or athletes*** to voice queries and discuss their individual ***water based training*** needs and preferences. 1.3. Explain the ***benefits*** of water-based training programs to the athlete or athletes.
2. Develop ***water based training*** programs	2.1. Utilise ***principles of water based training*** to develop a water based training program for the athlete or athletes according to identified needs. 2.2. Incorporate ***motivation techniques*** to maximise program adherence 2.3. Identify a range of ***water based exercises and activities*** to enhance peak performance in the specific sport or activity. 2.4. Discuss and confirm the training program with the athlete or athletes according to organisational policies and procedures.
3. Implement ***water-based training*** programs	3.1. Select ***strategies*** for implementing ***water-based training*** programs according to athlete's needs and organisational policies and procedures. 3.2. Provide ***clear and accurate instruction*** of exercises and activities to the athlete or athletes. 3.3. Assist the ***athlete or athletes*** to implement the training program and monitor performance.
4. Evaluate the effect of ***water-based training*** programs on ***athlete performance***	4.1. Analyse the performance of the ***athlete or athletes*** in competition situations 4.2. Evaluate the effect of ***water- based training*** programs in enhancing peak performance in the specific sporting activity 4.3. Provide feedback to the athlete or athletes on their progress and any changes recommended. 4.4. Obtain feedback from athlete or athletes on perceived progress and satisfaction with the program. 4.5. Make modifications to the ***water-based training*** programs in response to ***athlete or athletes feedback***

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ELEMENT **PERFORMANCE CRITERIA**

and evaluation.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult and build rapport with athletes
  - convey information about water based training programs
  - provide clear instructions for participation in water based exercises
  - provide feedback to athletes about progress
- problem-solving skills to:
  - identify water based exercises and activities targeted to identified needs and performance requirements
  - evaluate the impact of the water based program on performance and adjust to improve effectiveness.
- self management skills to seek and respond to feedback from athletes to improve the effectiveness of water based training programs.

Required knowledge

- activity or sport-specific requirements to enable the appropriate selection of water based activities to achieve activity or sport-specific goals
- principles of water-based training in order to implement effective training programs
- the properties of water in order to inform the development and implementation of effective water-based training programs
- benefits associated with water based training to ensure athletes have access to accurate information
- water safety principles and rules to ensure programs are implemented safely and responsibly and to support safe and effective operations
- motivational techniques to support athlete adherence to the water based training program.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consults with a range of athletes and draws on knowledge of the features and benefits of water based training to develop water based training programs specific to athlete's needs and performance requirements for specific sports • develops, implements and monitors a range of water based training programs that reflect the needs of athlete's and sport specific requirements • applies effective contingency management techniques to deal with issues that may arise during the training program including athlete motivation and lack of progress.
Context of and specific resources for assessment	Assessment must ensure the development, implementation and monitoring of multiple water based training programs that reflects the needs of different athletes to demonstrate competency and consistency of performance: Assessment must also ensure access to: • an aquatic facility or environment with access to resources, equipment and facilities relevant to the candidate's current or intended work environment • a range of athletes with a range of real or simulated training needs, expectations and performance requirements • organisational policies and procedures impacting on the implementation of water based training programs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of consulting with athletes to determine their preferences and needs and designing and implementing an appropriate water based training program • oral or written questioning to assess knowledge of the principles of water based training and their use in developing specific water based training programs • portfolio of water based training programs designed to meet different needs • third-party reports from colleagues or supervisors

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detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXCAI507A Implement high performance training programs

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Athlete or athletes may include	• beginner through to high performance level competitors • athletes under 16 years of age who require parent or guardian consent prior to being included in a training program • female or male athletes • athletes with a disability or special needs • athletes from minority ethnic and cultural groups.
Organisational policies and procedures may include:	• occupational health and safety • communication protocols • privacy provisions.
Water based training may include:	• use of flotation devices • use of weights • activities and exercises.
Benefits may include:	• strength and endurance • range of motion • muscle tone • improved balance and coordination • reduced pressure on joints • reduced stress • decreased swelling • improved recovery.
Principles of water based training may include:	• hydrostatic pressure • water resistance • buoyancy

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	• massage and recovery • physiological responses.

Motivation techniques may include:	• arousal control techniques:
	  • anxiety management
	  • progressive relaxation
	  • stress management
	• arousal theories:
	  • drive theory
	  • inverted 'u'
	• zone of optimal function.

Water based exercises and activities may include:	• walking • running • games.
Clear and accurate instruction may include:	• simple explanation to the athlete • demonstration of effective exercise technique • setting of intensity and loading • use of clear communication techniques.

Unit Sector(s)

Sport

Competency Field

Coaching General Principles

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SISSCGP515A Establish selection policies

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and implement policies and criteria for the selection of athletes, officials and selectors in specific sporting areas and activities. It focuses on participating in a consultation process to develop and implement selection policies, communicating these policies to those concerned and adjusting them in response to feedback.

Application of the Unit

This unit applies to those working autonomously and within supervisory roles in a sport and recreation environment at a local, state or national level. It applies to personnel who are responsible for planning and conducting coaching programs for athletes in a sport-specific training or competition setting including schools and local sporting clubs. It also applies to program developers and talent development managers who are responsible for identifying and developing athletes and managing competitions in a range of sporting organisations.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop selection criteria.	1.1. Establish and document ***selection objectives*** in consultation with ***appropriate personnel*** according to the requirements of the activity, club or organisation. 1.2. Develop ***selection criteria*** according to documented selection objectives and ***relevant legislation***. 1.3. Seek feedback on selection criteria from appropriate personnel. 1.4. Document ***selection criteria*** and circulate according to ***organisational policies and procedures***.
2. Develop selection policies.	2.1. Develop ***selection policies and procedures*** according to relevant legislation and the requirements of the activity, club or organisation. 2.2. Seek feedback on selection policies and procedures from appropriate personnel. 2.3. Document selection policies and procedures and circulate according to organisational policies and procedures.
3. Implement selection policies.	3.1. Identify personnel responsible for administering selection policies. 3.2. Assess ***information needs*** of personnel responsible for selection policies and procedures. 3.3. Explain selection policies and procedures to personnel using ***communication approaches*** appropriate to their needs. 3.4. Check understanding of personnel regarding selection policies and procedures using appropriate approaches and encourage them to clarify information. 3.5. Monitor application of selection policies and procedures and note consistent areas of contention. 3.6. Develop ***initiatives*** to support unsuccessful candidates in consultation with appropriate personnel.
4. Evaluate selection policies.	4.1. Analyse the success of selection policies and procedures in meeting organisational and activity selection objectives in consultation with appropriate

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ELEMENT	PERFORMANCE CRITERIA
	personnel. 4.2. Make recommendations for change in the review of selection policies and procedures. 4.3. Modify selection policies and procedures according to recommendations and feedback.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - build rapport with support personnel
  - convey information and confirm understanding of selection policies and procedures
  - notify successful candidates and provide constructive feedback
- language and literacy skills to develop and document selection criteria and selection policies and procedures
- problem-solving skills to:
  - identify and address problems and issues in the implementation of selection policies
  - evaluate the success of selection policies in meeting selection objectives
  - make recommendations for adjustments to meet changing requirements in the sport or activity
- planning and organising skills to manage the development and implementation of selection policies and procedures effectively within required timeframes.

Required knowledge

- relevant legislation and organisational policies and procedures to enable the selection procedure to be conducted with integrity and rigour
- regulations and guidelines such as eligibility requirements that impact on selection of athletes, officials or selectors to enable the development of selection criteria
- expected skills and performance for the relevant sport or activity
- conflict resolution strategies to enable appropriate responses to selection disputes
- protocol for developing and implementing policies and procedures to enable the development of concise and clear selection policies and procedures.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • works with appropriate personnel to develop, implement and review selection policies and procedures that comply with organisational and specific sport objectives and requirements and relevant legislation • selects and adopts communication strategies appropriate to the information needs of candidates to convey information clearly and appropriately within relevant timeframes • monitors implementation of selection policies and procedures and applies contingency management techniques to deal with issues that may arise during implementation.
Context of and specific resources for assessment	Assessment must ensure development, implementation and review of selection policy and procedures for a sport or activity specific to the candidate's current or intended work role to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a sport-specific training or competition setting • potential candidates such as athletes, officials and selectors, sports personnel and resources to implement selection policies and procedures • sources of information about requirements of specific sports and activities in relation to selection criteria • current organisational policies and procedures and relevant legislation that impact on the implementation of selection policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interaction with appropriate personnel and potential candidates to provide information about selection criteria, policies and procedures • observation of participatory consultation with relevant personnel to monitor organisational selection

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policies and procedures
- oral or written questioning on relevant legislation impacting on the development and implementation of selection policies and procedures
- third-party reports from a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSCGP307A Implement selection policies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Selection objectives may include:
- representation of specific sport at local, state, national and international level
- future skills development.

Appropriate personnel may include:
- administrators
- selectors
- club officials
- club members.

Selection criteria may include:
- citizenship
- membership of sport-specific associations
- past performances
- current and potential future performance
- experience
- skill
- technical ability
- personal profile
- availability
- physical attributes
- attitude and behaviour
- needs of the team, group or organisation.

Relevant legislation may include:
- equal opportunity
- privacy
- working with children.

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Organisational policies and procedures may include:	• communication channels and protocols • decision making processes.
Selection policies and procedures may include:	• policy principles • composition of selection panels • roles and responsibilities for selection • conflict of interest • timeframes to which selection criteria applies • procedures for application of selection criteria • feedback mechanisms and timeframes for successful and non-successful candidates • procedure for notification of selection or non-selection • appeal rights and processes • overriding factors or extenuating circumstances • breaches of conduct • resolution of disputes • record keeping requirements.
Information needs may include:	• points of reference • documentation requirements • roles and responsibilities • selection processes • selection data required.
Communication approaches may include:	• discussions • information sessions • presentations.
Initiatives may include:	• counselling • additional training opportunities.

Unit Sector(s)

Sport

Competency Field

Coaching General Principles

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SISSCKT201A Perform the intermediate skills of cricket

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the intermediate skills of cricket. This unit focuses on the development and performance of intermediate cricket skills during drills, activities, games and competitions.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in cricket at a district or club level. It may also apply to those in sports development programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
This unit contains employability skills.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Prepare for cricket drills, activities, games and competitions.	1.1. Access and interpret cricket ***rules***, ***regulations and policies***. 1.2. Determine ***basic biomechanical principles*** as they apply to cricket. 1.3. Identify ***intermediate skills of cricket*** and determine observable body movements for each stage of these skills in priority of importance when performing the skills. 1.4. Identify the intermediate skills of cricket players applicable to each position and player, and their purpose.
2. Participate in cricket drills, activities, games and competitions.	2.1. Undertake ***drills***, ***activities***, ***games and competitions*** in a safe manner, according to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Perform the intermediate skills of cricket to form a sequence of movements in competition conditions. 2.3. Maintain ***effective communication*** with team members and coach during drills, activities, games and competitions.
3. Review intermediate skills performance.	3.1. Review performance and identify strengths and areas requiring improvement. 3.2. Identify ***conditions and external influences*** affecting conduct of activities and identify contingency strategies to improve future sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills on and off the cricket field to:
  - determine other player's intentions and movements
  - communicate with coaches and clarify positions, rules and play setups
  - seek feedback and instructions from team members, coaches, support staff and umpires
- teamwork skills to:
  - encourage and support other team members
  - respect other player's decisions
  - participate effectively in training activities

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- language and literacy skills to access, interpret and apply information about the rules, regulations and policies of cricket games and competitions
- problem-solving skills to:
  - respond appropriately to changing conditions during intermediate training and game situations
  - apply strategies to resolve disputes related to the conduct or outcome of a game
- self-management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation in all activities
- rules, regulations and policies of the Australian Cricket Board, including laws of the game and best practice codes to participate appropriately
- cricket positions and players, roles and responsibilities on the field and the biomechanics related to skill acquisition
- basic biomechanical principles to enable safe and effective performance of the intermediate skills of cricket
- relevant equipment and technological aids used in cricket drills, activities, games and competitions to enhance intermediate skills
- self-reflection principles to enable effective self-evaluation for future improvement
- communication systems used between players, coaches, support staff and umpires during cricket drills, activities, games and competitions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • utilises knowledge and interpretation of skills and relevant rules, regulations and policies to perform the intermediate skills of cricket applicable to own fielding positions and batting order • identifies observable body movements for each stage of intermediate skills and links together and practices these during drills, activities, games and competitions • communicates appropriately with team members,

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	coach, umpires and support staff throughout drills, activities, games and competitions, and responds to feedback • reviews own and team's cricket performance to identify strengths and areas requiring improvement and or modifications.
Context of and specific resources for assessment	Assessment must ensure performance of the intermediate skills of cricket applicable to own fielding positions and batting order on sufficient occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • cricket training and competition facilities, with marked out field and suitable pitch • groups or teams of players to play cricket at an intermediate level • a coach to instruct and address players • suitably qualified umpires • cricket equipment • resources and information detailing the intermediate skills of cricket • rules, regulations and policies such as the Australian Cricket Board Laws of the Game and notes on the laws.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance of intermediate skills during drills, activities, games and competitions • oral or written questioning to assess knowledge of the rules, regulations and policies of cricket • third-party reports from coaches or umpires detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISSCKT202A Perform the intermediate tactics and strategies of cricket.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different

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work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules, ***regulations and policies*** may include:	• local, national and international rules of cricket • the Australian Cricket Board Laws of the Game and notes on the laws • Australian Cricket Board Code of Conduct • Australian Sports Commission Harassment-free Sport policy.
Basic biomechanical principles may include:	• balance • motion • force • momentum • power.
Intermediate skills of cricket may include:	• front and back foot batting shots • bowling • fielding • running • dismissals • wicket keeping.
Drills, ***activities*** may include:	• warm-ups and cool-downs • batting, bowling and fielding drills • catching, throwing and running drills • concentration drills • grid work.
Games and competitions may include:	• modified games • practice matches • inter-club or team games • competition games.
Relevant legislation may include:	• occupational health and safety (OHS) • authority or permission from land owners, local council or cricket clubs.
Organisational policies and procedures may include:	• OHS • conflict resolution • communication protocols • use, care and maintenance of equipment, pitch and field • training and scheduling commitments • code of ethics.

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Effective communication may include:	• calls • hand signals • eye signals • signs.
Conditions and external influences may include:	• environmental and weather conditions • support staff • spectators • parents • umpires and administrators • other coaches.

Unit Sector(s)

Sport

Competency Field

Cricket

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SISSCKT202A Perform the intermediate tactics and strategies of cricket

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the intermediate tactics and strategies of cricket. This unit focuses on the development and performance of intermediate cricket tactics and strategies through the participation in activities, discussions and games.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in cricket at a club or district level. It may also apply to those in sports development programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Participate in pre-game preparation sessions.	1.1. Identify the ***intermediate tactics and strategies*** to be developed in consultation with the coach and other players. 1.2. Determine appropriate ***psychological methods and techniques*** during pre-game preparation. 1.3. Analyse ***strengths and weaknesses*** of individual opposition players and identify counter strategies. 1.4. Identify individual and team ***game plans***. 1.5. Identify the ***role of the coaching and support staff*** regarding tactics for training, team preparation, game situations and the ***cricket environment***.
2. Implement tactics and strategies during a cricket game.	2.1. Apply agreed tactics and strategies to counter strengths and weaknesses of own players and opposition players. 2.2. Implement identified ***game plans in a safe manner***, ***according to*** cricket ***rules***, ***regulations and policies***, ***relevant legislation*** and ***organisational policies and procedures***. 2.3. Identify ***statistics*** for team and players and implement relevant adjustments where required. 2.4. Maintain ***effective communication*** with team members and coach in order to develop own and team performance.
3. Participate in post-game analysis and follow-up.	3.1. Review tactics and strategies practiced throughout activities and games, and identify strengths and areas requiring improvement. 3.2. Debrief on game and analyse ***strengths and weaknesses of own and opposition players*** for future referral. 3.3. Record and analyse game and player ***statistics***, ***and use to inform future training and preparation for games***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

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- communication skills on and off the cricket field to:
  - determine other player's intentions and movements
  - communicate with coaches and clarify positions, tactics and strategies
  - seek feedback and instructions from team members, coaches, support staff and umpires
- teamwork skills to:
  - encourage and support team members
  - respect other player's decisions
  - participate effectively in training activities
- language and literacy skills to access, interpret and apply information about the rules and regulations of cricket games and competitions
- problem-solving skills to:
  - read play
  - predict the actions of other players
  - determine the strengths and weaknesses of the opposition
  - respond with appropriate tactics and strategies during a game
- self-management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation during cricket activities and games
- rules, regulations and policies of the Australian Cricket Board, including laws of the game and best practice codes to participate appropriately
- psychological methods and techniques used in game preparation
- cricket positions, players and their roles and responsibilities on the field during games
- communication systems used between players, coaches, support staff and umpires during cricket activities and games
- self-reflection principles to enable effective self-evaluation for future improvement of tactics and strategies.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • utilises knowledge and interpretation of tactics and strategies of cricket and relevant rules, regulations and policies to develop and follow game plans, and apply the tactics and strategies applicable to different positions at an intermediate level • determines strengths and weaknesses of individual players and teams and psychologically prepares to apply tactics and strategies accordingly • communicates appropriately with team members, coach, umpires and support staff throughout activities and games, and responds to feedback • reviews own and team's cricket performance to identify strengths and areas requiring improvement or modifications.
Context of and specific resources for assessment	Assessment must ensure application of tactics and strategies relevant to position and conditions on sufficient occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • cricket training and competition facilities, with marked out field and suitable pitch • groups or teams of players to play intermediate level cricket • a coach to instruct and address players • suitably qualified umpires • resources and information detailing the intermediate tactics and strategies of cricket • rules, regulations and policies such as the Australian Cricket Board Laws of the Game and notes on the laws • current organisational policies and procedures that impact on the conduct of drills, activities, games and competitions.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance of tactics and strategies during cricket activities and games • oral or written questioning to assess knowledge of tactics and strategies and their application to the different conditions and stages of cricket matches • third-party reports from coaches or umpires detailing

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performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSCKT201A Perform the intermediate skills of cricket.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Intermediate tactics and strategies may include:	• batting strategies • running between the wickets • fielding strategies and positions • captaincy decisions • game preparation • individual and team competition goal-setting and game plans • communication.
Psychological methods and techniques may include:	• goal setting • visualisation • relaxation techniques • motivation techniques • focusing • creating values.
Strengths and weaknesses may include:	• height • weight • preferred batting shots • tactical.
Game plans may include:	• individual or team • set plays • targeting opposition players • style of play.
Coaching and support staff may include:	• head coach • operations manager • physiotherapist and strappers

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	• sports trainer • skills coach • sports conditioner.
Rules, ***regulations and policies*** may include:	• local, national and international rules of cricket • Australian Cricket Board Laws of the Game and notes on the laws • Australian Cricket Board Code of Conduct • anti-doping policy • Australian Sports Commission Harassment-free Sport policy.
Relevant legislation may include:	• occupational health and safety (OHS) • authority or permission from land owners, local council or cricket clubs.
Organisational policies and procedures may include:	• OHS • conflict resolution • communication protocols • use, care and maintenance of equipment, pitch and field • training and scheduling commitments • code of ethics.
Statistics may include:	• batting and bowling figures • scores.
Effective communication may include:	• calls • hand signals • eye signals • signs.

Unit Sector(s)

Sport

Competency Field

Cricket

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SISSCKT303A Participate in conditioning for cricket

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in conditioning for cricket. This unit focuses on the development and understanding of fitness and conditioning programs relating to cricket, including techniques to improve strength, endurance, power and flexibility.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in cricket at a local, state or national level. It may also apply to those in sports development or cricket coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Identify physiological elements of cricket.	1.1. Identify the ***basic energy systems and requirements*** for cricket players. 1.2. Determine the major ***muscle groups*** required for playing cricket. 1.3. Identify ***fitness tests*** appropriate to different levels of play. 1.4. Identify ***suitable conditioning regimes*** for each ***major fitness component*** used in cricket.
2. Perform basic conditioning techniques.	2.1. Select and safely utilise appropriate ***conditioning equipment*** according to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Identify ***basic conditioning techniques for the improvement of strength***, ***endurance***, ***power and flexibility*** as advised by a ***specialist***. 2.3. Participate in fitness and conditioning sessions as identified by specialist. 2.4. Determine ***over training symptoms***. 2.5. Develop a ***recovery plan*** for ***over training*** after seeking advice from a specialist.
3. Evaluate conditioning sessions.	3.1. Review own performance and identify potential improvements. 3.2. Evaluate fitness test results and modify conditioning as required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - discuss and determine fitness components requiring improvement with coaches and other specialists
  - seek and follow advice from specialists in developing recovery plans for over training
  - communicate and update progress during conditioning
- language and literacy skills to access, interpret and apply information about the basic energy systems and muscle groups to help prevent injury
- self-management skills to:

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- review and reflect on own conditioning and fitness performance
- organise time and priorities effectively
- set short, medium and long term goals.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation during conditioning
- self-reflection principles to enable effective self-evaluation for future improvement
- roles and responsibilities of cricket positions and players and appropriate conditioning techniques
- communication systems used between players, coaches and specialists to maintain a common understanding
- injury prevention and recovery techniques for over training
- energy systems, muscle groups to enable effective participation in conditioning
- fitness components required to improve and maintain physical conditioning for playing cricket
- conditioning equipment and its correct to enable safe usage and prevent injury.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • utilises knowledge of energy systems, muscle groups and fitness components to interpret the different conditioning requirements of individual cricket positions and skills • identifies over training symptoms, and communicates appropriately with coaches and specialists to plan and implement a recovery plan and respond to feedback • evaluates conditioning sessions and reviews own performance to identify strengths and areas requiring improvement and or modifications.
Context of and specific resources for assessment	Assessment must ensure participation in conditioning sessions ***that are of*** sufficient duration to demonstrate competency, consistency of performance. Assessment must also ensure access to: • suitable facilities, such as gyms and training fields

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- up-to-date testing equipment and facilities
- support staff, such as specialist conditioning coach
- conditioning equipment, such as cardiovascular and free weight equipment
- resources and information on the energy systems and muscle groups associated with cricket
- current relevant legislation and organisational policies and procedures that impact on the conduct of conditioning sessions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance and improvement of fitness components, such as ***endurance***, ***strength***, ***power and flexibility*** during conditioning sessions and cricket games
- oral or written questioning to assess knowledge of physiological elements of cricket, such as energy systems and muscle groups
- accurate discussions with specialists on topics such as over training symptoms, recovery plans and conditioning techniques for the improvement of fitness components
- third-party reports from coaches or specialists detailing conditioning performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSCKT304A Perform the advanced skills of cricket
- SISSCKT305A Perform the advanced tactics and strategies of cricket.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic energy systems and

- energy systems:

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requirements may include:	• Alactic Anaerobic System
	• Lactic Anaerobic System
	• Aerobic System
	• energy requirements:
	  • carbohydrates
	  • protein
	  • fat
	• supply of chemical energy during muscular contraction.

Muscle groups may include:	• quadriceps • hamstrings • calves • lower back • abdominals • pectoralis.
Fitness tests may include:	• laboratory tests • field tests.
Conditioning regimes may include:	• frequency and quantity of conditioning sessions • specific fitness components requiring improvement • time allocation • venue and equipment • specialist availability • dietary and energy requirements.
Major fitness component may include:	• endurance • strength • power • flexibility.
Conditioning equipment may include:	• cardiovascular • free weight • hydraulic • resistance • pin loaded • electronically braked • pool-based.
Relevant legislation may include:	• occupational health and safety (OHS) • anti-doping policy • harassment-free sports policies.
Organisational policies and procedures may include:	• OHS • use of venues

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	• communication protocols • use, care and maintenance of equipment • training and scheduling commitments • code of ethics.
Basic conditioning techniques for the improvement of endurance, ***strength***, ***power and flexibility*** may include:	• muscle building • weight training • strength training • core strength and trunk stability training • resistance training • peripheral neuromuscular facilitation • dynamic stretching.
Specialists may include:	• physiotherapist • strength and conditioning coach • dietician • fitness adviser • massage therapist • personal trainer.
Over training symptoms may include:	• tired or sore muscles • feeling unwell • fatigue • stress • increase in injuries • changing sleep patterns • fluctuating body weight • poor performance.
Recovery plan may include:	• pool work • sauna, spa or plunge • adaptation; work-rest ratios • stretching • massage • hot or cold showers.

Unit Sector(s)

Sport

Competency Field

Cricket

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SISSCKT304A Perform the advanced skills of cricket

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the advanced skills of cricket. This unit focuses on the development and performance of advanced cricket skills during drills, activities, games and or competitions.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in cricket at a state level. It may also apply to those in sports development or cricket coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Prepare for cricket drills, activities, games and competitions.	1.1. Access and interpret cricket ***rules***, ***regulations and policies***. 1.2. Determine ***basic biomechanical principles*** as they apply to cricket. 1.3. Identify ***advanced skills of cricket*** and determine observable body movements for each stage of these skills in priority of importance when performing the skills. 1.4. Identify the advanced skills of cricket players, as applicable to each position and or player, and their purpose.
2. Participate in cricket drills, activities, games and competitions.	2.1. Undertake ***drills***, ***activities***, ***games and competitions*** in a safe manner, according to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Link and perform the advanced skills of cricket to form a sequence of movements in competition conditions. 2.3. Maintain ***effective communication*** with team members and coach during drills, activities, games and competitions.
3. Review advanced skills performance.	3.1. Review advanced skills practiced throughout drills, activities, games and competitions, and identify strengths and areas requiring improvement. 3.2. Identify ***conditions and external influences*** affecting conduct of activities and identify contingency strategies to improve future sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills on and off the cricket field to:
  - determine other player's intentions and movements
  - communicate with coaches and clarify positions, rules and play set-ups
  - seek feedback and instructions from team members, coaches, support staff and umpires
- teamwork skills to:
  - encourage and support team members

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  - respect other player's decisions
  - participate effectively in advanced training activities
- language and literacy skills to access, interpret and apply information about the rules and regulations of cricket games and competitions
- problem-solving skills to respond appropriately to changing conditions during advanced training and game situations
- self management skills to:
  - review and reflect on own performance,
  - organise time and priorities effectively
  - set short, medium and long term goals.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation in all activities
- rules, regulations and policies of the Australian Cricket Board, including Laws of the Game and best practice codes to participate appropriately
- basic biomechanical principles to enable safe and effective performance of the advanced skills of cricket
- self reflection principles to enable effective self evaluation for future improvement
- cricket positions and players, roles and responsibilities on the field during advanced level games and the biomechanics related to skill acquisition
- relevant equipment and technological aids used in cricket drills, activities, games and competitions to enhance advanced skills
- communication systems used between players, coaches, support staff and umpires during cricket drills, activities, games and competitions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • utilises knowledge and interpretation of skills of and relevant rules, regulations and policies to • determines observable body movements for each stage of advanced skills and links together and practices these during drills, activities, games and competitions • communicates appropriately with team members, coach, umpires and support staff throughout drills,

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activities, games and competitions, and responds to feedback
- reviews own and team's cricket performance to identify strengths and areas requiring improvement and or modifications.

Context of and specific resources for assessment

Assessment must ensure performance of the advanced skills of cricket applicable to own fielding position or positions and batting order on sufficient occasions to demonstrate competency and consistency of performance.

Assessment must also include access to:

- cricket training and competition facilities, with marked out field and suitable pitch
- groups or teams of players to play advanced level cricket
- a coach to instruct and address players
- suitably qualified umpires
- support staff, such as trainers
- resources and information detailing the advanced skills of cricket
- rules, regulations and policies such as the Australian Cricket Board Laws of the Game and notes on the laws
- current organisational policies and procedures that impact on the conduct of drills, activities, games and competitions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance of advanced skills during drills, activities, games and competitions
- oral or written questioning to assess knowledge of the various advanced skills and rules, regulations and policies of cricket
- third-party reports from coaches or umpires detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSCKT305A Perform the advanced tactics and strategies of cricket.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules, ***regulations and policies*** may include:	• local, national and international rules of cricket • Australian Cricket Board Laws of the Game and notes on the laws • Australian Cricket Board code of conduct • Australian Sports Commission Harassment free Sport policy.
Basic biomechanical principles may include:	• balance • motion • force • momentum • power.
Advanced skills of cricket may include:	• skill level for players at state level • batting • bowling • fielding: and running • dismissals • slips • wicket keeping.
Drills, ***activities*** may include:	• sequential progression to an 'on field' situation or starting with the 'on field' situation and then breaking down skills • warm ups and cool downs • batting, bowling, fielding drills • catching, throwing and running drills • concentration drills • grid work.
Games and competitions may include:	• modified games • practice matches: • inter- squad games • competition games.
Relevant legislation may include:	• occupational health and safety • authority or permission from land owners, local council and or cricket clubs.

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Organisational policies and procedures may include:	• occupational health and safety: • conflict resolution • communication protocols • use, care and maintenance of equipment, pitch and field • training and scheduling commitments • code of ethics.
Effective communication may include:	• calls • hand signals • signs.
Conditions and external influences may include:	• environmental or weather conditions • other facility users • support staff • spectators • parents.

Unit Sector(s)

Sport

Competency Field

Cricket

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SISSCKT305A Perform the advanced tactics and strategies of cricket

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the advanced tactics and strategies of cricket. This unit focuses on the development and performance of advanced cricket tactics and strategies through the participation in activities, discussions and games.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in cricket at a state level. It may also apply to those in sports development or cricket coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Participate in pre-game preparation sessions.	1.1. Determine appropriate ***psychological methods and techniques*** during pre-game preparation. 1.2. Analyse ***strengths and weaknesses*** of individual opposition players and identify counter strategies. 1.3. Identify advanced individual and team ***game plans***. 1.4. Identify the ***role of the coach and support staff*** regarding tactics for training, team preparation, game situations and the ***cricket environment***.
2. Implement tactics and strategies during a cricket game.	2.1. Apply agreed tactics and strategies at an ***advanced level*** to counter strengths and weaknesses of own players and opposition players. 2.2. Implement identified ***game plans in a safe manner***, ***according to*** cricket ***rules***, ***regulations and policies***, ***relevant legislation*** and ***organisational policies and procedures***. 2.3. Identify ***statistics*** for team and players and implement relevant adjustments where required. 2.4. Maintain ***effective communication*** with team members and coach in order to develop own and team performance.
3. Participate in post-game analysis and follow-up.	3.1. Review tactics and strategies practiced throughout activities and games, and identify strengths and areas requiring improvement. 3.2. Debrief on game and analyse ***strengths and weaknesses of own and opposition players*** for future referral. 3.3. Record and analyse game and player ***statistics, and use to inform future training and preparation for games***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills on and off the cricket field to:
  - determine other player's intentions and movements

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    - communicate with coaches and clarify positions, tactics and strategies
    - seek feedback and instructions from team members, coaches, support staff and umpires
- teamwork skills to:
    - encourage and support team members
    - respect other player's decisions
    - participate effectively in training activities
- language and literacy skills to access, interpret and apply information about the rules, regulations and policies of cricket games and competitions
- problem-solving skills to:
    - read play
    - predict the actions of other players
    - determine the strengths and weaknesses of the opposition
    - respond with appropriate tactics and strategies during a game
- self-management skills to:
    - review and reflect on own advanced performance
    - organise time and priorities effectively
    - set short, medium and long term goals.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation during cricket activities and games
- rules, regulations and policies of the Australian Cricket Board, including laws of the game and best practice codes to participate appropriately
- psychological methods and techniques used in advanced game preparation
- cricket positions, players and their roles and responsibilities on the field, during advanced level games
- communication systems used between players, coaches, support staff and umpires during cricket activities and games
- self-reflection principles to enable effective self-evaluation for future improvement of tactics and strategies.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential:

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competency in this unit	• utilises knowledge and interpretation of tactics and strategies of cricket and relevant rules, regulations and policies to develop and follow game plans, and apply the tactics and strategies applicable to different positions at an advanced level • identifies the strengths and weaknesses of individual players and teams and psychologically prepares to apply tactics and strategies accordingly • communicates appropriately with team members, coach, umpires and support staff throughout activities and games, and responds to feedback • reviews own and team's cricket performance to identify strengths and areas requiring improvement or modifications.
Context of and specific resources for assessment	Assessment must ensure performance of tactics and strategies relevant to position and conditions on sufficient occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • cricket training and competition facilities, with marked out field and suitable pitch • groups or teams of cricket players to play advanced level cricket • a coach to instruct and address players • suitably qualified umpires • support staff, such as trainers • resources and information outlining the advanced tactics and strategies of cricket • rules, regulations and policies such as the Australian Cricket Board Laws of the Game • current organisational policies and procedures that impact on the conduct of drills, activities, games and competitions.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance of advanced tactics and strategies during cricket activities and games • oral or written questioning to assess knowledge of tactics and strategies and their application to the different positions of cricket • third-party reports from coaches or umpires detailing performance. Holistic assessment with other units relevant to the

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industry sector, workplace and job role is recommended, for example:

- SISSCKT304A Perform the advanced skills of cricket.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Psychological methods and techniques may include:	• goal setting • visualisation • relaxation techniques • motivation techniques • focusing • creating values.
Strengths and weaknesses may include:	• height • weight • preferred batting shots • ability to successfully implement game plans.
Game plans may include:	• individual or team • set plays • targeting opposition players • identifying weaknesses in opposition team • style of play.
Coach and support staff may include:	• head coach • skills coach • weight coach • sprint coach • operations manager • physiotherapist • sports trainer.
Advanced level may include:	• participants playing state level competition or equivalent.
Rules, ***regulations and policies*** may include:	• local, national and international rules of cricket • Australian Cricket Board Laws of the Game

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	and notes on the laws • Australian Cricket Board Code of Conduct • Australian Sports Commission Harassment-free Sport policy.
Relevant legislation may include:	• occupational health and safety (OHS) • authority or permission from land owners, local council or cricket clubs.
Organisational policies and procedures may include:	• OHS • conflict resolution • communication protocols • use, care and maintenance of equipment, pitch and field • training and scheduling commitments • code of ethics.
Statistics may include:	• batting and bowling • runs • scores.
Effective communication may include:	• calls • hand signals • eye signals • signs.

Unit Sector(s)

Sport

Competency Field

Cricket

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SISSCKT306A Teach the intermediate skills of cricket

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the intermediate skills of cricket. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills of cricket to an intermediate level.

Application of the Unit

This unit applies to individuals operating as cricket coaches at a club or district level. This includes instructing, planning, conducting and evaluating training sessions and games. This also involves supervising practice sessions, preparing for games and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Plan intermediate cricket sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of cricket in order to determine ***session aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Identify ***safety procedures*** associated with cricket ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.5. Select and access ***location***, ***equipment*** and ***resources*** according to organisational policies and procedures.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the intermediate cricket session in a manner appropriate to the participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and intermediate cricket ***rules***, ***regulations and policies***. 2.4. Establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games.
3. Conduct intermediate cricket sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the ***intermediate skills of cricket*** to be developed. 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury. 3.4. Monitor individual ***participant's performance*** and maintain effective communication during intermediate cricket drills, activities and games. 3.5. Observe participants during intermediate cricket drills, activities and games, and adjust or refine individual and group technique as required. 3.6. Allow time for cooling down at the end of the

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ELEMENT	PERFORMANCE CRITERIA
	session and inform participants of opportunities to further develop their intermediate cricket skills.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 4.2. Evaluate ***relevant aspects*** of intermediate cricket session and determine the level of learning achieved. 4.3. Identify potential areas of improvement for future intermediate cricket sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an intermediate cricket session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive team environment
- problem-solving skills to:
  - plan a suitable intermediate cricket session according to participant's needs and characteristics
  - address participant difficulties in developing skills and techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate progress
  - organise participants into manageable groups for intermediate cricket drills, activities and games
- language and literacy skills to:
  - produce a plan for the intermediate cricket sessions
  - complete post-session participant and self-evaluations
  - give and receive feedback
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to manage time effectively within session timeframes
- personal intermediate cricket skills to a high level of technical correctness to:

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  - understand progressive skill acquisition
  - demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules, regulations and policies of cricket to enable safe conduct of sessions
- site-specific information to assist in planning and enable management of potential risks, and any special restrictions applying to the location
- equipment types, characteristics and technology used for intermediate cricket
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- intermediate skills of cricket, such as those used in batting and bowling, and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- communication systems used between players, coaches, umpires and support staff during intermediate cricket
- risks commonly associated with intermediate cricket, and methods of mitigating these risks
- emergency response and safety procedures appropriate for intermediate cricket, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers precise relevant information, explanations and demonstrations for cricket sessions to ensure activities are conducted safely according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the skills of cricket to an intermediate level
- uses and modifies teaching and coaching techniques and or drills, activities and games to cater for a range

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of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding participants and location to accurately plan, coach and evaluate intermediate cricket sessions
- cricket training and competition facilities, with marked out field and suitable pitch
- a group of participants to take part in intermediate cricket sessions and games
- suitably qualified umpires and support staff
- equipment such as cricket balls, bats and protective equipment
- current legislation, organisational policies and procedures and rules, regulations and policies.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules, regulations and policies of cricket to enable safe conduct of all drills, activities and games
- observation of safe coaching of cricket skills to an intermediate level and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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- SISSCKT307A Teach the intermediate tactics and strategies of cricket.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural factors • previous experience • fitness level and physical capabilities • injuries and illnesses.
Readiness may include:	• appropriate levels of fitness • motor performance factors • compatibility between players in match situations.
Session aims and objectives may include:	• progressive skill acquisition • self-improvement • fitness targets • motivation.
Plan may include:	• session aims and objectives • date, time and duration • location • coach and participant ratios • resources and equipment • drills, activities and games • safety requirements.
Relevant legislation may include:	• occupational health and safety (OHS) • authority or permission from land owners, local council or cricket clubs • privacy • working with children • environmental regulations.
Organisational policies and procedures may include:	• OHS • conflict resolution • communication protocols • use, care and maintenance of equipment, pitch

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	and field • training and scheduling commitments • code of ethics.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common cricket injuries • equipment checking and usage • clear communication systems.
Drills, ***activities*** may include:	• those described in Cricket Level 1 handbook or similar • sequential progression of intermediate skills • breaking down skills • modified skill drills • warm-ups and cool-downs • grid work • batting, bowling and fielding drills to improve technique • catching, throwing and running drills • concentration drills.
Games may include:	• modified games • practice matches • inter-club and team games • competition games.
Location may include:	• cricket fields • open fields • indoor or outdoor cricket nets.
Equipment may include:	• cricket balls • cricket bats • grips • pads and guards • gloves • helmets.
Resources may include:	• teaching and coaching tools • video equipment • sports science testing equipment • first aid kit.
Relevant information may include:	• skills focus • equipment and resource requirements, selection and use • safety procedures • communication systems • objectives

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	• rules and regulations of cricket • responsible and safe behaviour.
Risks may include:	• injuries • exhaustion • dehydration.
Rules, ***regulations and policies*** may include:	• local, national and international rules of cricket • Australian Cricket Board Laws of the Game and notes on the laws • Australian Cricket Board Code of Conduct • Australian Sports Commission Harassment-free Sport policy.
Communication system may include:	• calls • hand signals • signs.
Teaching and coaching techniques may include:	• demonstration • explanation • focusing on a single skill • breaking down skills into components • progressing through and linking skills • monitoring and observing progress • assessment and evaluation.
Required knowledge may include:	• rules, regulations and policies of cricket • cricket skills and positions • basic biomechanical principles • factors affecting skill acquisition • safety and risk management • equipment selection, use and maintenance.
Intermediate skills of cricket may include:	• skill level for players at district or club level • batting • bowling • fielding • running • dismissals • wicket keeping.
Participant's performance may include:	• use of appropriate communication systems • team participation • performance and accuracy of intermediate cricket skills • attitude and behaviour • ability to link and perform the intermediate skills of cricket.

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Relevant aspects may include:

- effectiveness of the teaching and coaching session
- suitability of teaching and coaching methods
- feedback provided to or by participants
- initial and final assessment of participant's abilities.

Unit Sector(s)

Sport

Competency Field

Cricket

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SISSCKT307A Teach the intermediate tactics and strategies of cricket

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the tactics and strategies of intermediate level cricket. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the tactics and strategies of cricket to an intermediate level.

Application of the Unit

This unit applies to individuals operating as cricket coaches at a state level. This includes instructing, planning, conducting and evaluating training sessions and games. This also involves supervising practice sessions, preparing for games and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan intermediate level cricket sessions.	1.1. Assess participant's ***readiness*** and current knowledge of ***intermediate cricket tactics and strategies*** in order to determine ***session aims and objectives***. 1.2. Develop a ***plan*** according to participant's ***needs and characteristics***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Identify ***safety procedures*** associated with intermediate cricket ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.4. Select and access ***location***, ***equipment*** and ***resources*** according to organisational policies and procedures, and check to ensure safety and suitability.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about intermediate cricket drills, activities and games in a manner appropriate to the participants. 2.2. Encourage participants to seek clarification, information and feedback as required. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and cricket ***rules and regulations***. 2.4. Establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games. 2.5. Develop individual and team ***game plans*** which include tactics and strategies to counter strengths and weaknesses of own players and opposition players. 2.6. Prepare players ***psychologically*** for cricket games played at an intermediate level.
3. Conduct drills, activities and games.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the tactics and strategies to be developed. 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.3. Conduct warm-up and introductory activities for

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ELEMENT	PERFORMANCE CRITERIA
	participants to reduce the risk of injury. 3.4. Monitor individual ***participant's performance*** and maintain effective communication during intermediate cricket drills, activities and games. 3.5. Observe participants during cricket drills, activities and games, and adjust or refine individual and group tactics and strategies as required. 3.6. Conduct ***in-game analysis*** and implement relevant adjustments where required. 3.7. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their cricket tactics and strategies.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with drills, activities and games, and give feedback as required. 4.2. Analyse performances of individuals and the team, and develop relevant ongoing coaching strategies to enhance performance. 4.3. Evaluate ***relevant aspects*** of intermediate cricket game and determine the level of learning achieved. 4.4. Identify potential areas of improvement for future intermediate cricket games.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan, conduct and evaluate cricket drills, activities and games that meet their needs
  - convey information about safety aspects
  - clarify positions, tactics and strategies
  - interact with participants to create a safe and positive team environment
- problem-solving skills to:
  - plan suitable cricket drills, activities and games according to participant's needs and characteristics
  - determine player's intentions, movements, strengths and weaknesses
  - read and predict play

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    - address participant difficulties in developing tactics and strategies
    - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
    - source, allocate and coordinate resources, equipment and a suitable location
    - monitor and evaluate short and long term progress
    - organise participants into manageable groups for intermediate cricket drills, activities and games
- language and literacy skills to:
    - produce a plan for intermediate cricket sessions
    - complete post-game participant and self evaluations
    - give and receive feedback
    - apply for permission or permits to use a suitable location or playing field
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to manage time effectively within session timeframes
- personal intermediate level cricket tactics and strategies to a high level of technical correctness to demonstrate, explain and break down tactics and strategies for participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules, regulations and policies of cricket to enable safe conduct of all activities
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- equipment types, characteristics and technology used for intermediate cricket
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- intermediate cricket tactics and strategies, such as batting and running plans for team and individuals and bowling strategies
- specific drills, activities and games that promote the learning of tactics and strategies in individuals and groups
- communication systems used between players, coaches, umpires and support staff during intermediate cricket
- psychological methods and techniques used in game preparation
- positions and players of cricket and their roles and responsibilities on the field
- risks commonly associated with intermediate level cricket, and ways to avoid or prevent these
- emergency response and safety procedures appropriate for intermediate cricket, to ensure risk minimisation to self and group.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers precise relevant information, explanations and demonstrations to ensure cricket activities are conducted safely, according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop tactics and strategies of cricket to an intermediate level
- uses and modifies coaching techniques, drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance

Assessment must also ensure access to:

- information regarding participants and location to accurately plan, coach and evaluate intermediate cricket activities and games
- cricket training and competition facilities, with marked out field and suitable pitch
- a group of participants to take part in intermediate cricket sessions and games
- suitably qualified umpires and support staff
- equipment such as cricket balls and bats
- current legislation, organisational policies and procedures and rules, regulations and policies.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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- oral or written questioning to assess knowledge of cricket tactics and strategies applicable to differing game stages and situational factors such as changing pitch and weather conditions
- observation of safe coaching of cricket tactics and strategies to an intermediate level and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of session plans and self or player evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSCKT306A Teach the intermediate skills of cricket.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Readiness may include:

- fitness levels
- motor performance factors
- compatibility between players in match situations.

Intermediate cricket tactics and strategies may include:

- batting strategies
- running between the wickets
- fielding strategies and positions
- captaincy:
  - on and off field leadership
- game preparation
- individual and team competition goal-setting and game plans
- preparation time
- communication.

Session aims and objectives may

- progressive skill acquisition

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include:	• self-improvement • motivation.
Plan may include:	• session aims and objectives • date, time and duration • location • coach and participant ratios • resources and equipment • drills, activities and games • safety requirements.
Needs and characteristics may include:	• age • cultural factors • previous experience • fitness level and physical capabilities • injuries and illnesses.
Relevant legislation may include:	• occupational health and safety (OHS) • authority or permission from land owners, local council or cricket clubs • privacy • working with children • environmental regulations.
Organisational policies and procedures may include:	• OHS • conflict resolution • communication protocols • use, care and maintenance of equipment, pitch and field • training and scheduling commitments • code of ethics.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common cricket injuries • equipment checking and usage.
Drills, ***activities*** may include:	• those described in Cricket Level 1 handbook or similar • small group practices • individual and team practices • offensive and defensive situations • grid work • drills incorporating batting and fielding strategies, running between the wickets and building an innings.
Games may include:	• simulated game conditions • coordinated positional plays

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	• practice matches.
Location may include:	• cricket fields • open fields • indoor or outdoor cricket nets.
Equipment may include:	• cricket balls • cricket bats • personal protective equipment.
Resources may include:	• teaching and coaching tools • video equipment • stopwatch • sports science testing equipment • statistics • first aid kit.
Relevant information may include:	• tactic and strategy focus • equipment and resource requirements, selection and use • safety procedures • communication systems • objectives • rules and regulations of cricket • responsible and safe behaviour.
Risks may include:	• injuries • exhaustion • dehydration.
Rules and regulations may include:	• local, national and international rules of cricket • Australian Cricket Board Laws of the Game and notes on the laws • Australian Cricket Board Code of Conduct • Australian Sports Commission Harassment-free Sport policy.
Communication system may include:	• calls • hand signals • signs.
Game plans may include:	• individual and team • set plays • targeting opposition players • style of play.
Psychologically may include:	• goal setting • visualisation • relaxation techniques

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- motivation techniques
- focusing
- creating values.

Teaching and coaching techniques may include:

- demonstration
- explanation
- focusing on single or multiple tactics and strategies
- breaking down complex tactics and strategies
- diagrams and drawings
- individual, pair, small group and large group work
- time management and positive reinforcement
- assessment and evaluation
- repetition and practice of tactics and strategies.

Required knowledge may include:

- rules, regulations and policies of cricket
- cricket tactics and strategies
- counteractive strategies encountered during competition
- basic biomechanical principles
- factors affecting tactic and strategy acquisition
- strengths and weaknesses of opposition and own team
- equipment selection, use and maintenance.

Participant's performance may include:

- use of appropriate communication systems
- team participation
- speed and accuracy of performance
- attitude and behaviour.

In- game analysis may include:

- game statistics
- game performances
- psychological and motivational wellbeing of players
- ability to successfully implement team plays
- ability to use deception and prediction.

Relevant aspects may include:

- effectiveness of the teaching and coaching session
- suitability of teaching and coaching methods
- feedback provided to or by participants
- initial and final assessment of participant's abilities.

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Unit Sector(s)

Sport

Competency Field

Cricket

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SISSCKT408A Teach the advanced skills of cricket

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the advanced skills of cricket. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills of cricket to an advanced level.

Application of the Unit

This unit applies to individuals operating as cricket coaches at a state level. This includes instructing, planning, conducting and evaluating training sessions and games. This also involves supervising practice sessions, preparing for games and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Plan advanced cricket sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of cricket in order to determine ***session aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Identify ***safety procedures*** associated with cricket ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.5. Select and access ***location***, ***equipment*** and ***resources*** according to organisational policies and procedures.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the advanced cricket session in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and advanced cricket ***rules***, ***regulations and policies***. 2.4. Establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games.
3. Conduct advanced cricket sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the ***advanced skills of cricket*** to be developed. 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury. 3.4. Monitor individual ***participant's performance*** and maintain effective communication during advanced cricket drills, activities and games. 3.5. Observe participants during advanced cricket drills, activities and games, and adjust or refine individual and group technique as required. 3.6. Allow time for cooling down at the end of the

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ELEMENT	PERFORMANCE CRITERIA
	session and inform participants of opportunities to further develop their advanced cricket skills.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 4.2. Evaluate ***relevant aspects*** of advanced cricket session and determine the level of learning achieved. 4.3. Identify potential areas of improvement for future advanced cricket sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an advanced cricket session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive team environment
- problem-solving skills to:
  - plan a suitable advanced cricket session according to participant's needs and characteristics
  - address participant difficulties in developing skills and techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate progress
  - organise participants into manageable groups for advanced cricket drills, activities and games
- language and literacy skills to:
  - produce a plan for the advanced cricket sessions
  - complete post-session participant and self-evaluations
  - give and receive feedback
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to manage time effectively within session timeframes
- personal advanced cricket skills to a high level of technical correctness to:

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  - understand progressive skill acquisition
  - demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules, regulations and policies of cricket to enable safe conduct of sessions
- information about local location to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- advanced skills of cricket, such as those used in batting and bowling, and specific drills, activities and games that promote progressive skill acquisition in individuals and group
- communication systems used between players, coaches, umpires and support staff during advanced cricket
- risks commonly associated with advanced cricket, and methods of mitigating these risks
- emergency response and safety procedures appropriate for advanced cricket, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers information, explanations and demonstrations for cricket sessions to ensure activities are conducted safely according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the skills of cricket to an advanced level
- uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of

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	individual learning styles • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must ensure access to: • resources and information regarding participants and location to accurately plan, coach and evaluate advanced cricket sessions • cricket training and competition facilities, with marked out field and suitable pitch • a group of participants to take part in advanced or state level cricket sessions and games • suitably qualified umpires and support staff • equipment such as cricket balls and bats • current legislation, organisational policies and procedures and rules, regulations and policies.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning processes, such as consulting with participants to determine their needs and characteristics • oral or written questioning to assess knowledge of advanced level cricket skills • observation of safe coaching of cricket skills to an advanced level and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses • portfolio of session plans and self-evaluations • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISSCKT409A Teach the advanced tactics and strategies of cricket.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural factors • previous experience • fitness level and physical capabilities • advanced cricket skills and knowledge • injuries and illnesses.
Readiness may include:	• fitness levels • motor performance factors • compatibility between players in match situations • psychological factors.
Session aims and objectives may include:	• progressive skill acquisition • self-improvement • fitness targets.
Plan may include:	• session aims and objectives • date, time and duration • location • coach and participant ratios • resources and equipment • skill-based, technical and physical drills and activities • evaluation • safety requirements.
Relevant legislation may include:	• occupational health and safety (OHS) • authority or permission from land owners, local council and cricket clubs • privacy • working with children • environmental regulations.
Organisational policies and procedures may include:	• OHS • conflict resolution • communication protocols • use, care and maintenance of equipment, pitch and field

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	• training and scheduling commitments • code of ethics.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common cricket injuries • equipment checking and usage • clear communication systems.
Drills, ***activities*** may include:	• those described in Cricket *Level 1 handbook* or similar • sequential progression of advanced skills • modified skill drills • warm-ups and cool-downs • grid work • batting, bowling and fielding drills to improve technique • catching, throwing and running drills • concentration drills.
Games may include:	• modified games • practice matches • inter-team games • competition games.
Location may include:	• cricket fields • open fields • indoor or outdoor cricket nets.
Equipment may include:	• cricket balls • cricket bats • personal protective equipment.
Resources may include:	• teaching and coaching tools • video equipment • stopwatch • sports science testing equipment • first aid kit.
Relevant information may include:	• skills focus • equipment and resource requirements, selection and use • safety procedures • communication systems • objectives • rules and regulations of cricket.
Risks may include:	• injuries • exhaustion

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	• dehydration.
Rules**, **regulations and policies may include:	• local, national and international rules of cricket • Australian Cricket Board Laws of the Game and notes on the laws • Australian Cricket Board Code of Conduct • Australian Sports Commission Harassment-free Sport policy.
Communication system may include:	• calls • hand signals • signs.
Teaching and coaching techniques may include:	• demonstration • explanation • focusing on a single skill • breaking down skills into components • progressing through and linking skills • time management • positive reinforcement and ongoing feedback • questioning • assessment and evaluation.
Required knowledge may include:	• rules, regulations and policies of cricket • cricket skills and positions • basic biomechanical principles • factors affecting skill acquisition • safety and risk management • equipment selection, use and maintenance • communication systems used in cricket.
Advanced skills of cricket may include:	• skill level for players at state level • batting • bowling • fielding • running • dismissals • slips fielding • wicket keeping.
Participant's performance may include:	• use of appropriate communication systems • team participation • attitude and behaviour • ability to link and perform the advanced skills of cricket.
Relevant aspects may include:	• effectiveness of the teaching and coaching session

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- suitability of teaching and coaching methods
- feedback provided to or by participants
- initial and final assessment of participant's abilities.

Unit Sector(s)

Sport

Competency Field

Cricket

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SISSCKT409A Teach the advanced tactics and strategies of cricket

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the tactics and strategies of advanced cricket. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the tactics and strategies of cricket to an advanced level.

Application of the Unit

This unit applies to individuals operating as cricket coaches at a state level. This includes instructing, planning, conducting and evaluating training sessions and games. This also involves supervising practice sessions, preparing for games and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan advanced level cricket sessions.	1.1. Assess participant's ***readiness*** and current knowledge of ***advanced cricket tactics and strategies*** in order to determine ***session aims and objectives***. 1.2. Develop a ***plan*** according to participant's ***needs and characteristics***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Identify ***safety procedures*** associated with advanced cricket ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.4. Select and access ***location***, ***equipment*** and ***resources*** according to organisational policies and procedures, and check to ensure safety and suitability.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about advanced cricket drills, activities and games in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and cricket ***rules and regulations***. 2.4. Establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games. 2.5. Develop individual and team ***game plans which include*** tactics and strategies to counter strengths and weaknesses of own players and opposition players. 2.6. Prepare players ***psychologically*** for cricket games played at an advanced level.
3. Conduct drills, activities and games.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the tactics and strategies to be developed. 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.3. Conduct warm-up and introductory activities for

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ELEMENT	PERFORMANCE CRITERIA
	participants to reduce the risk of injury. 3.4. Monitor individual ***participant's performance*** and maintain effective communication during advanced cricket drills, activities and games. 3.5. Observe participants during cricket drills, activities and games, and adjust or refine individual and group tactics and strategies as required. 3.6. Conduct ***in-game analysis*** and implement relevant adjustments where required. 3.7. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their cricket tactics and strategies.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with drills, activities and games, and give feedback as required. 4.2. Analyse performances of individuals and the team, and develop relevant ongoing coaching strategies to enhance performance. 4.3. Evaluate ***relevant aspects*** of advanced cricket game and determine the level of learning achieved. 4.4. Identify potential areas of improvement for future advanced level cricket games.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan, conduct and evaluate cricket drills, activities and games that meet their needs
  - convey information about safety aspects
  - clarify positions, tactics and strategies
  - interact with participants to create a safe and positive team environment
- problem-solving skills to:
  - plan suitable cricket drills, activities and games according to participant's needs and characteristics
  - determine player's intentions, movements, strengths and weaknesses
  - read and predict play

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    - address participant difficulties in developing tactics and strategies
    - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
    - source, allocate and coordinate resources, equipment and a suitable location
    - monitor and evaluate short and long term progress
    - organise participants into manageable groups for advanced cricket drills, activities and games
- language and literacy skills to:
    - produce a plan for advanced cricket sessions
    - complete post-game participant and self-evaluations
    - give and receive feedback
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to support effective time management to deliver drills, activities and games within timeframes
- personal advanced level cricket tactics and strategies to a high level of technical correctness to demonstrate, explain and break down tactics and strategies for participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules, regulations and policies of advanced cricket to enable safe conduct of all activities
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- equipment types, characteristics and technology used for advanced cricket
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- advanced cricket tactics and strategies, such as batting and bowling plans for team and individuals
- specific drills, activities and games that promote the learning of tactics and strategies in individuals and groups
- communication systems used between players, coaches, umpires and support staff during advanced cricket
- psychological methods and techniques used in game preparation
- positions and players of cricket and their roles and responsibilities on the field, during games
- risks commonly associated with advanced level cricket, and ways to avoid or prevent these
- emergency response and safety procedures appropriate for advanced cricket, to ensure risk minimisation to self and group.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers precise relevant information, explanations and demonstrations to ensure cricket activities are conducted safely, according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop tactics and strategies of cricket to an advanced level • uses and modifies coaching techniques, drills, activities and games to cater for a range of individual learning styles • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants and location to accurately plan, coach and evaluate advanced cricket activities and games • cricket training and competition facilities, with marked out field and suitable pitch • a group of participants to take part in advanced or state level cricket sessions and games • equipment such as cricket balls and bats • current legislation, organisational policies and procedures and rules, regulations and policies.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of cricket tactics and strategies applicable to differing game stages and situational factors such as changing pitch and weather conditions and player fatigue
- observation of safe coaching of cricket tactics and strategies to an advanced level and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of plans, self or player evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSCKT408A Teach the advanced skills of cricket.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Readiness may include:

- fitness levels
- motor performance factors
- compatibility between players in match situations
- psychological factors.

Advanced cricket tactics and strategies may include:

- tactics and strategies for players at state level
- batting strategies
- running between the wickets
- fielding strategies and positions
- captaincy:
- on and off field leadership
- game preparation
- individual and team competition goal-setting and game plans
- communication.

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Session aims and objectives may include:	• progressive skill acquisition • self-improvement • fitness targets • motivation.
Plan may include:	• session aims and objectives • date, time and duration • location • coach and participant ratios • resources and equipment • tactical and strategic, technical and physical drills and activities • evaluation • safety requirements.
Needs and characteristics may include:	• age • cultural factors • previous experience • fitness level and physical capabilities • injuries and illnesses.
Relevant legislation may include:	• occupational health and safety (OHS) • authority or permission from land owners, local council or cricket clubs • privacy • working with children • environmental regulations.
Organisational policies and procedures may include:	• OHS • conflict resolution • communication protocols • use, care and maintenance of equipment, pitch and field • training and scheduling commitments • individual cricket club's policies • code of ethics.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common cricket injuries • equipment checking and usage • clear communication systems.
Drills, ***activities*** may include:	• those described in Cricket Level 1 handbook or similar • warm-ups and cool-downs • small group practices • individual and team practices

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	• grid work • drills incorporating batting and fielding strategies, running between the wickets and building an innings.
Games may include:	• simulated game conditions • coordinated positional plays • practice matches.
Location may include:	• cricket fields • open fields • indoor or outdoor cricket nets.
Equipment may include:	• cricket balls • cricket bats • personal protective equipment.
Resources may include:	• video equipment • sports science testing equipment • statistics • slips machine • first aid kit.
Relevant information may include:	• tactic and strategy focus • equipment and resource requirements, selection and use • safety procedures • communication systems • objectives • rules and regulations of cricket • responsible and safe behaviour.
Risks may include:	• injuries • exhaustion • dehydration.
Rules and regulations may include:	• local, national and international rules of cricket • Australian Cricket Board Laws of the Game and notes on the laws • Australian Cricket Board Code of Conduct • Australian Sports Commission Harassment-free Sport policy.
Communication system may include:	• calls • hand signals • signs.
Game plans may include:	• individual and team • set plays • targeting opposition players

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	• style of play.
Psychologically may include:	• goal setting • visualisation • relaxation techniques • motivation techniques • focusing • creating values.
Teaching and coaching techniques may include:	• demonstration • explanation • focusing on single or multiple tactics and strategies • breaking down complex tactics and strategies • diagrams and drawings • individual, pair, small group and large group work • time management and positive reinforcement • questioning and suggesting ways to improve • assessment and evaluation.
Required knowledge may include:	• rules, regulations and policies of cricket • cricket tactics and strategies • counteractive strategies encountered during competition • basic biomechanical principles • factors affecting tactic and strategy acquisition • strengths and weaknesses of opposition and own team • equipment selection, use and maintenance.
Participant's performance may include:	• use of appropriate communication systems • team participation • speed and accuracy of performance • attitude and behaviour.
In- game analysis may include:	• game statistics • game performances • psychological and motivational wellbeing of players • strengths and weaknesses of own and opposition players • ability to successfully implement team plays.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants

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- initial and final assessment of participant's abilities.

Unit Sector(s)

Sport

Competency Field

Cricket

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SISSCNO201A Perform the intermediate skills and tactics of canoeing

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the intermediate skills and tactics of flat water, white water or canoe polo during drills, activities, games and or competitions.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in canoeing at a local, state and or national level. This may include flat water canoeing, white water canoeing or canoe polo. It may also apply to those in sports development programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for canoeing drills, activities, games and competitions	1.1. Access and interpret canoeing ***rules***, ***regulations and policies***. 1.2. Determine ***biomechanical principles*** that apply to ***canoeing***. 1.3. Identify the ***intermediate skills and tactics of canoeing*** and their purpose. 1.4. Determine observable body movements and techniques for each stage of the intermediate skills and tactics in priority of performance importance. 1.5. Select ***equipment*** and participate in ***setting up and trimming*** canoe.
2. Participate in canoeing drills, activities, games and competitions	2.1. Undertake ***drills***, ***activities***, ***games and competitions*** in a safe manner, according to canoeing rules, regulations and policies, ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Participate in intermediate level rescue drills and activities, showing effective technique. 2.3. Link and perform the intermediate skills and tactics of canoeing to form a sequence of movements in competition conditions. 2.4. Maintain ***effective communication*** with other participants, team members, coach and referees during drills, activities, games and competitions.
3. Review intermediate skills performance	3.1. ***Review*** performance and identify strengths and areas requiring improvement. 3.2. Identify ***conditions and external influences*** affecting conduct of activities and identify contingency strategies to improve future sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - discuss and clarify canoeing rules, regulations and policies,
  - determine other participant's intentions and movements

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  - follow instructions and directions
  - seek feedback
- teamwork skills to:
  - encourage and support team members
  - participate effectively in drills, activities, games and competitions with other participants
- language and literacy skills to access, interpret and apply information about the rules, regulations and policies of canoeing games and competitions
- problem-solving skills to respond appropriately to changing conditions
- self management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals
- planning and organising skills to assist in selecting equipment and setting up and trimming canoes
- swimming skills and the ability to maintain canoe stability in water
- first aid and rescue skills appropriate to the location to enable initial response to emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation in all activities
- rules, regulations and policies of flat water canoeing, white water canoeing or canoe polo
- biomechanics related to acquisition of intermediate canoeing skills and tactics
- equipment and technological aids used in canoeing drills, activities, games and competitions to enhance development of intermediate skills and tactics
- reflection and review principles to enable effective self evaluation for future improvement
- communication systems used between participants, team members and coaches during canoeing drills, activities, games and competitions
- water and weather features and how these might impact on the canoeing experience
- safety and rescue procedures appropriate for the canoe and location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and Evidence of the following is essential:

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evidence required to demonstrate competency in this unit	• utilises knowledge and interpretation of intermediate skills and tactics of canoeing and relevant rules, regulations and policies to perform these skills and tactics relevant to the canoeing discipline • determines observable body movements for each stage of the intermediate skills and tactics of the relevant canoeing discipline and links together and practices these during drills, activities, games and competitions • communicates appropriately with team members, coach and referees throughout drills, activities, games and competitions, and responds to feedback • reviews own and team's canoeing performance to identify strengths and areas requiring improvement and or modifications.
Context of and specific resources for assessment	Assessment must ensure performance of intermediate skills and tactics relevant to canoeing requirements and conditions on sufficient occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • canoeing training and competition facilities and a suitable body of water • groups or teams of canoeists to participate in intermediate flat water canoeing, white water canoeing or canoe polo • support personnel such as coaches and referees • equipment such as canoes or kayaks, paddles, and safety equipment • resources and information outlining the intermediate skills and tactics of flat, white water canoeing or canoe polo • rules, regulations and policies, legislation and organisational policies and procedures that impact on the conduct of drills, activities, games and competitions.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance of intermediate skills and tactics during drills, activities, games and competitions • oral or written questioning to assess knowledge of the relevant biomechanical principles • third-party reports from coaches or referees detailing

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performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules**, **regulations and policies may include:

- national and international rules of flat water canoeing
- national and international rules of white water canoeing
- national and international rules of canoe polo
- Australian Canoeing coaches code of conduct policy
- Australian Sports Commission Harassment free Sport policy.

Biomechanical principles may include:

- balance
- motion
- force
- momentum
- power.

Canoeing may include:

- flat water canoeing
- white water canoeing
- canoe polo.

Intermediate skills and tactics of canoeing may include:

- paddling skills
- balance and steering
- launching and exiting from bank, bench, pontoon
- propulsion
- capsize
- forward, reverse, stopping and support strokes
- rotation, and leg drive
- entry and exit of canoe
- strokes and on and offside edging
- control strategies
- hand roll, rolling and rolling with the ball

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	• ball skills-passing, receiving, shooting, dribbling, blocking • stroke mobility and boat control strategies • stroke economy, correct lines of approach and exit • boat control and paddle placement • river reading.
Equipment may include:	• personal flotation devices (PFD) • paddles • spray deck or spray skirt • wet suit or wet weather gear.
Setting up and trimming may include:	• construction and characteristics of boat and paddler • rig and steering mechanism • position for team boat.

Drills, ***activities*** may include:	• those described in:
	  • Level 1 Flat water Canoeing Manual
	  • Level 1 White water Canoeing Manual
	  • Level 1 Canoe Polo Manual
	• practicing tactics and strategies used in games and competitions
	• individualised drills and activities
	• concentration drills
	• paddling drills.

Games and competitions may include:	• modified games or races • practice games or races: • competition games or races.
Relevant legislation may include:	• occupational health and safety • permits from authorities • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety: • conflict resolution • communication protocols • use, care and maintenance of equipment • training and scheduling commitments • code of ethics.
Effective communication may include:	• calls • signals • codes.
Conditions and external influences may include:	• environmental and weather conditions • water conditions and features

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- other participants
- support staff
- spectators
- parents
- referees and administrators
- coaches.

Unit Sector(s)

Sport

Competency Field

Competitive Canoeing

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SISSCNO302A Teach the intermediate skills and tactics of flatwater canoeing

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the intermediate skills and tactics of flatwater canoeing. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills and tactics of flatwater canoeing to an intermediate level.

Application of the Unit

This unit applies to individuals operating as flatwater canoeing coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and competitions. This also involves supervising practice sessions, preparing for competitions and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan intermediate flatwater canoeing session or sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of ***flatwater canoeing*** in order to determine ***session aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and ***physical conditioning***, ***relevant legislation***, ***organisational policies and procedures*** and ***endorsed standards promoted by canoeing***. 1.4. Identify ***safety procedures*** associated with flatwater canoeing ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.5. Select and access ***location***, ***equipment*** and ***resources*** suitable for the ***introduction to racing*** or competition, according to relevant legislation and organisational policies and procedures. 1.6. Inspect equipment and ***set up and trim*** canoes.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the intermediate flatwater canoeing session in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and intermediate flatwater canoeing ***rules***, ***regulations and policies***. 2.4. Establish a suitable ***communication system*** to use while participating in drills, activities and games.
3. Conduct intermediate flatwater canoeing session or sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the ***intermediate skills and tactics of flatwater canoeing*** to be developed. 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.3. Monitor individual ***participant's performance*** and maintain effective communication during intermediate flatwater canoeing drills, activities and

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ELEMENT	PERFORMANCE CRITERIA
	games. 3.4. Observe participants during intermediate flatwater canoeing drills, activities and games, and provide individual and group ***stroke analysis and correction*** as required.
4. Complete post-session responsibilities.	4.1. Encourage participants to identify their personal progress and satisfaction with the session, and give feedback as required. 4.2. Inform participants of opportunities to further develop their intermediate flatwater canoeing skills and tactics. 4.3. Evaluate ***relevant aspects*** of intermediate flatwater canoeing session and determine the level of learning achieved. 4.4. Identify potential areas of improvement for future intermediate flatwater canoeing sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan sessions that meet their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan suitable sessions according to participant's needs and characteristics
  - address participant difficulties in developing skills and tactics
  - anticipate and respond appropriately to non routine situations
- planning and organisation skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate progress
  - organise participants into manageable groups for drills, activities and games
- language and literacy skills to:
  - produce a plan for the session or sessions
  - complete post-session participant and self evaluations
  - give and receive feedback

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- numeracy skills to deliver drills, activities and games within session timeframes
- personal intermediate flatwater canoeing skills to a high level of technical correctness to understand progressive skill acquisition and demonstrate, explain and break down skills and tactics to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules, regulations and policies of flatwater canoeing to enable safe conduct of session or sessions
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- equipment types, characteristics and technology used for intermediate flatwater canoeing
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- intermediate skills and tactics of flatwater canoeing, and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- communication systems used between participants, coaches, referees and support staff during intermediate flatwater canoeing
- risks commonly associated with intermediate flatwater canoeing and methods of mitigating these risks
- emergency response and rescue procedures appropriate for flatwater canoeing, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers information, explanations and demonstrations for flatwater canoeing session or sessions to ensure activities are conducted safely according to participant's needs
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop participant's skills and tactics to an intermediate level
- uses and modifies teaching and coaching techniques

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	and drills, activities and games to cater for a range of individual learning styles • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure conduct of safe session or sessions that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • rivers or lakes with marked out courses, suitable for intermediate flatwater canoeing • a group of flatwater canoeists to participate in intermediate session or sessions • equipment such as flatwater canoes or kayaks, single or double bladed paddles, grip and spray skirts • rules, regulations and policies, legislation and organisational policies and procedures that impact on the conduct of drills, activities and games.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules, regulations and policies of flatwater canoeing to enable safe conduct of all drills, activities and games during the session or sessions • observation of safe coaching of intermediate flatwater canoeing skills and tactics, and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses • portfolio of session plans and self-evaluations • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural factors • previous experience • fitness level and physical capabilities • injuries and illnesses.
Readiness may include:	• appropriate levels of fitness • motor performance factors • psychological factors.
Flatwater canoeing may include:	• flatwater racing over various distances • sprints • marathons.
Session aims and objectives may include:	• progressive skill acquisition • self-improvement • fitness targets • motivation • individual and team tactics and skills.
Plan may include:	• session aims and objectives • date, time and duration • location and sufficient space • coach and participant ratios • equipment and resources • drills, activities and games • weather details • safety requirements.
Physical conditioning may include:	• five components of fitness • development of physical abilities • techniques to prevent shoulder injury.
Relevant legislation may include:	• occupational health and safety (OHS) • permits from authorities • privacy • working with children • environmental regulations.
Organisational policies and procedures may include:	• OHS • conflict resolution • communication protocols • use, care and maintenance of equipment • training and scheduling commitments

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	• code of ethics.
Endorsed standards promoted by canoeing may include:	• Australian Canoeing Coaches Code of Conduct policy • accreditation of coaches throughout National Coaching Accreditation Scheme • Australian Sports Commission Harassment-free Sport policy.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common flatwater canoeing injuries and risks • equipment checking and usage.
Drills, ***activities*** may include:	• those described in Level 1 Flatwater Canoeing Manual • sequential progression of skills • individualised drills • concentration drills • basic paddling drills.
Games may include:	• modified games and competitions • focus on skill or skills and or tactic or tactics • racing against other participants • timing • sprinting • practice competitions.
Location may include:	• flatwater rivers or lakes • marked out course or lanes for races • indoor facility.
Equipment may include:	• canoe or kayak suitable for flatwater racing • single or double bladed paddle • spray skirts • rash vests.
Resources may include:	• videos equipment • stopwatch • sports science testing equipment • first aid kit.
Set up and trim may include:	• construction and characteristics of type of paddlers and boats • equipment selection and set up according to paddler and weather conditions • rig and steering mechanism • team boat positioning.
Relevant information may	• skill or skills focus • equipment and resource requirements,

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include:	selection and use • safety procedures • risk management • communication systems • aims and objectives • rules and regulations of flatwater canoeing • responsible and safe behaviour.
Risks may include:	• injuries • unstable canoe or kayak • capsize • exhaustion • dehydration.
Rules, ***regulations and policies*** may include:	• national and international rules of flatwater canoeing • canoeing code of ethics • Australian Canoeing anti-doping policy • Australian Sports Commission Harassment-free Sport policy • age restrictions.
Communication system may include:	• calls • signals.
Teaching and coaching techniques may include:	• demonstration • explanation • single skill or tactic focus • breaking down skills and tactics into components • linking skills • time management • monitoring and observing progress • assessment and evaluation • allowing time for repetition and practice.
Required knowledge may include:	• rules, regulations and policies of flatwater canoeing • flatwater canoeing skills and tactics • basic biomechanical principles • factors affecting skill acquisition • safety and risk management • equipment selection, use and maintenance.
Intermediate skills and tactics of flatwater canoeing may include:	• balance • launching and exiting from bank, bench and pontoon

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	• propulsion • capsize • steering • strokes • team paddling • racing skills • rescue techniques.
Participant's performance may include:	• performance and accuracy of skills and tactics • team boat paddling • attitude and behaviour • ability to link and perform the skills and tactics.
Stroke analysis and correction may include:	• posture • common approach to technique: catch, pull, exit, recovery or set up • trunk rotation • hand position • leg drive • boat movement.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participant's abilities.

Unit Sector(s)

Sport

Competency Field

Competitive Canoeing

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SISSCNO303A Teach the intermediate skills and tactics of whitewater canoeing

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the intermediate skills and tactics of whitewater canoeing through the conduct of drills, activities and games.

Application of the Unit

This unit applies to individuals operating as whitewater canoeing coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and competitions. This also involves supervising practice sessions, preparing for competitions and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan intermediate whitewater canoeing session or sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of ***whitewater canoeing*** in order to determine the ***session's aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and ***physical conditioning***, ***relevant legislation***, ***organisational policies and procedures and endorsed standards promoted by canoeing***. 1.4. Identify relevant ***safety procedures*** for ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.5. Select and access ***location***, ***equipment*** and ***resources*** suitable for the ***introduction to racing or*** competition, according to relevant legislation and organisational policies and procedures. 1.6. Inspect equipment and ***set up and trim*** canoes.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the session in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and relevant ***rules***, ***regulations and policies***. 2.4. Establish a suitable ***communication system*** to use while participating in drills, activities and games.
3. Conduct intermediate whitewater canoeing session or sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the ***intermediate skills and tactics of whitewater canoeing*** to be developed. 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.3. Monitor individual ***participant's performance*** and maintain effective communication during drills, activities and games. 3.4. Observe participants drills, activities and games, and provide individual and group ***stroke analysis and***

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ELEMENT	PERFORMANCE CRITERIA
	correction as required.
4. Complete post-session responsibilities.	4.1. Encourage participants to identify their personal progress and satisfaction with the session, and give feedback as required. 4.2. Inform participants of opportunities to further develop their canoeing skills and tactics. 4.3. Evaluate ***relevant aspects*** of session and determine the level of learning achieved. 4.4. Identify potential areas of improvement for future intermediate whitewater canoeing sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan intermediate whitewater canoeing sessions that meet their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan suitable intermediate whitewater canoeing sessions according to participant's needs and characteristics
  - address participant difficulties in developing skills and tactics
  - anticipate and respond appropriately to non routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate progress
  - organise participants into manageable groups for drills, activities and games
- language and literacy skills to:
  - produce a plan for the session or sessions
  - complete post-session participant and self evaluations
  - give and receive feedback
- numeracy skills to deliver drills, activities and games within session timeframes
- personal intermediate whitewater canoeing skills to a high level of technical correctness to demonstrate, explain and break down skills and tactics to participants

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- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules, regulations and policies of whitewater canoeing to enable conduct of sessions
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- equipment types, characteristics and technology used for intermediate whitewater canoeing
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- intermediate skills and tactics of whitewater canoeing, and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- communication systems used between participants, coaches, referees and support staff during intermediate whitewater canoeing
- risks commonly associated with intermediate whitewater canoeing, and methods of mitigating these risks and emergency response and rescue procedures to minimise risks to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers information, explanations and demonstrations for whitewater canoeing sessions to ensure activities are conducted safely, according to participant's needs
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the skills and tactics of whitewater canoeing to an intermediate level
- uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

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Context of and specific resources for assessment	Assessment must ensure conduct of safe sessions that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • whitewater rivers, suitable for intermediate whitewater canoeing • a group of whitewater canoeists to participate in intermediate session or sessions • equipment such as whitewater canoes or kayaks, paddles, grip, spray covers and personal protective equipment • rules, regulations and policies, legislation and organisational policies and procedures that impact on the conduct of drills, activities and games.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules, regulations and policies of whitewater canoeing to enable safe conduct of all drills, activities and games during the sessions • observation of safe coaching of intermediate whitewater canoeing skills and tactics, and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses • portfolio of session plans and self evaluations • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural factors • previous experience • fitness level and physical capabilities • knowledge of intermediate whitewater canoeing skills and tactics • swimming skills • injuries and illnesses.
Readiness may include:	• appropriate levels of fitness • motor performance factors • compatibility between participants and team members • psychological factors • positive approach to enjoyment and performance.
Whitewater canoeing may include:	• slalom racing • wild water racing.
Session's aims and objectives may include:	• participating in intermediate whitewater canoeing drills, activities and games • practicing skills and tactics during drills, activities and games • progressive skill acquisition • self improvement • fitness targets • motivation • basic movements • individual and team tactics and skills.
Plan may include:	• session aims and objectives • date, time and duration • coach and participant ratios • equipment and resources • drills, activities and games • food and water • weather details • safety requirements.
Physical conditioning may include:	• five components of fitness • development of physical abilities • techniques to prevent shoulder injury.
Relevant legislation may include:	• occupational health and safety • permits from authorities

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	• privacy • working with children • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment • training and scheduling commitments • code of ethics.
Endorsed standards promoted by canoeing may include:	• Canoeing coaches code of conduct policy • accreditation of coaches throughout National Coaching Accreditation Scheme • Australian Sports Commission Harassment-free Sport policy.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common whitewater canoeing injuries and risks • equipment checking and usage.
Drills, ***activities*** may include:	• those described in Level 1 Whitewater Canoeing Manual • sequential progression of skills • individualised drills • concentration drills • basic paddling drills.
Games may include:	• modified games and competitions • focus skill or skills and or tactic or tactics • racing against other participants • timing • sprinting • practice competitions.
Location may include:	• whitewater rivers • indoor facility.
Equipment may include:	• canoe or kayak suitable for whitewater canoeing • paddle • spray cover • personal flotation device • helmet • throw ropes.
Resources may include:	• teaching and coaching tools • video equipment

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- stopwatch
- sports science testing equipment
- first aid kit.

Set up and trim may include:

- construction and characteristics of type of paddles and boats
- equipment selection and set up relevant to paddler and conditions
- rig and steering mechanism
- equipment transport.

Relevant information may include:

- skill or skills focus
- equipment and resource requirements, selection and use
- safety procedures and risk management
- communication systems
- aims and objectives
- rules and regulations of whitewater canoeing
- responsible and safe behaviour.

Risks may include:

- injuries
- unstable canoe or kayak
- collisions
- drowning
- capsize.

Rules, ***regulations and policies*** may include:

- national and international rules of whitewater canoeing
- Australian Canoeing anti-doping policy
- Australian Sports Commission Harassment-free Sport policy
- age restrictions.

Communication system may include:

- calls
- signals.

Teaching and coaching techniques may include:

- demonstration
- explanation
- focusing on a single skill
- breaking down skills and tactics
- progressing through and linking skills and tactics
- shaping and modelling approaches
- reciprocal or peer tutoring
- questioning, monitoring and observing progress
- assessment and evaluation.

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Required knowledge may include:

- rules, regulations and policies of whitewater canoeing
- whitewater canoeing skills and tactics
- basic biomechanical principles
- factors affecting skill acquisition
- equipment selection, use and maintenance.

Intermediate skills and tactics of whitewater canoeing may include:

- forward, reverse and stopping strokes
- forward stroke with propeller paddle
- forward and reverse sweep
- draw strokes
- bow draw strokes
- support strokes, low and high
- J stroke, cross bow draw and pry strokes in Canadian canoes
- rolling
- capsize skills
- break in and break outs
- gate technique:
  - forward down stream gates
  - up stream gates
  - reverse gates
  - off set gates
- racing:
  - water familiarisation
  - pre race preparation
  - race plan
- river reading
- rescue techniques.

Participant's performance may include:

- performance and accuracy of skills and tactics
- attitude and behaviour
- ability to link and perform the intermediate skills and tactics of whitewater canoeing.

Stroke analysis and correction may include:

- posture
- trunk rotation
- hand position
- leg drive
- boat movement.

Relevant aspects may include:

- effectiveness of the teaching and coaching session
- suitability of teaching and coaching methods
- feedback provided to or by participants

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- initial and final assessment of participant's abilities.

Unit Sector(s)

Sport

Competency Field

Competitive Canoeing

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SISSCNO304A Teach the intermediate skills and tactics of canoe polo

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the intermediate skills and tactics of canoe polo. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills and tactics of canoe polo to an intermediate level.

Application of the Unit

This unit applies to individuals operating as canoe polo coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and competitions. This also involves supervising practice sessions, preparing for competitions and completing post competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan intermediate canoe polo session or sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of canoe polo in order to determine ***session's aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and ***physical conditioning***, ***relevant legislation***, ***organisational policies and procedures*** and ***endorsed standards promoted by canoeing***. 1.4. Identify ***safety procedures*** associated with canoe polo ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.5. Select and access ***location***, ***equipment*** and ***resources*** suitable for the ***introduction to competitions***, according to relevant legislation and organisational policies and procedures. 1.6. Inspect equipment and ***set up and trim*** canoes.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the session in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and relevant ***rules***, ***regulations and policies***. 2.4. Establish a suitable ***communication system*** to use while participating in drills, activities and games.
3. Conduct intermediate canoe polo sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the ***intermediate skills and tactics of canoe polo*** to be developed. 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.3. Monitor individual ***participant's performance*** and maintain effective communication during drills, activities and games. 3.4. Observe participants during drills, activities and

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ELEMENT	PERFORMANCE CRITERIA
	games, and provide individual and or group ***stroke analysis and correction*** as required.
4. Complete post-session responsibilities.	4.1. Encourage participants to identify their personal progress and satisfaction with the session, and give feedback as required. 4.2. Inform participants of opportunities to further develop their canoe polo skills and tactics. 4.3. Evaluate ***relevant aspects*** of session and determine the level of learning achieved. 4.4. Identify potential areas of improvement for future intermediate canoe polo sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan intermediate canoe polo sessions that meet their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan a suitable session according to participant's needs and characteristics
  - address participant difficulties in developing skills and tactics
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate progress
  - organise participants into manageable groups for drills, activities and games
- language and literacy skills to:
  - produce a plan for the intermediate canoe polo session or sessions
  - complete post-session participant and self evaluations
  - give and receive feedback
- numeracy skills to deliver drills, activities and games within session timeframes
- personal intermediate canoe polo skills to a high level of technical correctness to understand progressive skill acquisition and demonstrate, explain and break down skills and tactics to participants

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- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules, regulations and policies of canoe polo to enable safe conduct of sessions
- site specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- equipment types, characteristics and technology used for intermediate canoe polo
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- intermediate skills and tactics of canoe polo, and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- communication systems used between participants, coaches, referees and support staff during intermediate canoe polo
- risks commonly associated with intermediate canoe polo, and methods of mitigating these risks
- emergency response and rescue procedures appropriate for canoe polo, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for canoe polo sessions to ensure activities are conducted safely according to participant's needs • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the skills and tactics of canoe polo to an intermediate level • uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of individual learning styles • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

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Context of and specific resources for assessment	Assessment must ensure conduct of safe sessions that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • swimming pools or flatwater rivers or lakes suitable for intermediate canoe polo • a group of canoe polo participants to participate in intermediate sessions • equipment such as polo canoes or kayaks, lightweight paddles, goals, personal protection, buoyancy aids, floating ropes and spray deck • rules, regulations, policies and legislation that impact on the conduct of drills, activities and games.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning processes, such as consulting with participants to determine their needs and characteristics • oral or written questioning to assess knowledge of legislative and organisational requirements and rules, regulations and policies of canoe polo to enable safe conduct of all drills, activities and games during the session or sessions • observation of safe coaching of intermediate canoe polo skills and tactics, and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses • portfolio of session plans and self-evaluations • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural factors • previous experience • fitness level and physical capabilities • knowledge of intermediate canoe polo skills and tactics • swimming skills • injuries and illnesses.
Readiness may include:	• fitness levels • motor performance factors • psychological factors.
Session's aims and objectives may include:	• progressive skill acquisition • self improvement • fitness targets • motivation • individual and team tactics and skills.
Plan may include:	• session's aims and objectives • date, time and duration • location • coach and participant ratios • equipment and resources • drills, activities and games • weather details • safety requirements.
Physical conditioning may include:	• five components of fitness • development of physical abilities • techniques to prevent shoulder injury.
Relevant legislation may include:	• occupational health and safety • permits from authorities • privacy • working with children • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment • training and scheduling commitments • code of ethics.
Endorsed standards promoted by	• Australian Canoeing coaches code of conduct

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canoeing may include:	policy • accreditation of coaches throughout National Coaching Accreditation Scheme • Australian Sports Commission Harassment-free Sport policy.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common canoe polo injuries and risks • equipment checking and usage.
Drills, ***activities*** may include:	• those described in Level 1 Canoe Polo Manual • sequential progression of skills • offence and defence tactics and strategies • individualised drills • concentration drills • basic paddling drills.
Games may include:	• modified games and competitions • focus on skill or skills and or tactic or tactics • specific play focus • offence and defence • practice matches.
Location may include:	• suitably sized swimming pools • lakes or rivers with flatwater.
Equipment may include:	• polo canoes or kayaks • lightweight paddles • goals • polo ball • personal protective equipment • buoyancy aids • floating ropes • spray deck.
Resources may include:	• video equipment • stopwatch • sports science testing equipment • first aid kit.
Set up and trim may include:	• construction and characteristics of paddlers and boats • selection of equipment relevant to paddler and conditions • rig and steering.
Relevant information may include:	• skill or skills focus • equipment and resource requirements, selection and use

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	• safety procedures • communication systems • aims and objectives • rules and regulations of canoe polo • responsible and safe behaviour.
Risks may include:	• impact injuries • collision • capsize • exhaustion • dehydration.
Rules, ***regulations and policies*** may include:	• national and international rules of canoe polo • Australian Canoeing anti-doping policy • Australian Sports Commission Harassment-free Sport policy • age restrictions.
Communication system may include:	• calls • signals • signs • codes.
Teaching and coaching techniques may include:	• demonstration • explanation • focusing on a single skill or tactic • breaking down skills and tactics into components • progressing through and linking skills • shaping and modelling approaches • reciprocal or peer tutoring • questioning, monitoring and observing progress • assessment and evaluation.
Required knowledge may include:	• rules, regulations and policies of canoe polo • canoe polo skills and tactics • basic biomechanical principles • factors affecting skill acquisition.
Intermediate skills and tactics of canoe polo may include:	• paddling skills • entry and exit of canoe • strokes • edging the boat, off side and on side for each stroke • control strategies • hand roll, rolling and rolling with the ball • passing

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	• receiving • shooting • dribbling • blocking • goal keeping • positions and zoning • tackling and avoidance • teamwork and communication.
Participant's performance may include:	• performance and accuracy of intermediate canoe polo skills and tactics • attitude and behaviour • ability to link and perform the intermediate skills and tactics of canoe polo.
Stroke analysis and correction may include:	• posture • common approach to technique • trunk rotation • hand position • leg drive • boat movement.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participant's abilities.

Unit Sector(s)

Sport

Competency Field

Competitive Canoeing

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SISSCNO305A Perform the advanced skills and tactics of canoeing

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the advanced skills and tactics of flatwater canoeing, slalom or canoe polo during drills, activities, games and competitions.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in canoeing at a local, state and or national level. This may include flatwater canoeing, slalom or canoe polo. It may also apply to those in sports development programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for canoeing drills, activities, games and competitions.	1.1. Access and interpret canoeing ***rules***, ***regulations and policies***. 1.2. Determine ***biomechanical principles*** that apply to ***advanced canoeing***. 1.3. Identify the ***advanced skills and tactics of canoeing*** and their purpose. 1.4. Determine observable body movements and techniques for each stage of the advanced skills and tactics of canoeing, in priority of performance importance. 1.5. Select ***equipment*** and participate in ***setting up and trimming*** canoe.
2. Participate in canoeing drills, activities, games and competitions.	2.1. Undertake ***drills***, ***activities***, ***games and competitions*** in a safe manner, according to canoeing rules, regulations and policies, ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Participate in rescue drills and activities, showing effective technique. 2.3. Link and perform the advanced skills and tactics of canoeing to form a sequence of movements in competition conditions. 2.4. Maintain ***effective communication*** with other participants, team members, coach and referees during drills, activities, games and competitions.
3. Review advanced skills performance.	3.1. Review performance and identify strengths and areas requiring improvement. 3.2. Identify ***conditions and external influences*** affecting conduct of activities and identify contingency strategies to improve future sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - discuss and clarify canoeing rules, regulations and policies

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  - determine other participant's intentions and movements
  - follow instructions and directions
  - seek feedback
- teamwork skills to:
  - encourage and support team members
  - participate effectively in drills, activities with other participants
- language and literacy skills to access, interpret and apply information about the rules, regulations and policies of canoeing games and competitions
- problem-solving skills to respond appropriately to changing conditions
- self management skills to:
  - review and reflect on own performance
  - practice skills and tactics during games and competitions
  - organise time and priorities effectively
  - set short, medium and long term goals
- planning and organising skills to assist in selecting equipment and setting up and trimming canoes
- swimming skills and the ability to maintain canoe stability in water
- first aid and rescue skills appropriate to the location to enable initial response to emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation in all activities
- rules, regulations and policies of flatwater canoeing, slalom or canoe polo
- biomechanics related to acquisition of advanced canoeing skills and tactics
- equipment and technological aids used in canoeing drills, activities, games and competitions to enhance development of advanced skills and tactics
- reflection and review principles to enable effective self-evaluation for future improvement
- communication systems used between participants, team members and coaches during canoeing drills, activities, games and competitions
- water and weather features and how these might impact on the canoeing experience
- safety and rescue procedures appropriate for the canoe and location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- utilises knowledge and interpretation of advanced skills and tactics of canoeing and relevant rules, regulations and policies to perform these skills and tactics during advanced flatwater canoeing, slalom or canoe polo
- determines observable body movements for each stage of the advanced skills and tactics of canoeing, and links together and practices these during drills, activities, games and competitions
- communicates appropriately with team members, coach and referees throughout drills, activities, games and competitions, and responds to feedback
- reviews own and team's canoeing performance to identify strengths and areas requiring improvement or modifications.

Context of and specific resources for assessment

Assessment must ensure performance of advanced skills and tactics relevant to canoeing requirements and conditions on sufficient occasions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- canoeing training and competition facilities and a suitable body of water
- groups or teams of canoeists to participate in advanced flatwater canoeing, slalom or canoe polo
- support personnel such as coaches and referees
- resources and information outlining the advanced skills and tactics of flatwater canoeing, slalom or canoe polo
- rules, regulations and policies, legislation and organisational policies and procedures that impact on the conduct of drills, activities, games and competitions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance of advanced skills and tactics during drills, activities, games and competitions
- oral or written questioning to assess knowledge of the relevant biomechanical principles and the advanced skills and tactics, and rules, regulations and policies

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of canoeing
- third-party reports from coaches or referees detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules**, **regulations and policies may include:
- national and international rules of flatwater canoeing
- national and international rules of slalom canoeing
- national and international rules of canoe polo
- Australian Canoeing coaches code of conduct policy
- Australian Sports Commission Harassment-free Sport policy.

Biomechanical principles may include:
- balance
- motion
- force
- momentum
- power.

Advanced canoeing may include:
- flatwater canoeing
- slalom
- canoe polo.

Advanced skills and tactics may include:
- slalom canoeing:
  - advanced edge control, leaning upstream
  - pivots
  - nose and tail weighting
  - feathering the bow draw
  - ducking the bow and stern
  - combination strokes to move
  - rolling techniques
  - river reading

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- crossing the current, ferries, surfing, power, high cross
- breaking in and out, turning on stoppers, waves

- flatwater canoeing:
  - racing stroke
  - four phases of the paddling stroke
  - posture
  - starts
  - wash riding
  - turns
  - portages
  - race plan, preparation and tactics
- canoe polo:
  - paddling skills
  - entry and exit of craft
  - strokes
  - edging the boat, off side and on side for each stroke
  - boat control strategies
  - hand roll, Eskimo roll and rolling with the ball
  - ball skills - passing, receiving, shooting, dribbling and blocking
  - goal keeping
  - basic offence and defence
  - positions and zoning
  - tackling and avoidance
  - shifting and penetrating.

Equipment may include:

- suitable canoes and kayaks
- personal flotation devices (PFD)
- paddles
- spray deck or spray skirt
- wet suit or wet weather gear
- safety equipment or protection.

Setting up and trimming may include:

- construction and characteristics of boat and paddles
- equipment selected and set up to match paddler
- trim, nose high and nose low for canoe or kayak
- balance and seating or kneeling positions for

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	team boats • rig and steering mechanism.

Drills, ***activities*** may include:	• those described in:
	  • Level 2 Flatwater Canoeing Manual
	  • Level 2 Slalom Canoeing Manual
	  • Level 2 Canoe Polo Manual
	• practicing tactics and strategies used in games and competitions
	• individualised drills
	• concentration drills
	• paddling drills.

Games and competitions may include:	• modified games and races relevant to flatwater canoeing, slalom or canoe polo • practice games and races • competition games and races.
Relevant legislation may include:	• occupational health and safety • permits from authorities • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment • training and scheduling commitments • code of ethics.
Effective communication may include:	• calls • signals • codes.
Conditions and external influences may include:	• environmental and weather conditions • water conditions and features • other participants • support staff • spectators • parents • referees and administrators • coaches.

Unit Sector(s)

Sport

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Competency Field

Competitive Canoeing

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SISSCNO406A Teach the advanced skills and tactics of flatwater canoeing

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the advanced skills and tactics of flatwater canoeing. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills and tactics of flatwater canoeing to an advanced level.

Application of the Unit

This unit applies to individuals operating as flatwater canoeing coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and competitions. This also involves supervising practice sessions, preparing for competitions and completing post competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan advanced flatwater canoeing session or sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of ***flatwater canoeing*** in order to determine ***session's aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and ***physical conditioning***, ***relevant legislation***, ***organisational policies and procedures*** and ***endorsed standards promoted by canoeing***. 1.4. Determine ***psychological needs*** of a sprint and marathon paddler and integrate into the session. 1.5. Identify ***safety procedures*** associated with flatwater canoeing ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.6. Select and access ***location***, ***equipment*** and ***resources*** according to relevant legislation and organisational policies and procedures. 1.7. Inspect equipment and ***set up and trim*** canoes.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the session in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and relevant ***rules***, ***regulations and policies***. 2.4. Establish a suitable ***communication system*** to use while participating in drills, activities and games.
3. Conduct advanced flatwater canoeing sessions or sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the ***advanced skills and tactics of flatwater canoeing*** to be developed. 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.3. Monitor individual ***participant's performance*** and maintain effective communication during drills, activities and games.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Observe participants during drills, activities and games, and provide individual or group ***stroke analysis and correction*** as required.
4. Complete post-session responsibilities.	4.1. Encourage participants to identify their personal progress and satisfaction with the session, and give feedback as required. 4.2. Inform participants of opportunities to further develop their canoeing skills and tactics. 4.3. Evaluate ***relevant aspects*** of session and determine the level of learning achieved. 4.4. Identify potential areas of improvement for future advanced flatwater canoeing sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an advanced flatwater canoeing session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan a suitable session according to participant's needs and characteristics
  - address participant difficulties in developing skills and tactics
  - determine psychological needs of a flatwater canoeist
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate progress
  - organise participants into manageable groups for drills, activities and games
- language and literacy skills to:
  - produce session plans
  - complete post-session participant and self evaluations
  - give and receive feedback
- numeracy skills to deliver drills, activities and games within session timeframes
- personal advanced flatwater canoeing skills to a high level of technical correctness

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to understand progressive skill acquisition and demonstrate, explain and break down skills and tactics to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules, regulations and policies of flatwater canoeing to enable safe conduct of session or sessions
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- equipment types, characteristics and technology used for advanced flatwater canoeing
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- advanced skills and tactics of flatwater canoeing, and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- communication systems used between participants, coaches, referees, specialists and support staff during advanced flatwater canoeing
- risks commonly associated with advanced flatwater canoeing, and methods of mitigating these risks
- emergency response and rescue procedures appropriate for flatwater canoeing, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for flatwater canoeing sessions to ensure activities are conducted safely, according to participant's needs • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the skills and tactics of flatwater canoeing to an advanced level • uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of individual learning styles

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	• evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure conduct of safe sessions that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • rivers or lakes with marked out courses or an appropriate indoor facility • a group of flatwater canoeists to participate in advanced session or sessions • equipment such as flatwater canoes or kayaks, single or double bladed paddles, grip and spray skirts • rules, regulations and policies, legislation and organisational policies and procedures that impact on the conduct of drills, activities and games.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules, regulations and policies of flatwater canoeing to enable safe conduct of all drills, activities and games during the session or sessions • observation of safe coaching of advanced flatwater canoeing skills and tactics, and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses • portfolio of session plans and self-evaluations • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural factors • previous experience • fitness level and physical capabilities • swimming skills • injuries and illnesses.
Readiness may include:	• fitness levels • motor performance factors • compatibility between participants and team members • level of arousal which will enhance performance • psychologically prepared.
Flatwater canoeing may include:	• flatwater racing over various distances • sprints • marathons.
Session's aims and objectives may include:	• progressive skill acquisition • self-improvement • fitness targets • basic movements • individual and team tactics and skills.
Plan may include:	• session's aims and objectives • date, time and duration • location • coach and participant ratios • equipment and resources • drills, activities and games • weather details • safety requirements.
Physical conditioning may include:	• five components of fitness • development of physical abilities • techniques to prevent shoulder injury.
Relevant legislation may include:	• occupational health and safety • permits from authorities • privacy • working with children • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution

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	• communication protocols • use, care and maintenance of equipment • training and scheduling commitments • code of ethics.
Endorsed standards promoted by canoeing may include:	• Australian Canoeing coaches code of conduct policy • accreditation of coaches throughout National Coaching Accreditation Scheme • Australian Sports Commission Harassment-free Sport policy.
Psychological needs may include:	• visualisation • relaxation • centering • focusing • goal setting • motivation • process oriented versus outcome oriented • analysing strengths and weaknesses.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common flatwater canoeing injuries and risks • equipment checking and usage • clear communication systems • clear explanations of all requirements.
Drills, ***activities*** may include:	• those described in: • Level 2 Flatwater Canoeing Manual • sequential progression of skills • practicing tactics and strategies used in games and competitions • individualised drills • strength training • psychological preparation • concentration drills • paddling drills.
Games may include:	• modified games and competitions • focus skill or skills and or tactic or tactics • racing against other participants • sprinting • practice competitions.
Location may include:	• flatwater rivers or lakes • marked out course or lanes for races • indoor facility.

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Equipment may include:	• canoe or kayak suitable for flatwater racing • single or double bladed paddle • spray skirts • personal clothing and footwear • rash vests.
Resources may include:	• teaching and coaching tools • videos and video equipment • stopwatch • sports science testing equipment • food and water • first aid kit.
Set up and trim may include:	• construction and characteristics of type of paddles and boats • equipment adapted to suit weather conditions • rig and steering mechanism • trim, nose high and nose low, for canoe or kayak • balance and seating and kneeling positions for team boats • team boat positioning.
Relevant information may include:	• skill or skills focus • equipment and resource requirements, selection and use • safety procedures • aims and objectives • psychological preparation • rules and regulations of flatwater canoeing • responsible and safe behaviour.
Risks may include:	• injuries • unstable canoe or kayak • capsize • exhaustion • dehydration.
Rules, ***regulations and policies*** may include:	• Australian Canoeing Sprint and Marathon Racing Rules • International Canoe Federation Sprint and Marathon Racing Rules • Australian Canoeing anti-doping policy • Australian Sports Commission Harassment-free Sport policy • age restrictions.
Communication system may	• calls

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include:

- signals.

Teaching and coaching techniques may include:

- demonstration
- explanation
- focusing on a single skill or tactic
- breaking down skills and tactics into components
- progressing through and linking skills and tactics
- shaping and modelling approaches
- reciprocal or peer tutoring
- questioning, monitoring and observing progress
- assessment and evaluation.

Required knowledge may include:

- rules, regulations and policies of flatwater canoeing
- flatwater canoeing skills and tactics
- basic biomechanical principles
- factors affecting skill acquisition
- safety and risk management
- equipment selection, use and maintenance.

Advanced skills and tactics may include:

- the racing stroke:
  - four phases of the paddling stroke
  - posture
- advanced marathon racing skills:
  - starts
  - wash riding
  - turns
  - portages
- advanced racing tactics:
  - race plan
  - start
  - developing team boats
  - pre-race and race day preparation
- advanced marathon racing tactics:
  - race tactics
  - race environment
- team racing
- water features
- rescue techniques.

Participant's performance may

- performance and accuracy of skills and tactics
- attitude and behaviour

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include:	• ability to link and perform the skills and tactics.
Stroke analysis and correction may include:	• posture • trunk rotation • hand position • leg drive • boat movement.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participant's abilities.

Unit Sector(s)

Sport

Competency Field

Competitive Canoeing

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SISSCNO407A Teach the advanced skills and tactics of slalom canoeing

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the advanced skills and tactics of slalom canoeing. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills and tactics of slalom canoeing to an advanced level.

Application of the Unit

This unit applies to individuals operating as slalom canoeing coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and competitions. This also involves supervising practice sessions, preparing for competitions and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan advanced slalom canoeing sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness***, current knowledge of slalom canoeing and ***course design*** in order to determine ***session's aims and objectives***. 1.3. Develop a ***race plan*** according to participant's needs and ***physical conditioning***, ***relevant legislation***, ***organisational policies and procedures*** and ***endorsed standards promoted by canoeing***. 1.4. Determine ***psychological needs*** of a slalom canoeist and integrate into session. 1.5. Identify ***safety and risk management procedures*** associated with slalom canoeing ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.6. Select and access ***location***, ***equipment*** and ***resources*** suitable for the introduction to racing and competition, according to relevant legislation and organisational policies and procedures. 1.7. Inspect equipment and ***set up and trim*** canoes.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the session in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety and risk management procedures, appropriate behaviour and slalom canoeing ***rules***, ***regulations and policies***. 2.4. Establish a suitable ***communication system*** to use while participating in drills, activities and games.
3. Conduct advanced slalom canoeing sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the ***advanced skills and tactics of slalom canoeing*** to be developed. 3.2. Advise procedures for dealing with emergency and

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ELEMENT	PERFORMANCE CRITERIA
	non-routine situations according to organisational policies and procedures.
	3.3. Monitor individual ***participant's performance*** and maintain effective communication during drills, activities and games.
	3.4. Observe participants during drills, activities and games, and provide individual or group ***skill analysis and correction*** as required.
	3.5. Determine ***over training symptoms*** associated with advanced slalom canoeing drills, activities and games.
4. Complete post-session responsibilities.	4.1. Encourage participants to identify their personal progress and satisfaction with the session, and give feedback as required.
	4.2. Develop and implement a ***recovery plan*** for over training, after seeking advice from a specialist.
	4.3. Inform participants of opportunities to further develop their slalom canoeing skills and tactics.
	4.4. Evaluate ***relevant aspects*** of session and determine the level of learning achieved.
	4.5. Identify potential areas of improvement for future advanced slalom canoeing sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an advanced slalom canoeing session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan suitable sessions according to participant's needs and characteristics
  - address participant difficulties in developing skills and tactics
  - determine psychological needs of a slalom canoeist
  - anticipate and respond appropriately to non-routine situations
- planning and organisation skills to:

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  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate progress
  - plan recovery sessions
  - organise participants into manageable groups for drills, activities and games
- language and literacy skills to:
  - produce a race plan and training and resistance program for advanced slalom canoeists
  - complete post-session participant and self evaluations
  - give and receive feedback
- numeracy skills to deliver drills, activities and games within session timeframes
- personal advanced slalom canoeing skills to a high level of technical correctness to understand progressive skill acquisition and demonstrate, explain and break down skills and tactics to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules, regulations and policies of slalom canoeing to enable safe conduct of sessions
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- equipment types, characteristics and technology used for advanced slalom canoeing
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- advanced skills and tactics of slalom canoeing, and specific drills, activities and games that promote progressive skill acquisition in individuals and group
- communication systems used between participants, coaches, referees, specialists and support staff during advanced slalom canoeing
- risks commonly associated with advanced slalom canoeing, and methods of mitigating these risks
- emergency response and rescue procedures appropriate for slalom canoeing, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for slalom canoeing sessions to ensure activities are conducted safely, according to participant's needs • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the skills and tactics of slalom canoeing to an advanced level • uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of individual learning styles • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure conduct of safe sessions that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • whitewater rivers and indoor training facilities • a group of slalom canoeists to participate in advanced sessions • equipment such as slalom canoes or kayaks, paddles, grip, spray covers, personal flotation devices (PFDs) and helmets • rules, regulations and policies, legislation, and organisational policies and procedures that impact on the conduct of drills, activities and games.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules, regulations and policies of slalom canoeing to enable safe conduct of all drills, activities and games during the session or sessions • observation of safe coaching of advanced slalom canoeing skills and tactics, and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses • portfolio of session plans and self evaluations • third-party reports from a supervisor detailing

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performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural factors • previous experience • fitness level and physical capabilities • swimming skills • injuries and illnesses.
Readiness may include:	• fitness levels • motor performance factors • compatibility between participants and team members • level of arousal which will enhance performance • psychologically prepared.
Course design may include:	• gate techniques • balance requirements to create specific moves to challenge paddling patterns • water features • bridging moves.
Session's aims and objectives may include:	• progressive skill acquisition • self improvement • fitness targets • motivation • individual and team tactics and skills.
Race plan may include:	• equipment and resources • weather details • safety requirements • risk management plan.
Physical conditioning may	• five components of fitness

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include:	• development of physical abilities • techniques to prevent shoulder injury.
Relevant legislation may include:	• occupational health and safety • permits from authorities • privacy • working with children • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment • training and scheduling commitments • code of ethics.
Endorsed standards promoted by canoeing may include:	• Australian Canoeing coaches code of conduct policy • accreditation of coaches throughout National Coaching Accreditation Scheme • Australian Sports Commission Harassment-free Sport policy.
Psychological needs may include:	• visualisation • relaxation • focusing • goal setting • motivation • process oriented versus outcome oriented • analysing strengths and weaknesses.
Safety and risk management procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common slalom canoeing injuries and risks • equipment checking and usage • recognition of potential hazards on the river • water management, such as site selection and gate position • rescue and recovery.
Drills, ***activities*** may include:	• those described in Level 2 Slalom Canoeing Manual • sequential progression of skills • individualised drills • strength training • psychological preparation • paddling drills.

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Games may include:	• modified games and competitions • practice races • practice competitions.
Location may include:	• whitewater rivers with suitable gates and water features • indoor facilities.
Equipment may include:	• canoe or kayak suitable for slalom canoeing • paddle • spray cover • personal flotation device (PFD) • helmet.
Resources may include:	• teaching and coaching tools • stopwatch • sports science testing equipment • first aid kit.
Set up and trim may include:	• construction and characteristics of type of paddlers and boats • equipment selection and set up according relevant to paddler and conditions • rig and steering mechanism • equipment transport.
Relevant information may include:	• race plan • skill or skills focus • equipment and resource requirements, selection and use • safety procedures • psychological preparation • rules and regulations of slalom canoeing • responsible and safe behaviour.
Risks may include:	• unstable canoe or kayak • collision or hitting objects • becoming caught or trapped in whitewater features • capsize • exhaustion • dehydration.
Rules, ***regulations and policies*** may include:	• international rules of competition, organisation or formats • Australian Canoeing rules of competition and formats • Australian Canoeing Slalom and Wild Water policy handbook

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- modified rules
- Australian Canoeing Code of Ethics
- Australian Canoeing anti-doping policy
- Australian Sports Commission Harassment-free sport policy
- age restrictions.

Communication system may include:

- calls
- signals.

Teaching and coaching techniques may include:

- demonstration
- explanation
- focusing on a single skill or tactic
- breaking down skills and tactics into components
- progressing through and linking skills and tactics
- shaping and modelling approaches
- reciprocal or peer tutoring
- questioning, monitoring and observing progress
- assessment and evaluation.

Required knowledge may include:

- rules, regulations and policies of slalom canoeing
- slalom canoeing skills and tactics
- basic biomechanical principles
- factors affecting skill acquisition
- equipment selection, use and maintenance.

Advanced skills and tactics of slalom canoeing may include:

- advanced edge control, leaning upstream
- pivots
- nose and tail weighting
- feathering the bow draw
- combination strokes to move
- rolling techniques
- whitewater technique:
  - river reading
  - breaking in and out, turning on stoppers, waves
  - pivot turn, paddling downstream through eddies
  - boat edging and body weight transfer
- wide, tight exit and approaches
- ferry approach
- carve approach

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	• merano • variations, such as current, boils, stoppers, waves and troughs • offset gates • reverse gates • boofing • rescue techniques.
Participant's performance may include:	• performance and accuracy of skills and tactics • attitude and behaviour • ability to link and perform skills and tactics.
Skill analysis and correction may include:	• effectiveness, time and consistency • posture • trunk rotation • hand position • leg drive • stroke rating • smoothness and consistency.
Over training symptoms may include:	• tired or sore muscles • fatigue • stress.
Recovery plan may include:	• work-to-rest ratio • psychological regulation • physical therapies.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participant's abilities.

Unit Sector(s)

Sport

Competency Field

Competitive Canoeing

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SISSCOP201A Prepare a pre or post event meal

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare pre- or post-event meals with the correct nutritional requirements for persons participating in sport.

Application of the Unit

This unit applies to current or aspiring elite athletes who are competing in individual or team sports at a state, national or international level. It may also apply to those in sports development or coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Plan a pre-or post-event meal.	1.1. Identify basic ***nutritional requirements*** for pre- or post-event meals for the ***specific sport***. 1.2. Identify different ***physiological characteristics*** and their effect on nutritional retention. 1.3. Select a recipe which addresses nutritional and physiological requirements. 1.4. Modify recipe as required.
2. Prepare a pre- or post-event meal.	2.1. Follow instructions in the selected recipe to prepare a pre- or post-event meal. 2.2. Use ***healthy cooking strategies***. 2.3. Ensure the meal fulfils all ***nutritional requirements*** as identified. 2.4. Prepare meal to meet time factor of nutritional requirements. 2.5. Evaluate effectiveness of meal in assisting in the preparation for, or recovery from, event.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- technical skills to prepare and cook a variety of different foods in a variety of healthy cooking styles
- literacy and numeracy skills to enable the correct interpretation of nutritional information on food labels and in recipes.

Required knowledge

- the benefits to athletes of nutritional cooking techniques
- food hygiene requirements to enable safe preparation
- the physiological characteristics of diet in order to prepare appropriate menus for athletes in pre-and post-event situations.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies nutritional information to planning pre- or post-events meals • prepares, handles and stores food safely.
Context of and specific resources for assessment	Assessment must ensure preparation of multiple pre-or post-event meals that satisfy the nutritional requirements of the candidate's current or intended sport to allow the demonstration of competency and consistency of performance. Assessment must also ensure access to: • information on nutritional requirements for pre-and post-event meals • information on healthy cooking • appropriately equipped kitchen.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of preparation of pre-or post-event meal • oral or written questioning to assess knowledge of nutritional requirements for pre-and post-event meals • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Nutritional requirements may include:	• pre-event • post-event • during event.
Specific sport may include:	• endurance event • sprint event

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	• team sport • aquatic event.
Physiological characteristics may include:	• fat to muscle ratio • sex • metabolic rate.
Healthy cooking strategies may include:	• grilling • steaming • stir-fry • minimal use of oils and fats • safe food handling and storage.

Unit Sector(s)

Sport

Competency Field

Career Oriented Participation

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SISSCOP202A Develop a personal management plan

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and implement a personal management plan. The unit focuses on the application of self-appraisal, planning and prioritising skills to enable the development of personal goals and the effective use of time.

Application of the Unit

This unit applies to current or aspiring elite athletes who are competing in individual or team sports at a state, national or international level. It may also apply to those in sports development or coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Identify personal attributes related to goal setting.	1.1. List and analyse ***personal situation***, skills and ***attributes***. 1.2. Apply ***strategies to identify personal strengths and weaknesses***. 1.3. Select a career related area of knowledge or skill to target for self improvement.
2. Set personal goals across a range of time periods.	2.1. Identify ***personal career goals*** related to identified targets. 2.2. Set realistic, clearly defined goals with a specific timeframe. 2.3. Select goals to target within each time range. 2.4. Organise goals into a management plan. 2.5. Seek feedback from ***support personnel*** to clarify goals.
3. Plan activities to support goals.	3.1. Use an activity log to identify key areas of conflict and time management issues. 3.2. Develop detailed realistic strategies to achieve a set goal. 3.3. Prioritise activities for inclusion in the plan. 3.4. Allocate budget, time and resources. 3.5. Anticipate ***problems or constraints*** and incorporate appropriate contingency plans.
4. Prioritise activities to maximise time management.	4.1. Utilise the ***key tools*** required for developing ***effective scheduling*** to address set goals. 4.2. Identify all ***key activities*** and commitments that need to be scheduled within the action plan to support stated goals. 4.3. Set priorities to maximise effective time management.
5. Implement and evaluate plan.	5.1. Undertake activities to meet identified goals. 5.2. Apply time management strategies included in the action plan and track activity progress. 5.3. Monitor, evaluate and adjust the time management plan as required. 5.4. Assess the success of the plan in achieving goals within the set timeframe, resource and budget allocation. 5.5. Consult with support personnel to identify changes to promote more effective planning.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to clarify information on the various types of time management tools
- use of technology in order to record activities into an electronic time management program
- self-management skills to be able to set long, medium and short term goals
- planning and organising skills to be able to develop strategies to reach goals and to review plans and accommodate changes
- learning skills to be able to assess own strengths and weaknesses within a sporting career context
- problem-solving skills to apply a range of strategies to accommodate contingencies and constraints that arise while implementing the management plan.

Required knowledge

- decision making and time management strategies and prioritisation of activities
- procedures for prioritising time strategies for goal setting to enable the selection and setting of appropriate goals
- use of time management tools to enable effective use of time
- self-appraisal techniques to enable effective evaluation of self management plan.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans, implements and evaluates an effective personal management plan • sets achievable personal career related goals • develops an integrated time management plan that includes all key activities and includes a diary and a weekly or monthly planner • reviews and adjusts the time management plan as required.

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Context of and specific resources for assessment	Assessment must ensure planning, implementation and evaluation of a personal management plan that is of sufficient breadth to allow the demonstration of competency and consistency of performance. Assessment must also ensure access to: • appropriately equipped office space • template documents for logging time • sample planners, weekly, monthly, yearly.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the candidate's self-management skills during goal focused activities • written and oral questioning to assess knowledge of strategies and procedures • review of portfolios of evidence showing a range of management plans for implementing goal related activities. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Personal situation may include:	• career stage • age • sport • aspirations.
Attributes may include:	• learning style • personality type • motivation • attitude and response to feedback • risk taking • responsive to new ideas.
Strategies to identify personal	• personal profiling

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strengths and weaknesses may include:	• self-analysis • feedback from others • psychological or personality tests • professional counselling or coaching • reflection.
Personal career goals may include:	• sporting achievement • career beyond sport • long term • medium term • short term.
Staff support personnel may include:	• coach • umpire • team members • officials • family and friends • peers • supporters.
Problems or constraints may include:	• goal conflicts • reliance on others • lack of planning • ineffective communication • poor organisation • budgetary constraints.
Key tools may include:	• diary • weekly planner • monthly planner • yearly planner • goal setting proforma • activity log • action plan • technology.
Effective scheduling may include:	• establishing priorities • integrating schedules • dealing with distraction.
Key activities may include:	• exam dates • holiday camps • competitions • training times • family commitments • work hours.

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Unit Sector(s)

Sport

Competency Field

Career Oriented Participation

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SISSCOP203A Develop a travel and accommodation plan

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to make own travel and accommodation bookings.

Application of the Unit

This unit applies to current or aspiring elite athletes who are competing in individual or team sports at a state, national or international level. It may also apply to those in sports development or coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Determine appropriate travel and accommodation needs for a particular event.	1.1. Clarify ***purpose of travel*** and proposed itinerary. 1.2. Identify ***travel*** and ***accommodation*** requirements. 1.3. Assess travel and accommodation arrangements suitable for the situation in accordance with ***identified needs***.
2. Make travel and accommodation bookings.	2.1. Make bookings in line with identified needs according to ***organisational policies and procedures***. 2.2. Receive confirmation of bookings. 2.3. Finalise itinerary for the particular event and distribute to appropriate persons.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy and numeracy skills to:
  - clarify information on purpose of the travel
  - effectively understand the presented information and use this to accurately develop a travel and accommodation plan
- use of technology in order to make the necessary travel and accommodation bookings
- problem-solving strategies to assess alternatives if the first option is not available
- communication skills to explain needs to booking agencies.

Required knowledge

- organisational policies and procedures to enable compliant travel and accommodation bookings to be made
- booking systems in order to effectively and efficiently develop a travel and accommodation plan
- confirmation systems to enable travel details to be checked and confirmed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • makes travel and accommodation bookings according to organisational and personal requirements • accesses, compares and selects most suitable travel and accommodation option.
Context of and specific resources for assessment	Assessment must ensure the development of multiple travel and accommodation plans that are of sufficient duration and breadth to allow the demonstration of competency and consistency of performance. Assessment must also ensure access to: • appropriately equipped office or theory space • real or simulated travel and accommodation needs that replicate the candidates current or intended role.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of accessing travel and accommodation information • oral or written questioning to assess knowledge of organisational requirements • portfolio showing evidence of accessing a range of travel and accommodation information relevant to organisational and personal requirements. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Purpose of travel may include:
- competition
- conference
- presentation
- media event

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	• interview.
Travel may include:	• aeroplane • car • bus • boat.
Accommodation may include:	• hotel • motel • on-site.
Identified needs may include:	• length of stay • meeting room provision • accessibility • dietary needs • standard of accommodation.
Organisational policies and procedures may include:	• protocols for booking arrangements • protocols involving payments • documentation requirements • insurance requirements.

Unit Sector(s)

Sport

Competency Field

Career Oriented Participation

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SISSCOP204A Develop personal media skills

Modification History

Not Applicable

Unit Descriptor

This unit covers the performance outcomes, knowledge and skills required to develop interpersonal skills to deal with the media. It focuses on communication skills to develop a rapport with the media, preparing for media interviews, conveying an effective personal image and applying appropriate communication techniques to participate in interviews and other media engagements.

Application of the Unit

This unit applies to current or aspiring elite athletes who are competing in individual or team sports at a state, national or international level. It may also apply to those in sports development or coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop a rapport with the media.	1.1. Identify ***key media personnel*** for the relevant sport. 1.2. Identify and apply strategies to develop a rapport with key media personnel according to ***organisational policies and procedures***.
2. Prepare for a media interview.	2.1. Identify the ***type of media*** through which the interview will be conducted. 2.2. Liaise with the ***appropriate personnel*** to identify ***details*** and ***purpose of the interview***. 2.3. Identify the ***interview format*** and implications for ***preparation requirements***. 2.4. Identify potential questions and prepare appropriate responses in consultation with appropriate personnel. 2.5. Confirm final details for the interview.
3. Undertake a media interview.	3.1. Follow instructions of relevant ***media personnel***. 3.2. Select and use ***communication techniques appropriate to interview format***. 3.3. Respond to questions according to ***organisational policies and procedures*** and ***relevant legislation***. 3.4. Clarify interview questions as required. 3.5. Respond to questions logically and coherently.
4. Review performance.	4.1. Seek feedback on interview performance from appropriate personnel. 4.2. Review own performance and identify potential improvements for future interviews.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - listen to and respond to questions
  - effectively convey information
  - develop rapport with the interviewer
  - negotiate difficult situations with interviewer and audience
- problem-solving skills to recognise and adjust quickly to changing interview

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situations
- planning and organisational skills to:
  - anticipate potential questions and develop appropriate responses
  - monitor and adapt communication techniques as required
- self-management skills to identify potential improvements in interview techniques and outcomes.

Required knowledge

- contractual arrangements in order to ensure application of contractual obligations when dealing with the media
- legislation and organisational policies and procedures to enable application of expected protocols and behaviour when participating in a media interview
- conflict resolution strategies in order to effectively manage any difficult situation that may arise in the relationship with the media
- rights of the interviewer and interviewee to ensure smooth conduct of interview
- forms of media and the differences between them to ensure preparations reflect appropriate techniques
- techniques for public speaking to ensure information is presented clearly and is appropriate for the audience
- equipment used in interviews to enable clear and vocal presentation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • participates in media interviews to convey information fluently and coherently using appropriate vocabulary, language structures and communication techniques that engender respect between all parties • applies the organisation's protocols in preparing for and handling interview questions appropriately and in providing appropriate information • applies effective self-management techniques to deal with issues that may affect the outcome of the interview and evaluates and reflects on strategies that may enhance performance in future interviews.
Context of and specific resources for	Assessment must ensure participation in media interviews in multiple media that are of sufficient

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assessment	duration to allow the candidate to demonstrate competency and to ensure consistency of performance. Assessment must also ensure access to: • simulated or actual media interviews with media personnel and equipment • access to documentation such as contracts and organisational protocols in dealing with the media.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interaction with a range of interviewers, including conveying information appropriately and selecting and applying suitable communication techniques to match the format and purpose of the interview • observation of dealing with contingencies such as a change in the direction and emphasis of the interview • oral or written questioning to assess knowledge of organisational protocols to deal with difficult or inappropriate questions • third-party reports from appropriate sporting personnel detailing appropriate work performed by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Key media personnel may include:	• newspaper journalists • radio journalists • television journalists.
Organisational policies and procedures may include:	• protocols for dealing with the media • stakeholder or sponsor requirements • confidentiality.

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Type of media may include:	• television • radio • print • internet.
Appropriate personnel may include:	• interviewer • coach • team manager • media liaison person • sponsor's representative • sporting body • parents.
Details may include:	• time • length • place • audience • format • content or topic • program type • previous interviews on topic.
Purpose may include:	• provide information for a news item • make a statement • provide information for a special feature • raise profile of sponsor • raise profile of specific sport • raise profile of athlete • generate publicity.
Interview format may include:	• telephone • in studio • live • interview panel • pre-recorded • talk back • remote.
Preparation requirements may include:	• grooming • etiquette • protocols • deadlines.
Media personnel may include:	• interviewer • sound technicians • lighting technicians • photographers

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	• camera crew.
Communication techniques may include:	• verbal • non-verbal.
Relevant legislation may include:	• anti-discrimination • libel • privacy.

Unit Sector(s)

Sport

Competency Field

Career Oriented Participation

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SISSCOP205A Develop a personal financial plan

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify and access sources of independent professional advice and major investment alternatives in order to develop a personal financial plan.

Application of the Unit

This unit applies to current or aspiring elite athletes who are competing in individual or team sports at a state, national or international level.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Collect information to prepare a personal financial plan.	1.1. Identify the ***benefits*** of ***personal financial planning***. 1.2. Identify ***providers*** of financial advice. 1.3. Analyse and compare the ***services*** provided by key providers. 1.4. Identify and assess sources of information on ***major investment options***. 1.5. Identify and access sources of information on the different ***forms of insurance*** available. 1.6. Identify and access sources of information on the different ***forms of superannuation*** available. 1.7. Check and clarify any conflicting information with relevant sources.
2. Prepare a personal financial plan.	2.1. Identify own personal financial planning needs and aims in consultation with ***appropriate personnel***. 2.2. Select a financial adviser according to identified needs and ***criteria***. 2.3. Select appropriate ***investment options according to identified needs*** and criteria. 2.4. Prepare the financial plan in consultation with a financial advisor. 2.5. Adjust the financial plan in response to changing financial circumstances in consultation with financial advisor.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - compare and evaluate financial information
  - identify and evaluate investment options available and match these to own needs
- literacy and numeracy skills to access, read and interpret literature from financial institutions
- communication skills to negotiate the best investment options with a financial adviser
- technology skills to access financial information online.

Required knowledge

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- contractual obligations to assess projected future income for inclusion in personal financial plan
- criteria for selecting financial advisors and appropriate investment options
- relevant legislation such as taxation and superannuation to enable legally compliant personal financial planning
- benefits of financial planning to enable effective management of personal finances
- sources of information on personal financial planning
- key financial services and providers to access support for financial planning.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • develops knowledge of financial services available, confirms accuracy and currency of information and assesses own personal financial needs in order to develop a personal financial plan that meets financial objectives of financial security • seeks professional financial advice to evaluate and select financial options.
Context of and specific resources for assessment	Assessment must ensure development of a personal financial plan which is of sufficient breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • financial information on investment, superannuation and insurance • financial advisors • criteria for selecting investment options and financial advisors • sample financial plans.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of dealing with contingencies such as addressing changes in financial situation • oral or written questioning to assess knowledge of

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financial services available
- portfolio containing evidence of financial information collected, analysed and evaluated in relation to own needs and evidence of financial plan developed.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Benefits may include:
- risk management
- future planning
- retirement
- variation in income levels
- career changes in or out of sport
- savings plan
- retirement planning.

Personal financial planning may include:
- investment
- insurance
- superannuation.

Providers may include:
- bank
- financial planners
- accountants
- investment advisers
- security brokers
- stock brokers
- solicitors
- insurance companies.

Services may include:
- investment options
- insurance options
- financial management.

Major investment options may include:
- short term
- long term
- shares

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	• securities • bonds • property • banks • trusts.
Forms of insurance may include:	• life • accident • property • public liability • motor vehicle • trauma • travel • income protection.
Forms of superannuation may include:	• roll over • lump sum payment • personal and employment contributions.
Appropriate personnel may include:	• coaches • managers.
Criteria may include:	• credibility • empathy for sport • experience • cost.

Unit Sector(s)

Sport

Competency Field

Career Oriented Participation

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SISSCOP306A Prepare a sponsorship proposal

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop a sponsorship proposal for a specific sport or activity area. It focuses on identifying and accessing information about potential sponsors, preparing a sponsorship proposal and implementation plan and presenting it.

Application of the Unit

This unit applies to those likely to undertake a career as an athlete at a regional, state, territory or national level which may enable match payments, prize money, grants or endorsements to form the primary source of their income.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

1. Collect information to prepare a sponsorship proposal.	1.1 Identify the ***mutual benefits of sponsorship*** for the athlete and sponsor in the relevant sport or activity.
	1.2 Research successful sporting affiliations in the relevant sport or activity.
	1.3 Identify ***contractual obligations*** associated with sporting affiliations.
	1.4 Identify ***sources of support*** for preparing sponsorship proposals.
	1.5 Identify and access sources of information on the demographics of the relevant sport or activity.
2. Research the background of potential sponsors.	2.1 Identify potential companies who could be approached with a sponsorship proposal for the relevant sport or activity according to ***organisational policies and procedures.***
	2.2 Access and analyse the mission statement and values of each identified company.
	2.3 Identify sources of information on the core business of each identified company and establish that it complements the sporting initiative or activity.
	2.4 Identify and analyse the company's ***sponsorship criteria.***
	2.5 Identify a list of ***key personnel*** in each identified company.
3. Develop a sponsorship proposal.	3.1 Access and document ***background information*** required for the proposal.
	3.2 Identify and document the ***rights and responsibilities of each party.***
	3.3 Identify and document relevant contact details for the sponsorship proposal.
	3.4 Complete the proposal according to potential ***sponsor's requirements*** and organisational policies and procedures.
4. Develop an implementation plan for the proposal.	4.1 Develop and document a ***timeframe and methodology*** to implement the sponsorship proposal.
	4.2 Identify and document ***methods of reporting*** back to the sponsor on the progress of the contracted activities.
	4.3 Identify and document ***performance indicators*** against which the sponsorship will be evaluated at the completion of the contract.

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	4.4 Identify and document contingency plans for the contract period.
	4.5 Seek feedback on the proposal from key personnel and incorporate as appropriate.
	4.6 Confirm ***lodgement details*** and submit proposal.
5. Present the proposal to potential sponsors.	5.1 Organise and confirm a suitable meeting time with the potential sponsor.
	5.2 Access and organise ***resources*** for the presentation.
	5.3 Select communication strategies appropriate for the presentation.
	5.4 Present the proposal to potential sponsors using selected communication strategies.
	5.5 Contact the sponsor after the presentation to follow up on any feedback or concerns arising from the presentation.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - develop rapport with potential sponsors
  - liaise with personnel to seek feedback on the proposal
  - present the proposal and implementation plan to potential sponsors
  - respond to queries and feedback
- language and literacy skills to:
  - access and interpret information in relation to preparing sponsorship proposals
  - research potential sponsors
  - develop and document a sponsorship proposal and implementation plan
- planning and organising skills to:
  - develop the proposal within specific timelines
  - organise a time and resources to present the proposal to potential sponsors
- problem-solving skills to develop contingency plans for the contracted period
- initiative and enterprise to identify and pursue sponsorship opportunities for the relevant sport or activity.

Required knowledge

- organisational policies and procedures to enable the development of compliant

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sponsorship proposals
- protocols and proformas for completing sponsorship proposals to enable proposals to be completed professionally
- benefits of sponsorship for specific sport or activity to enable aims and goals of sport or activity to align with sponsorship proposal
- organisational and potential sponsor's sponsorship criteria to enable proposals that address relevant areas
- rights and responsibilities of each party to enable sponsorship contracts to be conducted fairly and transparently.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts research to identify potential sponsors that meet organisational sponsorship requirements and compliment sporting or activity objectives • consults with appropriate personnel to develop, document and present a sponsorship proposal that incorporates all necessary information about the proposed activity and the organisation's action plan to implement the sponsorship contract within specific timeframes • seeks feedback on presentation from potential sponsors and follows up requests for further clarification or development of the proposal • develops and documents contingency management plans to deal with issues that may arise during the life of the sponsorship contract.
Context of and specific resources for assessment	Assessment must ensure demonstration of research and preparation of sponsorship proposals that are of sufficient breadth and complexity to demonstrate competency and consistency of performance. Assessment must also ensure access to: • sport or activity-specific demographic information • company profile information and sample sponsorship proposals • resources to support the presentation of the

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	sponsorship proposal • organisational procedures and protocols for seeking and selecting potential sponsors • sources of information on legal obligations.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of consultation with appropriate personnel to prepare a sponsorship proposal and presentation of proposal • oral or written questioning to assess knowledge of organisational policies and procedures in regard to seeking and selecting potential sponsors • portfolio of research and analysis of information regarding potential sponsors, sponsorship proposal developed and presentation to potential sponsors. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Mutual benefits of sponsorship may include:	• financial stability • resources and facilities • profile • contacts • media exposure • public awareness.
Contractual obligations may include:	• media commitments • appearances • charity work.
Sources of support may include:	• sporting body • marketing professional • state institute or academy of sport • club official • solicitor

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	• coach • personal manager.
Organisational policies and procedures may include:	• sponsorship guidelines • conflicts with existing sponsors • compatibility of sponsor with sporting activities and objectives.
Sponsorship criteria may include:	• potential to target market audiences • increases in customer base and sales • duration of sponsorship.
Key personnel may include:	• coach • club officials • general manager or chief executive officer • financial manager • marketing manager • public relations manager.
Background information may include:	• history of the sport • demographics of the sport • prospective audience for the sport • membership of the sport • current programs in the sport • future goals for the sport • annual reports.
Rights and responsibilities of each party may include:	• naming rights • merchandising or branding • promotional opportunities • termination of sponsorship • legal responsibilities • shareholder interest • conflict of interest • contractual obligations • financial reporting • existing sponsors.
Sponsor's requirements may include:	• format of proposal • presentation of proposal • dates for submission of proposals.
Timeframe and methodology may include:	• operational timeline for each step of activity • roles and responsibilities of each member of operational staff • expected outcomes of each stage.
Methods of reporting may include:	• periodical written reports • verbal update

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	• site visits.
Performance indicators may include:	• financial • attendance • publicity gained • testimonials.
Lodgement details may include:	• lodgement dates • methods of lodgement • number of copies.
Resources may include:	• audiovisual equipment • CDs • posters • supporting materials.

Unit Sector(s)

Sport

Competency Field

Career Oriented Participation

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SISSCOP307A Manage personal finances

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to manage personal finances. It focuses on the application of planning and self management skills to develop and monitor a personal budget and complete a tax return.

Application of the Unit

This unit applies to current or aspiring elite athletes who are competing in individual or team sports at a state, national or international level.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Develop a personal ***budget***	1.1. Collect ***information*** to develop a ***personal budget***. 1.2. Identify and select appropriate ***money saving strategies***. 1.3. Investigate and assess ***services*** and personal ***credit options*** and ***conditions*** provided by ***financial institutions***. 1.4. Develop the personal budget according to current income and personal expenditure. 1.5. Monitor expenditure against income. 1.6. Adjust the budget in response to changing financial circumstances.
2. Complete a bank reconciliation	2.1. Collect information to complete a ***bank reconciliation***. 2.2. Develop and maintain a personal financial record keeping system. 2.3. Complete a bank reconciliation according to financial records.
3. Complete a tax return	3.1. Collect information to complete a tax return. 3.2. Identify and calculate ***allowable tax deductions***. 3.3. Access appropriate ***income tax forms***. 3.4. Complete a tax return according to ***relevant legislation***. 3.5. Check discrepancies and confirm information is accurate and current. 3.6. File the tax return according to relevant legislation.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organising skills to develop a record-keeping system to monitor a personal budget
- problem-solving skills to:
  - develop strategies to manage a personal budget
  - compare financial information and address discrepancies
- literacy skills to:
  - read and interpret literature from financial institutions

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  - record financial information and complete tax documentation
- numeracy skills to compare income and expenditure
- technology skills to complete tax return online.

Required knowledge

- basic financial management and record keeping to enable development and management of a personal budget
- benefits of financial goal setting and personal budgeting to enable effective management of personal finances
- processes required to complete a bank reconciliation to enable accurate comparison of financial information
- key elements of a reconciliation statement to enable interpretation of key financial information
- obligations and responsibilities for paying tax
- allowable tax deductions and types of ***records*** to be kept for taxation purposes to enable accurate completion of tax return.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • carries out financial obligations and responsibilities to effectively plan and manage personal finances • seeks organisational advice or assistance to meet financial requirements and obligations including completing and filing a tax return • applies effective contingency techniques to deal with a problems and issues that may arise in the management of personal finances.
Context of and specific resources for assessment	Assessment must ensure preparation of bank reconciliations for a period of time to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources such as information from financial institutions and taxation bodies and online facilities to complete real or simulated tax returns

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- documentation such as appropriate financial records and sample bank statements.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning and management of a personal budget
- observation of dealing with contingencies such as addressing discrepancies in the bank reconciliation process
- oral and or written questioning to assess knowledge of the process for completing and filing a tax return
- third-party reports from a supervisor detailing appropriate examples of financial management by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information may include:

- current income
- current expenditure
- projection of income
- projection of sporting and career commitments
- different types of financial institutions and the services they provide
- credit options
- receipts
- group certificate or group certificates
- tax file number
- tax deductions
- other income
- taxation advice

Personal budget may include:

- living expenses
- educational expenses.

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Money saving strategies may include:	• paying off credit cards on time • automatic transfer to savings account • looking for lower bank fees and charges.
Services may include:	• investment • accounts. • financial advice.
Credit options may include:	• credit cards • mortgages • personal loans • overdraft.
Credit conditions may include:	• interest rates • flexibility • service • fees and charges • credibility.
Financial institutions may include:	• banks • credit unions.
Bank reconciliation may include:	• debits • credits • outstanding cheques • outstanding deposits • bank fees and charges.
Allowable tax deductions may include:	• expenses that relate to work as an athlete • self-education expenses • interest and dividend • gift or donations to eligible organisations • cost of managing tax affairs • non employer sponsored superannuation contributions.
Income tax forms may include:	• employment declaration • group certificate • tax file number request • tax return.
Relevant legislation may include:	• taxation • privacy.

Unit Sector(s)

Sport

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Competency Field

Career Oriented Participation

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SISSCOP308A Model the responsibilities of an elite athlete

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate according to the legal and ethical responsibilities of an elite athlete. This unit focuses on the non-technical skills required to exhibit the behaviour expected of an elite athlete. It includes developing self-management strategies to address issues that may affect professional and personal performance outcomes in the relevant sport.

Application of the Unit

This unit applies to current or aspiring elite athletes who are competing in individual or team sports at a state, national or international level.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance

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ELEMENT	PERFORMANCE CRITERIA
	is to be consistent with the evidence guide.
1. Develop self management strategies.	1.1. Identify a range of ***information sources*** and gather ***relevant information*** on ***issues*** affecting ***elite athletes***. 1.2. Identify ***potential barriers*** that may impact on professional and personal performance. 1.3. Develop and implement strategies to effectively manage the potential barriers that an athlete may encounter.
2. Operate in accord with the legal and ethical responsibilities of an elite athlete.	2.1. Apply ***legal responsibilities*** to all on and off field endeavours. 2.2. Apply ***ethical responsibilities*** to all on and off field endeavours according to ***industry codes of practice***. 2.3. Apply the ***principles of sport*** to all on and off field sporting endeavours. 2.4. Report breaches of ***ethical rights*** to appropriate personnel according to organisational policies and procedures. 2.5. Contribute to a safe environment for other athletes and sport personnel.
3. Address drugs in sport issues.	3.1. Identify a range of information sources and gather ***relevant information*** on the possible effects of drugs on the professional careers of elite athletes. 3.2. Identify and comply with ***responsibilities of an elite athlete*** according to ***anti-doping policies and codes***. 3.3. Identify and comply with ***drug testing procedures*** according to anti-doping policies and codes.
4. Work with officials and support personnel.	4.1. Develop and maintain professional relationships with officials and ***support personnel***. 4.2. Seek advice and support from relevant personnel to meet responsibilities of an elite athlete. 4.3. Liaise with officials and other support personnel to identify and implement strategies to promote own sport and or the sport industry.
5. Comply with contractual obligations.	5.1. Identify ***stakeholders*** elite athletes are required to represent and their ***obligations*** to them. 5.2. Identify ***professional*** and ***social situations*** in which elite athletes are required to represent stakeholders. 5.3. Identify and clarify the rights and responsibilities of all parties in the ***contract***. 5.4. Carry out tasks and responsibilities according to

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ELEMENT	PERFORMANCE CRITERIA
	legal and ethical requirements as stated in the contract.
	5.5. Identify the ***potential consequences*** of a breach of contract for long term career opportunities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to identify ethical issues such as drugs and behaviour that may impact on performance and outcomes as an elite athlete and implement strategies to address these
- language and literacy skills to:
  - read and interpret rights and responsibilities documented in a contract
  - source and apply information in relation to requirements of an elite athlete such as codes of conduct, anti-doping codes and anti-discrimination legislation
- self-management skills to:
  - comply with legal and ethical responsibilities of an elite athlete to demonstrate appropriate behaviour on and off the field
  - meet role model expectations
  - promote the value and integrity of sporting competition
- communication skills to:
  - develop and maintain professional relationships with a range of sporting and support staff
  - report any breaches in ethical rights such as problems with discrimination and harassment from other athletes or staff.

Required knowledge

- ethical and legal responsibilities of elite athletes to enable fair and safe competition
- principles of sport and competition to ensure promotion of the values and benefits of appropriate sports
- legal and ethical responsibilities contained in athlete contracts to enable athlete to carry out tasks and obligations responsibly
- anti-doping codes to enable compliance with testing requirements
- classification of major drugs in relation to their legal status to maintain legal training and competition standards
- short and long term physical and psychological effects of drugs on the human body
- information sources regarding drugs in sport to enable understanding of rights and responsibilities in relation to drugs in sport and to maintain currency of knowledge.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- demonstrates professional practice on and off the playing arena and in relationships with other athletes and sporting personnel
- applies relevant international, national and sport specific standards, rules, regulations, codes and policies to practice
- evaluates and reflects on strategies that may enhance professional and personal performance
- communicates in a way that engenders respect between all parties.

Context of and specific resources for assessment

Assessment must ensure assessment of the candidate's professional practice on and off the sporting arena over a period of time to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- other elite athletes and relevant support staff
- documentation such as contracts and regulations, codes and policies for the specific sport.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with a range of sporting personnel, including fellow athletes, coaches and support staff
- oral or written questioning to assess knowledge of policies and codes for relevant sport such as anti-doping codes and testing procedures, codes of behaviour and sources of information regarding the responsibilities of elite athletes
- third-party reports from coaches or other support staff detailing examples of appropriate behaviour and understanding of expected responsibilities of an elite athlete.

Holistic assessment with other units relevant to the industry

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sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information sources may include:
- sporting bodies
- sports literature
- sporting personnel
- drugs monitoring bodies.

Relevant information may include:
- roles and responsibilities of elite athletes
- codes of conduct.

Issues may include:
- drugs
- alcohol
- behaviour on and off the field
- role model expectations
- discrimination.

Elite athletes may include:
- beginner through to high performance level competitors
- athletes under 16 years of age who require parent or guardian consent prior to being included in a training program
- female or male athletes
- athletes with a disability or special needs
- athletes from minority ethnic and cultural groups.

Potential barriers may include:
- managing injury
- other commitments
- interpersonal conflict
- managing media
- non-selection.

Legal responsibilities may include:
- anti-discrimination legislation
- anti-doping codes
- duty of care
- occupational health and safety
- contract clauses regarding behaviour

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	• sporting tribunal decisions.
Ethical responsibilities may include:	• contributing to a safe environment for other athletes that is free of discrimination, harassment and abuse • treating all athletes fairly, with respect and dignity • promoting fair play, teamwork and modelling appropriate sporting behaviour • behaving with integrity and honour on and off the field • respecting fellow athletes and competitors • maintaining the sport's standards, rules, regulations, codes and policies.
Industry codes of practice may include:	• sport codes and regulations • anti-doping codes • codes of conduct.
Principles of sport must include:	• fairness • respect • responsibility • safety.
Ethical rights may include:	• competing and training in an environment free from discrimination and harassment • competing and training in an environment free of drugs • being treated fairly, equally and with respect by coaches, officials, fellow athletes and supporters • having access to codes, policies rules and regulations required to compete in the sport • fair application of the principles of natural justice in relation to complaints or allegations faced by the athlete.
Relevant information may include:	• professional advice available on drugs in sport • classification of major drugs in relation to their legal status • short term and long term effects of drugs on the human body • possible harmful effects of drug use • classification of drugs as either banned or permitted in sport • physical and psychological effects of banned and restricted drugs.
Responsibilities of an elite athlete	• being available for sample collection • taking responsibility for what is ingested and

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must include:	used • informing medical personnel of obligations not to use prohibited substances • ensuring any medical treatment does not violate anti-doping policies • providing accurate and up-to-date information on whereabouts.
Anti-doping policies and codes include:	• the world anti-doping code (WADA) • national anti-doping codes • sport-specific requirements.
Drug testing procedures include:	• availability of athlete • provision of samples • representation rights • right of appeal.
Support personnel may include:	• administrators • other coach or coaches • sports scientists • sports medicine providers • agents • parents or guardians.
Stakeholders may include:	• sporting bodies • sponsors • coaches • government bodies.
Obligations may include:	• media activities • commercial activities • educational activities • community activities.
Professional situations may include:	• interviews • training and competition • promotional functions • after competition activities • sports clinics for schools and community organisations • official dinners • meetings • photo shoots • charity events.
Social situations may include:	• supporters and fans • colleagues, competitors or officials • sponsors.

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Contract may include:	• player • sponsorship • employment • performance • formation.
Potential consequences may include:	• loss of contract • suspension • fines • disciplinary action • legal implications • decrease in desired profile.

Unit Sector(s)

Sport

Competency Field

Career Oriented Participation

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SISSCOP309A Design an athlete's diet

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design a diet with the correct nutritional requirements for persons participating in sport in order to optimise sporting performance. It focuses on modifying the diet in response to changing sporting requirements such as training, competition and recovery.

Application of the Unit

This unit applies to current or aspiring elite athletes who are competing in individual or team sports at a state, national or international level. It may also apply to those in sports development or coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Identify dietary strategies for optimising sporting performance.	1.1. Identify sources of information on a range of ***dietary strategies*** for the appropriate sport. 1.2. Compare the identified dietary strategies and their ***effects*** on sporting performance. 1.3. Select dietary strategies appropriate to the relevant sport.
2. Design a diet for training.	2.1. Identify the ***nutritional requirements*** for an athlete in training in the relevant sport. 2.2. Identify the athlete's food likes and dislikes. 2.3. Design an eating plan that satisfies the athlete's training needs and addresses nutritional and ***physiological requirements***. 2.4. Assess effectiveness of eating plan in optimising performance and modify as required.
3. Modify a diet for competition and recovery.	3.1. Identify the nutritional requirements for an athlete in competition and recovery in the relevant sport. 3.2. Identify and analyse sources of information on the ***benefits of carbohydrate loading*** for competition and recovery. 3.3. Identify and analyse sources of information on ***pre-competition foods*** and the timing of pre-competition meals for the relevant sport. 3.4. Assess and modify an eating plan according to nutritional requirements for competition and recovery 3.5. Evaluate effectiveness of eating plan in assisting in the preparation for and recovery from event.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - assess the effectiveness of an eating plan to enhance performance during training, competition and in aiding recovery post training
  - make appropriate modifications to the eating plan
- literacy and numeracy skills to source and interpret information about nutrition

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requirements for the relevant sport.

Required knowledge

- dietary needs for the relevant sport to enable design of an appropriate eating plan
- nutritional principles and effects of nutrition to enable the preparation of a beneficial eating plan to optimise body composition and sporting performance
- fluids maintenance and replenishment during competition or recovery as part of an effective eating plan
- benefits of recovery eating after competition
- the effects of a poor diet on sporting performance to enable these to be identified and addressed
- the physiological characteristics of diet in order to design an appropriate diet for athletes.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies sport-specific nutritional knowledge to assess different dietary strategies for optimising an athlete's body composition and sporting performance • designs a diet that will provide nutritional requirements throughout training and modifies the diet to address changing competition and recovery needs • evaluates the effectiveness of the diet and adapts it to better enhance performance in relevant sport.
Context of and specific resources for assessment	Assessment must ensure preparation and modification of training, competition and recovery diets specific to the requirements of the candidate's current or intended work environment to demonstrate competency and consistency of performance Assessment must also ensure access to: • information on nutritional requirements for the relevant sport and the nutritional values of different diets in optimising sporting performance.
Method of assessment	A range of assessment methods should be used to assess

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practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of nutritional requirements for training, competition and recovery
- third-party reports from a supervisor detailing performance
- portfolio showing preparation of an athlete's diet and modifications made for different requirements such as training, competition and recovery.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- sport-specific activity units.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Dietary strategies may include:

- low fat versus low kilojoule diets
- reducing body fat not muscle
- ***carbohydrate loading***
- regularity of meals
- dietary supplements
- hydration.

Effects may include:

- increase in performance
- increase in energy
- increase in concentration
- increase in reaction times.

Nutritional requirements may include:

- high carbohydrate
- low fat
- balanced fluids
- high GI factor
- low fibre
- moderate protein
- eating timeframes.

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Physiological requirements may include:	• fat to muscle ratio • metabolic rate.
Benefits of carbohydrate loading may include:	• stored energy • greater endurance.
Pre-competition foods may include:	• low fat • high carbohydrates • low fibre content • easily digestible foods.

Unit Sector(s)

Sport

Competency Field

Career Oriented Participation

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SISSEQS301A Demonstrate basic dressage, show jumping and cross-country riding

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in basic dressage, show jumping and cross-country riding activities.

Application of the Unit

This unit applies to those operating as equestrian riders and or coaches. This may include those likely to undertake duties as a dressage, show jumping or cross-country leader at a local, regional or state level.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Prepare for horse riding activity.	1.1. Determine suitable location in ***controlled conditions*** according to ***equestrian discipline*** being performed, ***relevant legislation*** and ***organisational policies and procedures***.
	1.2. Select, check and fit ***tack*** and ***personal equipment*** after consideration of ***contextual issues***.
	1.3. Assess and prepare horse safely and appropriately for the equestrian discipline being performed.
	1.4. Identify possible ***hazards*** and ***risks*** associated with the activity and determine ***safety procedures***.
2. Mount the horse and warm up.	2.1. Check and adjust tack before mounting horse in a ***balanced and controlled manner***.
	2.2. ***Adjust equipment*** as necessary to fit the horse and rider once mounted.
	2.3. Warm up the horse at walk, trot and canter on both reins while demonstrating an independent upright seat with the horse quietly accepting the rider's hands.
	2.4. Apply ***aids*** in an unobtrusive manner consistent with the training of the horse and check ***attitude and acceptance of the aids***.
	2.5. Ride the horse alone and in a group using ***safe zones***, and maintain the same ***gait***, rhythm and tempo while travelling away or towards the other horses.
	2.6. Carry and use the whip or jumping crop correctly and interact with horse effectively.
3. Apply basic dressage skills.	3.1. Maintain control and an effective, centred, independent upright seat through all gaits and required movements.
	3.2. Apply the appropriate aids to ride the ***required movements in dressage***, and demonstrate an understanding of paces and transitions.
	3.3. Ride all required shapes and movements accurately, and apply the principles of ***forwardness and frame***, forward movement and ***straightness***.
	3.4. Recognise horse ***resistances and evasions*** and take appropriate measures to address these during dressage.
4. Apply basic show jumping skills.	4.1. Maintain an effective, centred, independent jumping seat through all required movements.
	4.2. Keep the horse under control and accepting of the

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ELEMENT	PERFORMANCE CRITERIA
	rider's hand whilst jumping. 4.3. Determine the requirements of the five phases of the jump. 4.4. Ride at speeds up to 350 metres per minute and consider horse's length of stride at trot and canter. 4.5. Control ***gait***, rhythm, tempo, line and ***required movements of show jumping***. 4.6. Recognise horse ***resistances and evasions*** and take appropriate measures to address these during jumping.
5. Apply basic cross-country skills.	5.1. Devise cross-country riding plans. 5.2. Fit and use protective cross-country gear for both the horse and rider. 5.3. Maintain control and an effective, centred, independent seat through all ***required movements in cross-country***. 5.4. Ride effectively at designated speeds of 400 metres per minute. 5.5. Recognise horse ***resistances and evasions*** and take appropriate measures to address these during cross-country.
6. Dismount and release horse.	6.1. Dismount in a balanced manner and complete ***post-activity responsibilities*** 6.2. Lead horse safely and cool down as necessary. 6.3. Check horse for injury, remove equipment and release appropriately.
7. Evaluate activity.	7.1. Evaluate ***relevant aspects*** of the riding activity. 7.2. Review performance and identify strengths and areas requiring improvement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact with other riders to determine their intentions during warm-up
  - communicate with and instruct the horse
  - seek feedback and instructions from the coach

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    - participate in the review process
- problem-solving skills to anticipate and mitigate an aggressive, misbehaving or frightened horse and respond appropriately to changing conditions
- language and literacy skills to access, interpret and apply information about the required movements of dressage, show jumping and cross-country riding
- self-management skills to:
    - prepare for and participate in various equestrian disciplines
    - review and reflect on own performance
- planning and organising skills to:
    - assist in selecting a suitable location, tack and personal equipment
    - prepare horse for riding
    - complete post-activity responsibilities
- numeracy skills to:
    - determine jump heights
    - measure distances and times
    - measure horse's length of stride at trot and canter
- first aid skills and safety procedures appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to ensure safe participation and conduct during horse riding activities
- selection, use and set up of tack and personal equipment for various equestrian disciplines to enhance development of skills and tactics
- safety requirements and practices during basic dressage, show jumping and cross-country riding to ensure risk minimisation
- horse handling and correct riding techniques to participate in basic warm-ups, dressage, show jumping, cross-country and cool-downs
- communication systems used between riders, horses and coaches during equestrian activities
- location features and hazards and how these might impact on the riding experience
- social behaviour, psychology and vices of horses to recognise and treat individual temperaments and behaviours
- reflection and review principles to enable effective self-evaluation for future improvement
- emergency and safety procedures appropriate to the location to ensure risk minimisation to self and horse.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to safely prepare self and horse for basic dressage, show jumping and cross-country riding in controlled conditions • follows instructions from the coach to accurately apply knowledge and demonstrate required movements, techniques and control over the horse in each discipline • modifies technique according to equestrian discipline being performed, and applies knowledge of horse behaviour patterns and safe handling techniques to avoid hazards where possible • evaluates and reflects on own riding in each discipline to identify strengths, weaknesses and areas that require improvement.
Context of and specific resources for assessment	Assessment must ensure participation in basic dressage, show jumping and cross-country riding activities that are of a sufficient duration to allow the rider to demonstrate competency and consistency of performance. Assessment must also ensure access to: • suitable locations with controlled conditions for basic dressage, show jumping and cross-country riding • quiet and reasonably tractable horses in a recreational or training program • tack and personal equipment such as halters, ropes, saddles, bridles, helmets, suitable attire and boots.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of safe horse handling and performance of required movements in basic dressage, show jumping and cross-country riding in controlled conditions • oral or written questioning to assess knowledge of the hazards, risks and safety procedures associated with the equestrian disciplines • self-evaluation and third-party reports from coach detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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for example:

- SISOEQO201A Handle horses.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Controlled conditions may include:

- minimal environmental hazards and obstacles
- good weather conditions
- quiet horses trained to perform to preliminary level for dressage and to jump show jumps and cross-country fences
- reasonably level terrain for dressage and undulating ground for cross-country, show jumps and cross-country fences up to 30 cm.

Equestrian discipline may include:

- dressage
- show jumping
- cross-country.

Relevant legislation may include:

- occupational health and safety
- permits from authorities
- harassment-free sports policies
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- conflict resolution
- communication protocols
- use, care and maintenance of horse, tack and personal equipment
- training and scheduling commitments
- code of ethics.

Tack may include:

- halters
- ropes
- reins
- bits.

Personal equipment may include:

- clothing
- boots
- helmet

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	• gloves • back or body protector.
Contextual issues may include:	• size of horse • size of rider • weather conditions • experience and riding discipline of rider • training and behaviour of horse • environment in which activity will take place.
Hazards may include:	• horses too close together • aggressive horse • horse misbehaving • environmental hazards.
Risks may include:	• injuries to horse or rider • exhaustion • falls • illness.
Safety procedures may include:	• horse management in hazardous situations • symptoms, treatment and prevention of common horse riding injuries and risks • safe distance from other horses • releasing horse to paddock or stall • riding at appropriate speed on uneven and sloping ground • appropriate speeds to approach a jump, jump show fences and cross-country fences.
Balanced and controlled manner may include:	• sitting in balance with the horse, at walk, trot and canter on the flat and when jumping • communicating with the horse with smooth instructions • controlling the speed and direction of the horse.
Adjust equipment may include:	• tightening girth • lengthening or shortening stirrups.
Aids may include:	• legs • weights • hands • voice • training whips • spurs.
Attitude and acceptance of the aids may include:	• acceptance of the bit • contact • submission

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	• forward from the leg • between lag, seat and hand • half-halt.

Safe zones may include:	• space allowances for:
	  • stallions
	  • rigs
	  • mares in season
	  • known kickers
	  • timid or beginner riders.

Gait may include:	• walk • trot • canter.
Required movements in dressage may include:	• turns and corners • halts • 20 metre and 15 metre circles • serpentines • figures of eight.
Forwardness and frame may include:	• rhythm • tempo • straightness • balanced • cadence.
Straightness may include:	• longitudinal • lateral work • suppleness • flexion • tilting.
Resistances and evasion may include:	• hollow • above the bit • behind the bit • broken necked • overbent.
Required movements of show jumping may include:	• two point seat • three point seat • forward seat riding • single poles • trotting poles.
Required movements in cross-country may include:	• undulating country in trot or canter • riding at different speeds • single cross-country fences with trot approach up to 40 cm

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	• single cross-country fences up to 40 cm with canter approach.
Post-activity responsibilities may include:	• running up stirrups • loosening girth • hosing and scraping horse when appropriate • checking equipment for wear or breakage • storing equipment in an appropriate manner.
Relevant aspects may include:	• preparation and warm-up • performance in dressage, show jumping and cross-country • riding techniques • safety aspects • cool-down and post-activity completion • evaluation and review.

Unit Sector(s)

Sport

Competency Field

Equestrian Activities

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SISSEQS302A Demonstrate basic dressage and show horse skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in basic dressage and show horse riding using poles and grids.

Application of the Unit

This unit applies to current or aspiring individuals operating as equestrian show horse riders. This may include those likely to undertake duties as a dressage or show horse leader at local, regional or state level.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Prepare for horse riding activity.	1.1. Determine suitable location in ***controlled conditions*** for dressage and show horse riding according to ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Select, check and fit ***tack and personal equipment*** after consideration of ***contextual issues***. 1.3. Assess and prepare horse safely and appropriately for the activity. 1.4. Identify possible ***hazards*** and ***risks*** associated with the activity and determine ***safety procedures***.
2. Mount the horse and warm up.	2.1. Check and adjust tack before mounting horse in a ***balanced and controlled manner***. 2.2. Adjust equipment as necessary to fit the horse and participant once mounted. 2.3. Warm up the horse at walk, trot and canter on both reins while demonstrating an independent upright seat with the horse quietly accepting the participant's hands. 2.4. Apply ***aids*** in an unobtrusive manner consistent with the training of the horse and check ***attitude and acceptance of the aids***. 2.5. Ride the horse alone and in a group using ***safe zones***, and maintain the same rhythm and tempo while travelling away or towards the other horses.
3. Apply basic dressage skills.	3.1. Maintain control and an effective, centred, independent upright seat through all ***gaits*** and ***required movements***. 3.2. Apply the appropriate aids to ride the ***required movements in dressage***, and demonstrate an understanding of paces and transitions. 3.3. Ride all required shapes and movements accurately, and apply the principles of ***forwardness and frame***, forward movement and ***straightness***. 3.4. Recognise horse ***resistances and evasions*** and take appropriate measures to address these during dressage.
4. Apply basic show horse skills.	4.1. Assess the arena and use it to its best advantage for a work-out. 4.2. Interpret work-out instructions and determine correct turnout and etiquette for horse and participant in all show classes normally seen at a hack show.

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Maintain control and a centred, independent upright seat through all gaits and ***required movements in show horse***.
	4.4. Apply accurate and controlled riding of a range of typical work-outs encountered in a saddle horse or hack class, and incorporate the principles of forward and straight movement.
5. Demonstrate basic poles and grids.	5.1. Maintain a centred, independent and effective two and three point seat through ***required movements in poles and grids***.
	5.2. Keep the horse under control and accepting of the participant's hands over poles.
	5.3. Ride at speeds up to 350 metres per minute.
	5.4. Control rhythm, tempo, line and frame of the horse when riding over poles.
	5.5. Determine the horse's length of stride at trot and canter and how this affects jumping distances for poles and the required movements.
6. Dismount and release horse.	6.1. Dismount in a balanced manner and complete ***post-activity responsibilities***.
	6.2. Lead horse safely and cool down as necessary.
	6.3. Check horse for injury, remove equipment and release appropriately.
7. Evaluate activity.	7.1. Evaluate ***relevant aspects*** of the riding activity.
	7.2. Review performance and identify strengths and areas requiring improvement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact with other participants to determine their intentions during warm-up
  - communicate with and instruct the horse
  - seek feedback and instructions from the coach
  - participate in the review process
- problem-solving skills to anticipate and mitigate an aggressive, misbehaved or frightened horse and respond appropriately to changing conditions

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- language and literacy skills to access, interpret and apply information about the required movements of dressage, show horse and poles and grids
- self-management skills to:
  - prepare for and participate in dressage and show horse riding using poles and grids
  - review and reflect on own performance
- planning and organising skills to:
  - assist in selecting a suitable location, tack and personal equipment
  - complete post-activity responsibilities
- numeracy skills to:
  - determine pole heights and speed of horse
  - measure distances and times and horse's length of stride at trot and canter
- first aid skills and safety procedures appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to ensure safe participation and conduct during horse riding activities
- selection, use and set up of tack and personal equipment for dressage, show horse and pole and grids to enhance development of skills and tactics
- safety requirements and practices to minimise risk
- horse handling and correct riding techniques to participate in basic warm-ups, dressage, show horse, poles and grids and cool downs
- communication systems used between participants, horses and coaches during dressage and show horse riding events
- location features and hazards and how these might impact on the riding experience
- social behaviour, psychology and vices of horses to recognise and treat individual temperaments and behaviours
- reflection and review principles to enable effective self-evaluation for future improvement
- emergency and safety procedures appropriate to the location to ensure risk minimisation to self and horse.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • safely prepares self and horse for basic dressage and show horse riding using poles and grids in controlled

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	conditions • demonstrates required movements, techniques and control over the horse and modifies techniques in response to horse behaviour to maintain safety and avoid hazards • evaluates and reflects on own riding to identify strengths, weaknesses and areas that require improvement.
Context of and specific resources for assessment	Assessment must ensure participation in dressage and show horse riding activities using poles and grids that are of a sufficient duration to allow the participant to demonstrate competency and consistency of performance. Assessment must also ensure access to: • suitable locations with controlled conditions for basic dressage and show horse riding using poles and grids • quiet and reasonably tractable horses in a recreational or training program • tack and personal equipment such as halters, ropes, saddles, bridles, helmets, suitable attire and boots.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of safe horse handling and performance of required movements in basic dressage and show horse ridding using poles and grids in controlled conditions • oral or written questioning to assess knowledge of the hazards, risks and safety procedures associated with the equestrian disciplines • self-evaluation and third-party reports from coach detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOEQO201A Handle horses.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Controlled conditions may include:	• minimal environmental hazards and obstacles • good weather conditions • quiet horses trained to perform to preliminary level for dressage and show horse riding.
Relevant legislation may include:	• occupational health and safety • permits from authorities • harassment-free sports policies • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of horse, tack and personal equipment • training and scheduling commitments • code of ethics.
Tack may include:	• halters • ropes • towels • reins • bits • brushes • hoof picks • saddles and cloths • bridles • martingales • bandages • breastplates • markers • poles • paddock or other rugs • show jumps.
Personal equipment may include:	• dressage and show horse attire • personal protective equipment • spurs.
Contextual issues may include:	• size of horse • size of participant • weather conditions • experience and riding discipline of participant

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	• training and behaviour of horse • environment in which activity will take place.
Hazards may include:	• horse out of control • aggressive horse • horse misbehaving • fallen participant • frightened horses • environmental hazards • unsuitable jumps.
Risks may include:	• injuries to horse or participant • exhaustion • falls • dehydration • sun burn.
Safety procedures may include:	• horse management in hazardous situations • symptoms, treatment and prevention of common horse riding injuries and risks • equipment checking and usage • appropriate dress • adequate warm-up and cool-down • picking out feet • mounting and dismounting • unsaddling and unbridling • riding at appropriate speed on uneven and sloping ground • appropriate speeds to approach a jump, show jumping fences.
Balanced and controlled manner may include:	• sitting in balance with the horse, at walk, trot and canter on the flat and when jumping • communicating with the horse with smooth instructions • controlling the speed and direction of the horse.
Aids may include:	• legs • weights • hands • voice • training whips • spurs.
Attitude and acceptance of the aids may include:	• acceptance of the bit • contact • submission

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- forward from the leg
- between leg, seat and hand
- half-halt.

Safe zones may include:

- space allowance for:
  - stallions
  - rigs
  - mares in season
  - known kickers
  - timid or beginner participants.

Gaits may include:

- walk
- trot
- canter
- hand gallop.

Required movements in dressage may include:

- turns and corners
- halts
- 20 metre and 15 metre circles
- reinback
- serpentines
- figures of eight
- riding towards and away from the group
- voltes
- turn around the forehand
- loops
- half circle and return
- reversed half circle
- changes of rein.

Forwardness and frame may include:

- rhythm
- tempo
- balance
- cadence
- impulsion
- engagement
- tracking up
- over tracking
- topline
- roundness
- using the back
- loose or supple
- long and low.

Straightness may include:

- longitudinal
- lateral work

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	• suppleness • flexion • tilting • bend • tracking true • shoulders falling in or out • quarters in or out.
Resistances and evasion may include:	• hollow • above the bit • behind the bit • broken necked • overbent.
Required movements in show horse may include:	• circles • figures of eight • serpentines.
Required movements in poles and grids may include:	• two point seat • three point seat • forward seat rising • single poles • trotting poles • single fences from the trot up to 30 cm • grids up to 30 cm • resistance • hollow • above the bit • behind the bit • broken necked • overbent.
Post activity responsibilities may include:	• running up stirrups • loosening girth • hosing and scraping horse • checking and storing equipment.
Relevant aspects may include:	• preparation and warm-up • riding techniques • safety aspects • cool-down and post-activity completion • evaluation and review.

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Unit Sector(s)

Sport

Competency Field

Equestrian Activities

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SISSEQS303A Teach the fundamental skills of riding

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the fundamental skills of riding. This unit focuses on planning, conducting and evaluating exercises and activities to teach and develop the fundamental skills of riding.

Application of the Unit

This unit applies to current or aspiring individuals operating as general equestrian coaches or equestrian show horse coaches at a local, regional or state level. Duties may include instructing, planning, conducting and evaluating training sessions and competitions. This also involves supervising practice sessions, preparing for competitions and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan fundamental riding sessions.	1.1. Establish ***participant's needs and characteristics*** and assist with participant's registration and disclaimer where required.
	1.2. Assess participant's ***readiness*** to determine appropriate ***session aims and objectives***.
	1.3. Develop a session ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures*** and ***best practice principles of equestrian sports***.
	1.4. Select and access location, ***horses***, ***tack***, ***personal equipment*** and ***resources*** suitable for the ***session***, according to relevant legislation and organisational policies and procedures.
	1.5. Identify possible ***hazards*** and ***risks*** associated with ***riding exercises and activities*** and determine ***safety procedures*** and contingency plans according to best practice principles of equestrian sports.
	1.6. Assess and prepare horses safely and appropriately for the exercises and activities being performed.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the riding session in a manner appropriate to participants.
	2.2. Encourage participants to seek clarification, information and ***feedback*** as required during the session.
	2.3. Inform participants of known and anticipated risks, safety procedures, appropriate behaviour and ***rules and regulations*** of riding.
	2.4. Establish a suitable ***communication system*** to use while participating in exercises and activities.
3. Conduct riding sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the ***fundamental skills of riding*** to be developed.
	3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.
	3.3. Warm up and mentally prepare horses and participants through safe and appropriate exercises.
	3.4. Monitor individual ***participant's performance*** and maintain effective communication during horse

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ELEMENT	PERFORMANCE CRITERIA
	riding exercises and activities. 3.5. Observe participants during riding exercises and activities, and provide individual and group correction as required according to rules and regulations and accepted best practice principles of equestrian sports. 3.6. Facilitate group dynamics to maintain group and horse safety, control and engagement. 3.7. Bring participants to a halt safely and allow time for cooling down at the end of the session.
4. Complete post-session responsibilities.	4.1. Check and release horses and store tack and equipment according to organisational policies and procedures and best practice principles of equestrian sports. 4.2. Encourage participants to identify their personal progress and satisfaction with the session, and give feedback as required. 4.3. Evaluate ***relevant aspects*** of riding session and determine the level of learning achieved. 4.4. Identify potential areas of improvement for future fundamental riding sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan a fundamental horse riding session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan appropriate fundamental horse riding sessions according to participant's needs and characteristics
  - anticipate and mitigate aggressive, misbehaved or frightened horses
  - address participant difficulties in developing skills
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:

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  - source, allocate and coordinate tack, personal equipment, horses and a suitable location
  - monitor and evaluate progress
  - organise participants into manageable groups with suitable horses for exercises and activities
- language and literacy skills to:
  - produce plans for fundamental horse riding sessions
  - complete post-session participant and self-evaluations
  - give and receive feedback
  - apply for permission or permits to use suitable horses and location where required
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles to enable effective instruction
- numeracy skills to deliver exercises and activities within session timeframes
- personal fundamental horse riding and training skills to a high level of technical correctness to understand skill acquisition and to demonstrate, explain and break down skills for participants
- first aid skills and safety procedures appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation, organisational policies and procedures and best practice principles of equestrian sports to ensure safe and non-discriminatory conduct of sessions
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- selection, use and set up of tack and equipment for horse riding
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- fundamental skills of riding, and specific exercises and activities that promote skill acquisition in individuals and group
- fundamental skills of basic dressage
- communication systems used between participants, coaches and horses during riding
- hazards and risks commonly associated with fundamental riding, and methods of mitigating these risks
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- horse handling and correct riding techniques to teach fundamental riding skills
- social behaviour, psychology and vices of horses to recognise and treat individual temperaments and behaviours throughout session
- emergency and safety procedures appropriate for horse riding to ensure risk minimisation to participants and horses.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers relevant information, explanations and demonstrations for riding sessions to ensure exercises and activities are conducted safely, according to participant's needs, relevant legislation, organisational policies and procedures, rules and regulations, and best practice codes
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the fundamental skills of riding
- uses and modifies teaching and coaching techniques and exercises and activities to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure conduct of sessions that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a suitable location with controlled conditions for fundamental riding
- quiet and reasonably tractable horses in a recreational or training program
- a group of participants for the fundamental riding sessions
- tack and personal equipment
- resources such as teaching and coaching tools and aids.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, rules and regulations of riding and best

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practice principles to enable safe conduct of all exercises and activities during the sessions
- observation of safe coaching of fundamental riding skills, and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:
- age
- cultural factors
- situational factors
- previous experience
- fitness level
- physical capabilities
- injuries and illnesses.

Readiness may include:
- appropriate dress
- lunging skills
- fitness level
- motor performance factors
- level of arousal which will enhance performance.

Session aims and objectives may include:
- mounting, dismounting, holding, lengthening and shortening the reins
- using exercises to maintain balance and increase confidence at the walk
- halt-walk transitions and walk-halt transitions
- turning and guiding the horse at the walk
- rising and sitting trot
- using exercises to maintain balance and

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	increase confidence at the trot • diagonals • turning and guiding the horse at the trot.
Plan may include:	• date, time and duration • location and sufficient space • coach and participant ratios • equipment, resources and horse • exercises and activities • participant information • safety requirements.
Relevant legislation may include:	• occupational health and safety • permits from authorities • privacy • working with children • harassment-free sports policies • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of horse, tack and personal equipment • training and scheduling commitments • maintenance of records • code of ethics.
Best practice principles of equestrian sports may include:	• Equestrian Federation of Australia Coaches Code of Conduct policy • the Australian Sports Commission's Harassment-free Sport policy • the Equestrian Federation of Australia regulations and guidelines • relevant national, state, territory or local government regulations and guidelines • accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations • current and past good practice demonstrated by self or peers in the same or similar situation.
Horses may include:	• quiet and reasonably tractable horses.
Tack may include:	• halters • ropes • lunge reins

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	• bits • towels • brushes • hoof picks • saddles • saddle cloths • bridles • stirrups • lunge whip.
Personal equipment may include:	• suitable attire • personal protective equipment • spurs • spare clothing • sun protection.
Resources may include:	• teaching and coaching tools and aids • food and water • first aid kit.
Hazards may include:	• horses out of control • horses too close together • aggressive, misbehaved, frightened horses • fallen participant • environmental hazards • unsuitable jumps • lunge rein tangled in horses legs • side-reins too low and participant's leg caught • rowdy, excited and nervous participants • unsuitable horse and participant matches.
Risks may include:	• injuries to horse or participant • illness • inappropriate behaviour.
Riding exercises and activities may include:	• catching, leading, grooming • saddling and adjusting gear • mounting and dismounting • lunging • exercises on the horse when stationary or at walk.
Safety procedures may include:	• horse management in hazardous situations • symptoms, treatment and prevention of common horse riding injuries and risks • equipment checking and usage • appropriate dress

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	• adequate warm-up and cool-down • picking out feet • keeping distance from other horses • riding at appropriate speed on uneven and sloping ground • appropriate speeds to approach a jump.
Relevant information may include:	• skills focus • equipment, clothing and resource requirements, selection and use • activity boundaries and training area • safety procedures • communication systems • aims and objectives • rules and regulations of riding • responsible and safe behaviour.
Feedback may include:	• information on participant progress • any improvements required.
Rules and regulations may include:	• current edition of the ***Federation Equestre Internationale Rules*** and relevant Federation Equestre Internationale discipline rules • local event organisers rules or event specific variations to the ***Federation Equestre Internationale Rules*** • the Equestrian Federation of Australia Coaches Code of Conduct policy • State Equestrian Association and or Local Equestrian Association Code of Conduct policy • Australian Sports Commission's Harassment-free Sport policy • Equestrian Federation of Australia regulations and guidelines.
Communication system may include:	• stance, posture, signals and movements • voice projection over distances • aids, such as headphones or loud hailers • specific commands and terminology.
Teaching and coaching techniques may include:	• self mounted or unmounted demonstration and explanation • giving clear and concise instructions • using teaching and coaching tools • focusing on a single skill or tactic • breaking down skills into components • progressing through and linking skills

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	• time management • monitoring and observing progress • adjusting, refining or correcting individual or group skills.
Required knowledge may include:	• rules and regulations of riding • riding skills to be developed • factors affecting skill acquisition • safety and risk management • horse and equipment selection, use and maintenance.
Fundamental skills of riding may include:	• walk and trot • lunge • balance • turns.
Participant's performance may include:	• use of appropriate communication systems • performance and accuracy of fundamental riding skills • attitude and behaviour.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • validity and reliability of assessment and evaluation tools.

Unit Sector(s)

Sport

Competency Field

Equestrian Activities

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SISSEQS404A Teach the intermediate skills of riding on the flat

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the intermediate skills of riding on the flat. This unit focuses on planning, conducting and evaluating exercises and activities to teach and develop intermediate skills of riding.

Application of the Unit

This unit applies to those operating as dressage coaches who are required to plan, conduct and evaluate training sessions. This involves supervising practice sessions, preparing for competitions and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Plan intermediate riding sessions.	1.1. Establish ***participant's needs and characteristics*** and assist with participant's registration or disclaimer where required.
	1.2. Assess participant's ***readiness*** and current knowledge of equestrian in order to determine ***session aims and objectives***.
	1.3. Develop a session ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures*** and ***best practice principles of equestrian sports***.
	1.4. Select, access and perform ***safety checks*** of location, ***horses***, ***tack***, ***personal equipment*** and ***resources*** suitable for the ***session***, according to relevant legislation and organisational policies and procedures.
	1.5. Identify possible ***hazards and risks*** associated with riding exercises and activities and determine ***safety procedures*** and contingency plans according to best practice principles of equestrian sports.
	1.6. Assess and prepare horses safely and appropriately for the ***exercises and activities*** being performed.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the riding session in a manner appropriate to the participants.
	2.2. Encourage participants to seek clarification, information and ***feedback*** as required during the session.
	2.3. Inform participants of known and anticipated risks, safety procedures, appropriate behaviour and ***rules and regulations*** of riding.
	2.4. Establish a suitable ***communication system*** to use while participating in exercises and activities.
3. Conduct riding sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the intermediate skills of riding on the flat to be developed.
	3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.
	3.3. Warm up and mentally prepare horses and participants through safe and appropriate exercises.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Monitor individual ***participant's performance*** and maintain effective communication during horse riding exercises and activities.
	3.5. Observe participants during riding exercises and activities, and provide individual and group correction as required according to rules and regulations and accepted best practice principles of equestrian sports.
	3.6. Facilitate group dynamics to maintain group and horse safety, control and engagement.
	3.7. Bring participants to a halt safely and allow time for cooling down at the end of the session.
4. Complete post-session responsibilities.	4.1. Check and release horses and store tack and equipment according to organisational policies and procedures and best practice principles of equestrian sports.
	4.2. Encourage participants to identify their personal progress and satisfaction with the session, and give feedback as required.
	4.3. Evaluate ***relevant aspects*** of riding session and determine the ***level of learning*** achieved.
	4.4. Identify potential areas of improvement for future intermediate riding sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan intermediate sessions that meet their needs
  - convey information about the safety aspects of sessions
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan appropriate intermediate sessions according to participant's needs and characteristics
  - anticipate and mitigate aggressive, misbehaved or frightened horses
  - address participant difficulties in developing skills
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:

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  - source, allocate and coordinate tack, personal equipment, horses and a suitable location
  - monitor and evaluate progress
  - organise participants into manageable groups with suitable horses for exercises and activities
- language and literacy skills to:
  - produce session plans
  - complete post-session participant and self-evaluations
  - give and receive feedback
  - apply for permission or permits to use suitable horses and location where required
- numeracy skills to deliver exercises and activities within session timeframes
- personal intermediate horse riding, dressage and training skills to a high level of technical correctness to understand skill acquisition and to demonstrate, explain and break down skills for participants
- first aid skills and safety procedures appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation, organisational policies and procedures and best practice principles of equestrian sports to enable safe and non-discriminatory conduct of sessions
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- selection, use and set up of tack and equipment for intermediate horse riding
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- intermediate skills of riding, and specific exercises and activities that promote skill acquisition in individuals and groups
- communication systems used between participants, coaches and horses during riding
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- horse handling and correct riding techniques to teach intermediate riding skills
- social behaviour, psychology and vices of horses to recognise and treat individual temperaments and behaviours throughout session
- emergency and safety procedures appropriate for horse riding, to ensure risk minimisation to participants and horses.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers precise relevant information, explanations and demonstrations for riding sessions to ensure exercises and activities are conducted safely, according to participant's needs, relevant legislation, organisational policies and procedures, rules and regulations and best practice codes • observes and monitors the progress of participants and provides constructive feedback, intervention and modification of coaching techniques as required to improve and develop the intermediate skills of riding • uses and modifies teaching and coaching techniques and exercises and activities to cater for a range of individual learning styles • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure conduct of sessions that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable location with controlled conditions for intermediate riding • suitable horses for the riding sessions • a group of participants for the intermediate riding sessions • tack and personal equipment such as halters, ropes, saddles, bridles, helmets, suitable attire and boots • resources such as teaching and coaching tools and aids.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, rules and regulations of riding and best practice principles to enable safe conduct of all exercises and activities during the sessions • observation of safe coaching of intermediate riding

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skills, and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:
- age
- cultural factors
- situational factors
- previous experience
- fitness level
- physical capabilities
- horse handling skills
- injuries and illnesses.

Readiness may include:
- dress
- fitness level
- motor performance factors
- lunging skills
- level of arousal which will enhance performance.

Session aims and objectives may include:
- exercises and activities
- expected performance level attained
- specific skill focus.

Plan may include:
- session aims and objectives
- date, time and duration
- location and sufficient space
- coach and participant ratios
- equipment, resources and horse
- exercises and activities

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- safety requirements.

Relevant legislation may include:

- occupational health and safety
- permits from authorities
- privacy
- working with children
- harassment-free sports policies
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- conflict resolution
- communication protocols
- use, care and maintenance of horse, tack and personal equipment
- training and scheduling commitments
- maintenance of records
- code of ethics.

Best practice principles of equestrian sports may include:

- Equestrian Federation of Australia Coaches code of conduct policy
- the Australian Sports Commission's Harassment-free Sport policy
- the Equestrian Federation of Australia regulations and guidelines
- accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations
- current and past good practice demonstrated by self or peers in the same or similar situation.

Safety checks may include:

- fitting and suitability of tack and personal equipment
- condition of tack and personal equipment.

Horses may include:

- quiet and reasonably tractable horses.

Tack may include:

- halters
- ropes
- lunge reins
- bits
- towels
- brushes
- hoof picks
- saddles
- saddle cloths
- bridles
- stirrups

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	• lunge whip.
Personal equipment may include:	• suitable attire • personal protective equipment • spurs • spare clothing • sun protection.
Resources may include:	• teaching and coaching tools and aids • monkey straps • witches hats • food and water • first aid kit.
Hazards may include:	• horses out of control • horses too close together • aggressive, misbehaved, timid, frightened horses • fallen participant • environmental hazards • lunge rein tangled in horses legs • side-reins too low and participant's leg caught • rowdy, excited or nervous participants • unsuitable horse and participant matches • spectators • other facility users.
Risks may include:	• injuries to horse or participant • illness • inappropriate behaviour.
Riding exercises and activities may include:	• use of the whip • control of the ride in single file, open order • balanced riding position • simple changes of rein • circles • serpentines • loops • canter leads • diagonals • sitting trot • transitions up and down to trot • transitions up and down to canter.
Safety procedures may include:	• horse management in hazardous situations • symptoms, treatment and prevention of common horse riding injuries and risks

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- equipment checking and usage
- appropriate dress
- adequate warm up and cool down
- picking out feet
- keeping distance from other horses
- riding at appropriate speed
- the 'emergency stop'.

Relevant information may include:

- skills focus
- equipment, clothing and resource requirements, selection and use
- activity boundaries and training area
- safety procedures
- communication systems
- rules and regulations of riding
- responsible and safe behaviour.

Feedback may include:

- information on participant progress
- improvements required
- verbal or written or visual.

Rules and regulations may include:

- current edition of the *Federation Equestre Internationale Rules* and relevant Federation Equestre Internationale discipline rules
- local event organisers rules or event specific variations
- the Equestrian Federation of Australia Coaches Code of Conduct policy
- State Equestrian Association or Local Equestrian Association Code of Conduct policy
- the Australian Sports Commission's Harassment-free Sport policy
- the Equestrian Federation of Australia regulations and guidelines.

Communication system may include:

- voice projection over distances
- use of aids
- specific commands and terminology.

Teaching and coaching techniques may include:

- self mounted or unmounted demonstration and explanation
- focusing on a single skill or tactic
- breaking down skills into components
- progressing through, linking and sequencing skills
- monitoring and observing progress
- adjusting, refining or correcting individual or

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	group skills • appropriate positioning in arena • sequence of learning.
Required knowledge may include:	• rules and regulations of riding • riding skills to be developed • factors affecting skill acquisition • safety and risk management • horse and equipment selection, use and maintenance.
Participant's performance may include:	• use of appropriate communication systems • performance and accuracy of intermediate riding skills • attitude and behaviour.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • validity and reliability of assessment and evaluation tools.
Level of learning may include:	• frequency of errors • linking of skills • fluency of performance • confidence.

Unit Sector(s)

Sport

Competency Field

Equestrian Activities

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SISSEQS405A Teach the intermediate skills of riding over fences

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the intermediate skills of riding over fences. This unit focuses on planning, conducting and evaluating exercises and activities to teach and develop the intermediate skills of riding.

Application of the Unit

This unit applies to current or aspiring individuals operating as equestrian jumping coaches who are required to plan, conduct and evaluate training sessions. This involves supervising practice sessions, preparing for competitions and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Plan intermediate sessions for riding over fences.	1.1. Establish ***participant's needs and characteristics*** and assist with participant's registration and disclaimer where required.
	1.2. Assess participant's ***readiness*** and current knowledge of riding over fences in order to determine ***session aims and objectives***.
	1.3. Develop a session ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures*** and ***best practice principles of equestrian sports***.
	1.4. Select, access and perform ***safety checks*** of location, ***horses***, ***tack***, ***personal equipment*** and ***resources*** suitable for the ***session***, according to relevant legislation and organisational policies and procedures.
	1.5. Identify possible ***hazards*** and ***risks*** associated with riding exercises and activities and determine ***safety procedures*** and contingency plans according to best practice principles of equestrian sports.
	1.6. Assess and prepare horses safely and appropriately for the exercises and activities being performed.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the riding session in a manner appropriate to participants.
	2.2. Encourage participants to seek clarification, information and ***feedback*** as required during the session.
	2.3. Inform participants of known and anticipated risks, safety procedures, appropriate behaviour and ***rules and regulations*** of riding.
	2.4. Establish a suitable ***communication system*** to use while participating in exercises and activities.
3. Conduct sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the ***intermediate skills of riding over fences*** to be developed.
	3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.
	3.3. Warm up and mentally prepare horses and participants through safe and appropriate exercises.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Monitor individual ***participant's performance*** and maintain effective communication during exercises and activities.
	3.5. Observe participants during exercises and activities, and provide individual and group correction as required according to rules and regulations and accepted best practice principles of equestrian sports.
	3.6. Bring participants to a halt safely and allow time for cooling down at the end of the session.
4. Complete post-session responsibilities.	4.1. Check and release horses and store tack and equipment according to organisational policies and procedures and best practice principles of equestrian sports.
	4.2. Encourage participants to identify their personal progress and satisfaction with the session and give feedback as required.
	4.3. Evaluate ***relevant aspects*** of riding session and determine the ***level of learning*** achieved.
	4.4. Identify potential areas of improvement for future intermediate riding sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan sessions that meet their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan appropriate sessions according to participant's needs and characteristics
  - anticipate and mitigate aggressive, misbehaved or frightened horses
  - address participant difficulties in developing skills
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate tack, personal equipment, horses and a suitable location
  - monitor and evaluate progress

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    - organise participants into manageable groups with suitable horses for exercises and activities
- language and literacy skills to:
    - produce a plan for the intermediate horse riding sessions
    - complete post-session participant and self-evaluations
    - give and receive feedback
    - apply for permission or permits to use suitable horses and location where required
- numeracy skills to deliver exercises and activities within session timeframes
- personal intermediate horse riding, jumping and training skills to a high level of technical correctness to understand skill acquisition and to demonstrate, explain and break down skills for participants
- first aid skills and safety procedures appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation, organisational policies and procedures and best practice principles of equestrian sports to enable safe and non-discriminatory conduct of sessions
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location to enable safe conduct of all activities
- selection, use and set up of tack and equipment for intermediate horse riding
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- intermediate skills of riding, and specific exercises and activities that promote skill acquisition in individuals and groups
- communication systems used between participants, coaches and horses during riding
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- horse handling and correct riding techniques to teach intermediate riding skills
- social behaviour, psychology and vices of horses to recognise and treat individual temperaments and behaviours throughout session
- emergency and safety procedures appropriate for horse riding, to ensure risk minimisation to participants and horses.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers precise relevant information, explanations and demonstrations for riding sessions to ensure exercises and activities are conducted safely, according to participant's needs, relevant legislation, organisational policies and procedures, rules and regulations, and best practice codes
- observes and monitors the progress of participants and provides constructive feedback, intervention and modification of coaching techniques where required to improve and develop the intermediate skills of riding over fences
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure conduct of sessions that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- suitable locations with controlled conditions for intermediate riding
- suitable horses for the riding sessions
- a group of participants for the intermediate riding sessions
- tack and personal equipment such as halters, ropes, saddles, bridles, helmets, suitable attire and boots
- resources such as teaching and coaching tools, aids and jumping equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, rules and regulations of riding and best practice principles to enable safe conduct of all exercises and activities during the sessions
- observation of safe coaching of intermediate riding skills, and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of session plans and self-evaluations

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- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:

- age
- cultural factors
- situational factors
- previous experience
- fitness level
- physical capabilities
- injuries and illnesses.

Readiness may include:

- dress
- fitness level
- motor performance factors
- lunging skills
- level of arousal which will enhance performance.

Session aims and objectives may include:

- exercises and activities
- expected performance level attained
- specific skill focus.

Plan may include:

- session aims and objectives
- date, time and duration
- location and sufficient space
- coach and participant ratios
- equipment, resources and horse
- exercises and activities
- food and water
- weather details
- participant information
- safety requirements.

Relevant legislation may include:

- occupational health and safety

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	• permits from authorities • privacy • working with children • harassment-free sports policies • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of horse, tack and personal equipment • training and scheduling commitments • maintenance of records • code of ethics.
Best practice principles of equestrian sports may include:	• Equestrian Federation of Australia Coaches Code of Conduct policy • the Australian Sports Commission's Harassment-free Sport policy • the Equestrian Federation of Australia regulations and guidelines • the culture of the sport and activity • accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations • current and past good practice demonstrated by self or peers in the same or similar situation.
Safety checks may include:	• fitting and suitability of tack and personal equipment • condition of tack and personal equipment.
Horses may include:	• quiet and reasonably tractable horses.
Tack may include:	• halters • ropes • lunge reins • bits • towels • brushes • hoof picks • saddles • saddle cloths • bridles • stirrups • lunge whip.

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Personal equipment may include:	• suitable attire • personal protective equipment • spurs • spare clothing • sun protection.

Resources may include:	• teaching and coaching tools and aids:
	  • monkey straps
	• jumping equipment:
	  • cross-country jumps
	  • witches hats or similar
	• food and water
	• first aid kit.

Hazards may include:	• horses out of control • horses too close together • aggressive, misbehaved, timid, frightened horses • fallen participant • environmental hazards • lunge rein tangled in horses legs • rowdy, excited or nervous participants • unsuitable horse and participant matches • spectators • other facility users.
Risks may include:	• injuries to horse or participant • illness • inappropriate behaviour.
Safety procedures may include:	• horse management in hazardous situations • symptoms, treatment and prevention of common horse riding injuries and risks • equipment checking and usage • appropriate dress • adequate warm-up and cool-down • picking out feet • keeping distance from other horses • riding at appropriate speed • the 'emergency stop'.
Relevant information may include:	• skills focus • equipment, clothing and resource requirements, selection and use • activity boundaries and training area • safety procedures

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- communication systems
- aims and objectives
- rules and regulations of riding
- responsible and safe behaviour.

Feedback may include:

- information on participant progress
- improvements required
- verbal, written or visual.

Rules and regulations may include:

- current edition of the Federation Equestre Internationale Rules and relevant Federation Equestre Internationale discipline rules
- local event organisers rules or event specific variations to the Federation Equestre Internationale Rules
- the Equestrian Federation of Australia Coaches Code of Conduct policy
- State Equestrian Association or Local Equestrian Association Code of Conduct policy
- the Australian Sports Commission's Harassment-free Sport policy
- the Equestrian Federation of Australia regulations and guidelines.

Communication system may include:

- voice projection over distances
- use of aids
- specific commands and terminology.

Teaching and coaching techniques may include:

- self-mounted or unmounted demonstration and explanation
- focusing on a single skill or tactic
- breaking down skills into components
- progressing through, linking and sequencing skills
- monitoring and observing progress
- adjusting, refining or correcting individual or group skills
- appropriate positioning in arena
- sequence of learning.

Required knowledge may include:

- rules and regulations of riding
- riding skills to be developed
- factors affecting skill acquisition
- safety and risk management
- horse and equipment selection, use and maintenance.

Intermediate skills of riding over

- centred independent two point seat and

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fences may include:	forward seat riding in trot • centred independent three point seat in trot and canter • ride over a single rail in forward seat rising and two point seat • ride over trot poles in two point seat and forward seat rising • ride over single fence, up to 30 cm, with trot approach • maintain jumping seat in an open area in a balanced controlled canter • change the rein when riding in an open area • maintain jumping seat while performing transitions up to trot and canter • maintain jumping seat while riding over undulating country in a balanced controlled canter • ride over a single fence, up to 30 cm, in an open area with a trot approach.
Participant's performance may include:	• use of appropriate communication systems • performance and accuracy of intermediate riding skills • attitude and behaviour.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participant's abilities • validity and reliability of assessment and evaluation tools.
Level of learning may include:	• frequency of errors • linking of skills • fluency of performance • confidence.

Unit Sector(s)

Sport

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Competency Field

Equestrian Activities

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SISSGLF201A Perform the A Grade skills of golf

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the A-Grade skills of golf. A-Grade golf is defined as a handicap of 5 to 12 for males and females and a National Skills Test score in the range of 50 to 60. This unit focuses on the development and performance of A-Grade golf skills during drills, activities, games and competitions.

Application of the Unit

This unit applies to current, junior or aspiring athletes who want to pursue a career in golf at a regional, state, territory or national level.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Prepare for golf drills, activities, games and competitions.	1.1. Access and interpret golf ***rules***, ***regulations and policies***. 1.2. Determine ***basic biomechanical principles*** as they apply to golf. 1.3. Identify ***A-Grade skills of golf*** and determine observable body movements for each stage of these skills in priority of importance when performing the skills. 1.4. Select ***aids and equipment*** to enhance acquisition of A-Grade skills.
2. Participate in golf drills, activities, games and competitions.	2.1. Undertake ***drills***, ***activities***, games and competitions according to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Link and perform the A-Grade skills of golf in competition conditions. 2.3. Maintain effective communication with coach during drills, activities, games and competitions.
3. Review and adapt A-Grade skills performance.	3.1. ***Review*** performance and identify strengths and areas requiring improvement. 3.2. Identify ***conditions and external influences*** affecting conduct of activities and identify contingency strategies to improve future performance.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - communicate with coaches and or professionals
  - follow instructions during drills and activities
  - clarify rules and seek feedback on performance
- language and literacy skills to access, interpret and apply information about the rules and regulations of golf
- self management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively

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  - set short, medium and long term goals
- ability to play golf at a sufficient standard to obtain and retain a specified official golf handicap according to Golf Australia's women's and men's handicapping and course rating system as registered with Golf Australia or equivalent.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation during golf drills, activities, games and competitions
- rules, regulations and policies of relevant golfing bodies including the Professional Golfers Association (PGA) of Australia and Golf Australia
- best practice codes and etiquette in order to play at a sufficient standard to obtain an official golf handicap according to Golf Australia's women's and men's handicapping and course rating system as registered with Golf Australia
- biomechanical principles to enable development and application of A-Grade golf skills
- self-reflection principles to enable effective self-evaluation for future improvement
- equipment and technological aids used in golf drills, activities, games and competitions to facilitate the development of A-Grade skills
- safety requirements and practices during golf drills, activities, games and competitions
- communication systems used between players, coaches and support staff and officials during golf drills, activities, games and competitions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- utilises knowledge and interpretation of A-Grade skills of golf, and relevant rules, regulations and policies to achieve a handicap of 5 to 12 under competition conditions over a minimum of five rounds on a minimum of three 18 hole golf courses and achieves a score in the range of 50 to 60 on the National skills test
- identifies observable body movements for each stage of A-Grade skills and links these together during practice drills, activities, games and competitions
- communicates with coach, officials and support staff throughout drills, activities, games and competitions,

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	and responds to feedback • applies review and contingency strategies to own performance to identify strengths and areas requiring improvement and further development.
Context of and specific resources for assessment	Assessment must ensure achievement of a handicap of 5 to 12 under competition conditions over a minimum of 5 x 18 hole rounds or equivalent and achieves a score in the range of 50 to 60 on the National skills test to demonstrate competency and consistency of performance. Assessment must also ensure access to: • golf training and competition facilities • a coach or professional to instruct athletes • suitably qualified golfing officials and support staff • technological aids and equipment • information outlining the A-Grade skills of golf and the rules and regulations of golf • current legislation and organisational policies and procedures that impact on the conduct of drills, activities, games and competitions.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance of A-Grade skills of golf during drills, activities, games and competitions • oral or written questioning to assess knowledge of relevant rules and regulations, etiquette of golf and the various A-Grade skills of golf • third-party reports from coaches or professionals detailing performance. Industry has determined that this unit must be assessed with the following units: • SISSGLF202A Apply the A-Grade tactics and strategies of golf • SISSGLF203A Interpret and apply the rules of golf at the A-Grade level. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules**, **regulations and policies may include:

- Golf Australia's women's and men's handicapping and course rating system
- best practice codes of ethics and policies of organisations such as:
  - Golf Australia
  - PGA of Australia
  - Australian Sports Commission
- current editions of Rules of Golf, The Royal and Ancient Golf Club of St Andrews and Decisions on the Rules of Golf.

Basic biomechanical principles may include:

- balance
- centre of gravity
- motion
- forces and torques
- momentum
- moment of inertia
- power.

A- Grade skills of golf must include:

- pre-swing fundamentals:
  - grip
  - alignment
  - stance
  - ball position
  - posture
- in-swing fundamentals:
  - stages of the full swing
  - full swing principles
- shots:
  - pitching
  - chipping
  - bunker play
  - putting
  - specialist and trouble shots.

Aids and equipment may include:

- golf range

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	• putting green • charts • mirrors • impact bags • bunker boards • putting alignment aids • lie boards • shafts • computer software.
Drills and activities may include:	• National skills test • impact drills • posture drills • grip, putting, chipping, bunker, pitching, full swing set-up and full swing motion drills • release drills • on-course modified games such as, two-ball worst-ball • computer swing and or video analysis.
Relevant legislation may include:	• occupational health and safety • equal opportunity.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • training and scheduling commitments • code of ethics • code of etiquette.
Review may include:	• individual evaluation • video review • statistical recording and analysis • scores on skills tests.
Conditions and external influences may include:	• environmental and or weather conditions • other facility users • support staff • spectators • parents • referees and administrators • other coaches or professionals.

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Unit Sector(s)

Sport

Competency Field

Golf

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SISSGLF202A Apply the A Grade tactics and strategies of golf

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply the A-Grade tactics and strategies of golf in a competitive situation. A-Grade golf is defined as a handicap of 5 to 12 for males and females and a National Skills Test score in the range of 50 to 60. This unit focuses on the development and performance of A-Grade tactics and strategies of golf through participation in activities and competitions.

Application of the Unit

This unit applies to current, junior or aspiring athletes who want to pursue a career in golf at a regional, State, Territory or National level. Those undertaking this unit should be a scholarship holder with a regional, State, Territory or National Institute of Sport, a member of a State, Territory or national team or squad or a member of a second tier national competition.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Participate in pre-game preparation sessions.	1.1. Identify the ***A-Grade tactics and strategies*** of golf to be developed in consultation with the coach or mentor. 1.2. Identify ***activities and games to develop A-Grade tactics and strategies*** of golf. 1.3. Determine appropriate ***psychological methods and techniques*** commonly used at A-Grade levels within golf to enhance performance during pre-game preparation. 1.4. Analyse ***strengths and weaknesses*** of past performances. 1.5. Identify individual ***game plans and resources in consultation with the coach or mentor***. 1.6. Identify the ***role of the coach or mentor*** and ***support staff*** regarding tactics for training, preparation, game situations and the ***golfing environment***.
2. Assess competition conditions for a game.	2.1. Assess the ***environment***, and confirm it meets golf rules, regulations and policies in consultation with the coach or mentor. 2.2. Assess ***resources*** and ***equipment*** according to golf rules, regulations and policies. 2.3. Take appropriate action in response to unsuitable conditions.
3. Implement tactics and strategies.	3.1. Apply agreed tactics and strategies to counter own strengths and weaknesses as appropriate. 3.2. Adopt ***psychological approaches*** identified in pre-game preparation. 3.3. Implement identified ***game plans in a safe manner***, ***according to golf rules***, ***regulations and policies***, ***relevant legislation*** and ***organisational policies and procedures***. 3.4. Monitor and refine game plans, tactics and strategies according to the stage and situation of the game. 3.5. Maintain effective communication with coach or mentor in order to develop performance.
4. Participate in post-game analysis.	4.1. Review A-Grade tactics and strategies practiced throughout activities and games, and identify strengths and areas requiring improvement in consultation with the coach or mentor.

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ELEMENT	PERFORMANCE CRITERIA
	4.2. Debrief on rounds and analyse own ***strengths and weaknesses*** in relation to tactics and strategies for future referral.
	4.3. Analyse statistics for future referral.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with coaches or mentors to devise and clarify tactics and strategies
  - seek feedback and instructions from coaches or mentors, support staff and golf officials
- language and literacy skills to access, interpret and apply information about the rules and regulations of golf
- numeracy skills to interpret and analyse playing statistics to improve future performance
- problem-solving skills to:
  - identify pre-game tactics and strategies
  - respond to changing conditions during training and competition situations
  - apply strategies to improve performance
- self-management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals
- ability to achieve and retain a recognised golf handicap according to Golf Australia's women's and men's handicapping and course rating system as registered with Golf Australia or equivalent.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation during golf drills, activities, games and competitions
- rules, regulations and policies of relevant golfing bodies including the Professional Golfers Association (PGA) of Australia and Golf Australia
- best practice codes and etiquette and types and forms of competition in order to participate appropriately and obtain the specified official golf handicap as registered with Golf Australia or its equivalent
- self-reflection principles to enable effective self-evaluation for future improvement
- equipment and technological aids used in golf drills, activities, games and competitions to facilitate the development of A-Grade tactics and strategies

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- safety requirements and practices during golf drills, activities, games and competitions
- communication systems used between players, coaches and support staff and officials during golf drills, activities, games and competitions
- psychological methods and techniques used in game preparation as it applies to A-Grade tactics and strategies of golf
- activities and games to practice the A-Grade tactics and strategies of golf
- terminology associated with golf rules and regulations to enable effective communication.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • utilises knowledge and interpretation of A-Grade tactics and strategies of golf, and relevant rules, regulations and policies to develop and follow game plans, and apply the tactics and strategies in competitive situations • determines own psychological approaches and prepares to apply tactics and strategies accordingly • communicates with colleagues, coach or mentor, officials and support staff throughout activities and games, and responds to feedback • reviews own performance to identify strengths and areas requiring improvement or modifications.
Context of and specific resources for assessment	Assessment must ensure performance of the A-Grade tactics and strategies of golf applicable to agreed game plan to achieve a handicap of 5 to 12 under competition conditions over a minimum of five rounds on a minimum of three 18 hole golf courses and achieves a score in the range of 50 to 60 on the National Skills Test demonstrate competency and consistency of performance. Assessment must also ensure access to: • golf training and competition facilities • a coach or mentor to instruct players • suitably qualified golfing officials and support staff • technological aids and equipment • resources and information outlining the A-Grade

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tactics and strategies of golf
- rules and regulations of golf such as official golf publications and the Australian Sports Commission Harassment-free Sport policy
- current organisational policies and procedures that impact on the conduct of drills, activities, games and competitions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance of A-Grade tactics and strategies of golf during drills, activities, games and competitions
- oral or written questioning to assess knowledge of the application of the A-Grade tactics and strategies of golf
- third-party reports from coaches or professionals detailing performance.
- Industry has determined that this unit must be assessed with the following units:
- SISSGLF201A Perform the A-Grade skills of golf
- SISSGLF203A Interpret and apply the rules of golf at the A-Grade level.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

A-Grade tactics and strategies may include:

- risk
- shot or club selection and placement
- stage of the round
- lie
- hazards
- wind
- distance

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	• hole shape • decision making or shot shape required such as trajectory • scoring • dealing with delay • pre- and post-shot routine • dealing with poor shots or results • tournament tactics and round tactics.
Activities and games to develop A-Grade tactics and strategies may include:	• national skills test for developing shot reliability under match conditions • national training protocols • statistical analysis of round and practice.
Psychological methods and techniques may include:	• motivation • concentration • goal setting • visualisation or imagery.
Strengths and weaknesses may include:	• physical • tactical • technical • mental.
Game plans may include:	• hole by hole • shot by shot • specific shot selections • pre-match routines • pre-shot routines • post-shot routines • visualisation skills • course mapping or charting.
Resources may include:	• golf equipment • health and safety provisions • golf course or golf range • charts • mirrors • impact bags • putting alignment aids • lie boards • shafts.
Environment may include:	• weather conditions • course condition • physical obstacles • water hazards

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	• spectators.
Equipment may include:	• number of allowable clubs • list of conforming golf balls.

Rules, ***regulations and policies*** may include:	• Golf Australia's women's and men's handicapping and course rating system
	• best practice codes of ethics and policies of organisation:
	  • Golf Australia
	  • PGA of Australia
	  • Australian Sports Commission
	• current editions of Rules of Golf, The Royal and Ancient Golf Club of St Andrews and Decisions on the Rules of Golf.

Relevant legislation may include:	• occupational health and safety • equal opportunity.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • training and scheduling commitments • code of ethics • code of etiquette.

Unit Sector(s)

Sport

Competency Field

Golf

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SISSGLF203A Interpret and apply the rules of golf at the A Grade level

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to interpret and apply the rules as they apply to golf played at an A-Grade level.

Application of the Unit

This unit applies to current, junior or aspiring athletes who want to pursue a career in golf at a regional, state, territory or national level. Those undertaking this unit should be a scholarship holder with a regional, state, territory or national Institute of Sport, a member of a state, territory national team, squad or development program, or a member of a second tier national competition.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Observe a golf competition.	1.1. Access and interpret golf ***rules***, ***regulations and policies***. 1.2. Observe players and club officials, with minimal disruption to the game, to confirm that the game is conducted according to the ***rules and etiquette*** of golf. 1.3. Seek clarification of application of golf rules and etiquette as required. 1.4. Identify any breaches of ***rules and etiquette*** by players and report to ***appropriate personnel*** according to ***organisational policies and procedures***.
2. Interpret and apply rules and etiquette of golf to own game.	2.1. Prepare for a game according to assessment of conditions. 2.2. Make decisions on own game using relevant ***information***. 2.3. Ensure the interpretation of ***rules and etiquette*** is consistent with the ***documented rules*** of golf. 2.4. Communicate breaches of rules to match committees. 2.5. Mark a playing partner's card according to the rules and regulations of golf.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - clarify rules and regulations of golf
  - report breaches of rules to appropriate personnel
- language and literacy skills to access, interpret and apply information about the rules and regulations of golf
- problem-solving skills to use information about rules and regulations to make decisions about own game
- numeracy skills to mark playing cards.

Required knowledge

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- rules, regulations and policies of relevant golfing bodies including the Professional Golfers Association (PGA) of Australia and Golf Australia to enable application to own game
- organisational policies and procedures, best practice codes and etiquette in order to play fairly and at a sufficient standard to obtain and retain an official golf handicap according to Golf Australia's women's and men's handicapping and course rating system
- equipment and resources required for games and competitions at A-Grade level
- safety requirements and practices during golf games and competitions
- reporting requirements and channels to report breaches in rules and regulations
- terminology of golf rules and regulations such as par, birdie and bogie
- the role of scoring and requirements for marking the card to ensure scores are recorded accurately.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • makes decisions in relation to own game based on the ***rules and etiquette*** of golf and recognises and reports when breaches of rules and etiquette occur according to appropriate channels and using appropriate communication strategies • applies knowledge of golf rules, regulations and etiquette to mark playing cards.
Context of and specific resources for assessment	Assessment must ensure interpretation of the rules of golf and the application of these to own game at A-Grade level under competition conditions on sufficient occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • golf training and competition facilities • other participants competing at appropriate levels in golf competitions to observe and practice with • suitably qualified golfing officials and support staff • resources and equipment such as clubs, balls and playing cards

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- rules and regulations of golf.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of application of rules and regulations to own game at the A-Grade level
- oral or written questioning to assess knowledge of relevant rules, regulations and etiquette of golf
- third-party reports from coaches or mentors detailing application of rules and regulations
- completed and verified playing cards.

Industry has determined that this unit must be assessed with the following units:

- SISSGLF201A Perform the A-Grade skills of golf
- SISSGLF202A Apply the A-Grade tactics and strategies of golf.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules, ***regulations and policies*** may include:

- Golf Australia's women's and men's handicapping and course rating system
- best practice codes of ethics and policies of organisations such as:
  - Golf Australia
  - PGA of Australia
  - Australian Sports Commission
- current editions of ***Rules of Golf***, The Royal and Ancient Golf Club of St Andrews and ***Decisions on the Rules of Golf***.

Rules and etiquette may include:

- local rules
- rules governing competition conditions
- golf etiquette:

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	• 'FORE' • consideration of others • green care • golf carts • golf buggy use • practice swings • dress • behaviour.
Appropriate personnel may include:	• club officials.
Organisational policies and procedures may include:	• reporting protocols • code of ethics.
Information may include:	• rules, regulations and policies • publications of accredited bodies or associations.

Unit Sector(s)

Sport

Competency Field

Golf

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SISSGLF304A Perform the advanced skills of golf

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the advanced skills of golf. Advanced golf skills are defined as a handicap of 3 or better for males and 5 or better for females and a National Skills Test score in the range of 60 to 75. The unit focuses on the development and performance of advanced golf skills through participation in drills, activities, games or competitions.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in golf at a regional, State, Territory or National level. Those undertaking this unit should be a scholarship holder with a regional, State, Territory or National Institute of Sport, a member of a State, Territory or National team, squad or development program, or a member of a second tier national competition. It may also apply to those in golf coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for drills, activities, games and competitions.	1.1. Access and interpret golf ***rules***, ***regulations and policies***. 1.2. Determine ***basic biomechanical principles*** as they apply to golf. 1.3. Identify the ***advanced skills of golf*** and determine observable body movements for each stage of these skills in priority of importance when performing the skills. 1.4. Identify the advanced skills of golf players applicable to different shots, and their purpose. 1.5. Select ***aids and equipment*** to enhance acquisition of advanced golf skills.
2. Participate in golf drills, activities, games and competitions.	2.1. Undertake ***drills***, ***activities***, games and competitions to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Link and perform the advanced skills in competition conditions. 2.3. Maintain effective communication with coach during drills, activities, games and competitions.
3. Review advanced skills performance.	3.1. ***Review*** performance and identify strengths and areas requiring improvement. 3.2. Identify ***conditions and external influences*** affecting conduct of activities and identify contingency strategies to improve future performance.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - communicate with coaches or mentors
  - follow instructions during drills and activities
  - clarify rules and seek feedback on performance

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- language and literacy skills to access, interpret and apply information about the rules and regulations of golf
- problem-solving skills to:
  - respond to changing conditions during training and competition situations
  - apply strategies to improve performance
- self-management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals
  - ability to play golf at a sufficient standard to obtain and retain a specified official golf handicap according to Golf Australia's women's and men's handicapping and course rating system as registered with Golf Australia or equivalent.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation during golf drills, activities, games and competitions
- rules, regulations and policies of relevant golfing bodies including Golf Australia and the Professional Golfers Association (PGA) of Australia
- best practice codes and etiquette in order to play at a sufficient standard to obtain an official golf handicap according to Golf Australia's women's and men's handicapping and course rating system as registered with Golf Australia
- self-reflection principles to enable effective self-evaluation for future improvement
- equipment and technological aids used in golf drills, activities, games and competitions to develop and enhance advanced skills
- communication systems used between players, coaches and support staff and officials during golf drills, activities, games and competitions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • performs the advanced skills of golf to achieve a handicap of 3 or better for males and 5 or better for females under competition conditions over a minimum of five rounds on a minimum of three 18 hole golf courses and achieves a score in the range of 60 to 75 on the National Skills Test

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- determines observable body movements for each stage of advanced skills and links together and practices these during drills, activities, games and competitions
- communicates with coach or mentor, officials and support staff throughout drills, activities, games and competitions, and responds to feedback
- applies review and contingency strategies to own performance to identify strengths and areas requiring improvement and further development.

Context of and specific resources for assessment

Assessment must ensure achievement of a handicap of 3 or better for males and 5 or better for females under competition conditions over a minimum of 5 x 18 hole rounds or equivalent and achieves a score in the range of 60 to 75 on the National Skills Test to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- golf training and competition facilities
- a coach or mentor to instruct athletes
- suitably qualified golfing officials and support staff
- technological aids and equipment
- resources and information outlining the advanced skills of golf
- rules and regulations of golf, current legislation and organisational policies and procedures that impact on the conduct of drills, activities, games and competitions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance of advanced skills of golf during drills, activities, games and competitions
- oral or written questioning to assess knowledge of relevant rules, regulations and etiquette of golf and the various advanced skills of golf
- third-party reports from coaches or professionals detailing performance.
- Industry has determined that this unit must be assessed with the following units:
- SISSGLF305A Apply the advanced tactics and strategies of golf
- SISSGLF306A Interpret and apply the rules of golf at the advanced level.

Holistic assessment with other units relevant to the

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industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules**, **regulations and policies may include:

- Golf Australia's women's and men's handicapping and course rating system
- best practice codes of ethics and policies of organisations such as:
  - Golf Australia
  - PGA of Australia
  - Australian Sports Commission
- current editions of Rules of Golf, The Royal and Ancient Golf Club of St Andrews and Decisions on the Rules of Golf.

Basic biomechanical principles may include:

- balance
- centre of gravity
- motion
- forces and torques
- momentum
- moment of inertia
- power.

Advanced skills may include:

- specialty shots from:
  - long grass
  - divots and depressions
  - soggy grass and bunkers
  - bare lies
  - sandy lies
  - sloping lies
- wind shots
- punch shots.

Aids and equipment may include:

- golf range
- putting green
- video equipment
- charts

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- mirrors
- impact bags
- bunker boards
- putting alignment aids
- lie boards
- shafts
- computer software.

Drills and activities may include:

- National Skills Test
- impact drills
- entering and terminal performance tasks
- posture drills
- swing plane
- release drills
- on-course modified games such as, two ball worst ball
- computer swing or video analysis.

Relevant legislation may include:

- occupational health and safety
- equal opportunity.

Organisational policies and procedures may include:

- occupational health and safety
- conflict resolution
- communication protocols
- use and maintenance of equipment and field
- training and scheduling commitments
- code of ethics
- code of etiquette.

Review may include:

- formal review with the coach or professional
- video review
- statistical recording and analysis
- scores on skills tests.

Conditions and external influences may include:

- environmental and weather conditions
- other facility users
- golf course access
- cost to participate
- course condition
- support staff
- spectators
- parents
- referees and administrators
- other coaches or professionals.

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Unit Sector(s)

Sport

Competency Field

Golf

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SISSGLF305A Apply the advanced tactics and strategies of golf

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply the advanced tactics and strategies of golf in a competitive individual or team situation. This unit focuses on the development and performance of advanced tactics and strategies of golf through participation in activities, games or competitions.

Application of the Unit

This unit applies to current, junior or aspiring athletes who want to pursue a career in golf at a regional, State, Territory or National level. Those undertaking this unit should be a scholarship holder with a regional, state, territory or national Institute of Sport, a member of a state, territory national team or squad, or a member of a second tier national competition.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
This unit contains employability skills.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Participate in pre-game preparation sessions.	1.1. Identify the ***advanced tactics and strategies*** of golf to be developed in consultation with the coach or mentor. 1.2. Identify ***activities and games to develop advanced tactics and strategies*** of golf. 1.3. Determine appropriate ***psychological methods and techniques*** commonly used at the advanced level of golf to enhance performance during pre-game preparation. 1.4. Identify individual ***game plans and resources in consultation with the coach or mentor***. 1.5. Identify the ***role of the coach*** and ***support staff*** regarding tactics for training, team preparation, game situations and the ***golfing environment***.
2. Assess conditions for a competition.	2.1. Assess the ***environment***, and confirm it meets golf ***rules***, ***regulations and policies*** in consultation with the coach or mentor. 2.2. Assess ***resources*** and ***equipment*** according to golf rules, regulations and policies. 2.3. Take appropriate action in response to unsuitable conditions.
3. Implement tactics and strategies.	3.1. Adopt ***psychological approaches*** identified in pre-game preparation. 3.2. Implement identified ***game plans in a safe manner***, ***according to golf*** rules, regulations and policies, ***relevant legislation and organisational policies and procedures***. 3.3. Monitor and refine game plans, tactics and strategies according to the stage and situation of the game. 3.4. Maintain effective communication with coach or mentor in order to enhance own performance.
4. Participate in post-game analysis and follow-up.	4.1. Review advanced tactics and strategies practiced throughout activities and games, and identify strengths and areas requiring improvement in consultation with the coach or mentor. 4.2. Debrief on round or rounds and analyse own ***strengths and weaknesses*** in relation to tactics and strategies for future referral. 4.3. Analyse ***statistics*** for future referral.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with coaches to devise and clarify tactics and strategies
  - seek feedback and instructions from coaches or mentors, support staff and golf officials
- language and literacy skills to access, interpret and apply information about the rules and regulations of golf
- numeracy skills to interpret and analyse relevant playing statistics to improve future performance
- problem-solving skills to:
  - identify pre-game tactics and strategies
  - respond with appropriate tactics and strategies during a game or competition
  - refine tactics and skills for future referral
- self-management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals.
- ability to achieve a recognised golf handicap at an advanced level with the sport's National Sporting Organisation.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation during golf drills, activities, games and competitions
- rules, regulations and policies of relevant golfing bodies, best practice codes and etiquette and types and forms of competition in order to participate appropriately and play at a sufficient standard to obtain an official golf handicap as registered with the sport's National Sporting Organisation
- self-reflection principles to enable effective self-evaluation for future improvement
- equipment and technological aids used in golf drills, activities, games and competitions to enhance the development of advanced tactics and strategies
- safety requirements and practices during golf drills, activities, games and competitions
- communication systems used between players, coaches or mentors and support staff and officials during golf drills, activities, games and competitions
- psychological methods and techniques used in competition preparation as it applies to advanced tactics and strategies of golf
- activities and games to develop and practice the advanced tactics and strategies of golf
- terminology associated with golf rules and regulations to enable effective communication.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- utilises knowledge and interpretation of advanced tactics and strategies of golf, and relevant rules, regulations and policies of golf to develop and follow game plans, apply advanced tactics and strategies in competitive situations and analyse own performance
- determines own psychological approaches and prepares to apply tactics and strategies accordingly
- communicates with colleagues, coach or mentor, officials and support staff throughout activities and games, and responds to feedback
- reviews own performance to identify strengths and areas requiring improvement and or modifications.

Context of and specific resources for assessment

Assessment must ensure performance of the advanced tactics and strategies of golf applicable to agreed game plan under competition conditions over a minimum of five rounds on a minimum of three 18 hole golf courses and achieving a score on the National Skills Test of over 60 to obtain an official golf handicap as registered with the sport's National Sporting Organisation.

Assessment must also ensure access to:

- golf training and competition facilities
- a coach or mentor to instruct athletes
- suitably qualified golfing officials and support staff:
  - technological aids and equipment
- resources and information outlining the advanced tactics and strategies of golf
- rules and regulations of golf, current legislation and organisational policies and procedures that impact on the conduct of drills, activities, games and competitions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- observation of performance of advanced tactics and strategies of golf during drills, activities, games and competitions
- oral or written questioning to assess knowledge of relevant rules, regulations and etiquette of golf and the various advanced tactics and strategies of golf
- third-party reports from coaches or officials detailing performance.
- Industry has determined that this unit must be assessed with the following units:
- SISSGLF304A Perform the advanced skills of golf
- SISSGLF306A Interpret and apply the rules of golf at the advanced level.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Advanced tactics and strategies may include:

- risk
- shot or club selection and placement
- stage of the round and holes remaining
- lie
- distance
- hole shape
- decision making and shot shape required such as trajectory
- scoring
- dealing with delays
- pre-shot routine
- dealing with poor shot results and thought stoppage
- tournament tactics and round tactics.

Activities and games to develop advanced tactics and strategies

- National Skills Test for developing shot reliability under match conditions

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may include:	• national training protocols • statistical analysis or round and practice.
Psychological methods and techniques may include:	• motivation • goal setting • visualisation.
Game plans may include:	• hole by hole • shot by shot • shot selections • pre-match routines • pre-shot routines • post-shot routines • visualisation skills • course mapping and charting.
Resources may include:	• golf equipment • golf course and or golf range • learning and alignment aids and technological devices • charts, mirrors, impact bags, lie boards and shafts.
Environment may include:	• weather conditions • course condition • physical obstacles • water hazards • spectators.
Rules, ***regulations and policies*** may include:	• The Royal and Ancient Golf Club of St Andrews • the Australian handicapping system of the sport's National Sporting Organisation • Golf Australia's and PGA of Australia's policies of organisation • Australian Sports Commission Harassment-free Sport policy and code of conduct.
Relevant legislation may include:	• occupational health and safety • equal opportunity.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use and maintenance of equipment • training and scheduling commitments • code of ethics • code of etiquette.

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Statistics may include:

- fairways hit
- putts per hole or round
- putts per greens in regulation
- up and downs
- sand saves
- carry distance charts
- wedge completions.

Unit Sector(s)

Sport

Competency Field

Golf

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SISSGLF306A Interpret and apply the rules of golf at the advanced level

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to interpret and apply the rules that are needed to play a game of golf at the professional tournament level.

Application of the Unit

This unit applies to current, junior or aspiring athletes who want to pursue a career in golf at a regional, State, Territory or National level. Those undertaking this unit should be a scholarship holder with a regional, State, Territory or National Institute of Sport; a member of a State, Territory or National team, squad or development program; or a member of a second tier national competition.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Observe a professional golf tournament.	1.1. Access and interpret current ***rules***, ***regulations and policies of professional golf***. 1.2. Identify the differences in amateur and professional golf rules. 1.3. Observe players and club officials, with minimal disruption to the game, to confirm that the game is conducted according to the ***rules and etiquette*** of professional golf. 1.4. Seek clarification of application of professional golf rules and etiquette as required. 1.5. Identify any breaches of ***rules and etiquette*** by players and report to ***appropriate personnel*** according to ***organisational policies and procedures***.
2. Interpret and apply rules and etiquette of professional golf to own game.	2.1. Prepare for a tournament according to the rules and regulations of professional golf. 2.2. Make decisions on own game using relevant ***information***. 2.3. Check and confirm own score with marker according to the rules and regulations of professional golf. 2.4. Refer decisions to officials in tournament play as appropriate. 2.5. Confirm the interpretation of ***rules and etiquette*** is consistent with the ***documented rules*** of professional golf. 2.6. Communicate breaches of rules to match committees. 2.7. Mark a playing partner's card according to the rules and regulations of professional golf.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - clarify rules and regulations of professional golf

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    - report breaches of rules to appropriate personnel
- language and literacy skills to:
    - access, interpret and apply information about the rules and regulations of professional golf
    - use a golf rule book
- problem-solving skills to:
    - use information about rules and regulations to make decisions about own game
    - identify and apply local rules, used in professional tournaments
    - decide how and when to refer decisions to officials in tournament play
- self management skills to keep up to date with rule changes of professional golf
- numeracy skills to mark a player's playing card.

Required knowledge

- how and when to use golf rule books and refer decisions to officials in professional tournaments
- rules, regulations and policies of professional golfing bodies including PGA of Australia including the difference between amateur and professional rules and rules related to marking the course
- organisational policies and procedures, best practice codes and etiquette in order to play fairly and at a sufficient standard to obtain and retain an official golf handicap according to Golf Australia's women's and men's handicapping and course rating system
- safety requirements and practices for professional golf tournaments
- reporting requirements and channels to report breaches in rules and regulations of professional golf
- terminology of professional golf rules and regulations such as par, birdie and bogie
- the role of scoring and requirements for marking the card to ensure scores are recorded accurately
- duties of Golf Rules Officials and Referees including the delivery of rulings in professional golf tournaments.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • makes decisions in relation to own game based on the ***rules and etiquette*** of professional golf, decides how and when to refer decisions to officials for

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clarification and recognises and reports when breaches of rules and etiquette occur according to appropriate channels and using appropriate communication strategies
- applies knowledge of golf rules, regulations and etiquette to mark playing cards and to confirm own score card with marker.

Context of and specific resources for assessment

Assessment must ensure interpretation of the rules of golf and the application of these to own game at a professional level under competition conditions on sufficient occasions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- golf training and competition facilities
- other participants competing at professional level in golf competitions to observe and practice with
- suitably qualified golfing officials and support staff
- resources and equipment such as clubs, balls and playing cards
- rules and regulations of golf.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of practical application of rules and regulations to own game at the professional tournament level
- oral or written questioning to assess knowledge of relevant rules, regulations and etiquette of professional golf
- third-party reports from coaches or professionals detailing application of rules and regulations
- completed and verified playing cards.
- Industry has determined that this unit must be assessed with the following units:
- SISSGLF304A Perform the advanced skills of golf
- SISSGLF305A Apply the advanced tactics and strategies of golf.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules**, **regulations and policies of professional golf may include:

- Golf Australia's women's and men's handicapping and course rating system
- best practice codes of ethics and policies of organisation such as:
  - Golf Australia
  - PGA of Australia
  - Australian Sports Commission
- current editions of ***Rules of Golf***, The Royal and Ancient Golf Club of St Andrews and ***Decisions on the Rules of Golf***.

Rules and etiquette may include:

- line markings and stakes
- loose impediments
- obstructions
- water hazards including lateral water hazards
- ball lost or out of bounds
- ball unplayable
- disputes and decisions
- pace of play
- options for management of hazards
- line of sight, relief such as signage and obstacles
- outside agencies
- resting on or near out of bounds or hazard
- ball moved.

Appropriate personnel may include:

- club officials
- tournament committee.

Organisational policies and procedures may include:

- reporting protocols.

Information may include:

- rules, regulations and policies of professional golf
- ***publications of accredited professional bodies or associations***.

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Unit Sector(s)

Sport

Competency Field

Golf

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SISSGLF307A Participate in conditioning for golf

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in conditioning for golf. This unit focuses on understanding and participating in fitness and conditioning programs relating to golf, including techniques to improve, endurance, strength, power and flexibility.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in golf at a local, state or national level. It may also apply to those in golf coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Identify physiological elements of golf.	1.1. Identify the ***basic energy systems and requirements*** for golf players. 1.2. ***Determine the major muscle groups*** required for the golf swing. 1.3. Identify ***fitness tests*** appropriate to different levels of play. 1.4. Identify suitable ***conditioning regimes*** for each ***fitness component*** used in golf.
2. Identify and perform basic conditioning techniques.	2.1. Select and safely utilise appropriate ***conditioning equipment*** according to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Identify ***basic conditioning techniques for the improvement of*** endurance, strength, power, flexibility and other relevant fitness components as advised by a ***specialist***. 2.3. Participate in fitness and conditioning sessions, as identified by specialist. 2.4. Determine ***over training symptoms***. 2.5. Develop a recovery plan for ***over training*** after seeking advice from a specialist or specialists.
3. Evaluate the conditioning sessions.	3.1. Review own performance and identify potential improvements. 3.2. Evaluate fitness test results and modify conditioning as required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - discuss and determine fitness components requiring improvement with coaches and other specialists
  - seek and follow advice from specialists in developing recovery plans for over training
  - communicate and update progress during conditioning
- language and literacy skills to access, interpret and apply information about the basic energy systems and muscle groups to help prevent injury

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- self-management skills to:
  - review and reflect on own conditioning and fitness performance
  - organise time and priorities effectively
  - set short, medium and long term goals
- ability to perform fundamental motor skills
- demonstrated minimum level of aerobic function to walk an average of 7-8 kilometres in variable climate and terrain when playing 18 holes in approximately 4-5 hours.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation during conditioning
- self-reflection principles to enable effective self-evaluation for future improvement
- basic energy systems, muscle groups and correct use of equipment to prevent injury
- fitness components required to improve and maintain physical conditioning for playing golf
- appropriate nutrition and fluid replacement requirements for a golf player during fitness and conditioning sessions
- injury prevention and management to enable conditioning techniques to be applied safely
- over training symptoms to enable these to be addressed promptly.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • utilises knowledge of energy systems and muscle groups to interpret how different conditioning applies to individual golf positions and swings • identifies over training symptoms, and seeks advice from specialists to plan and implement a recovery plan • communicates with coaches or mentors and specialists throughout conditioning, and responds to feedback • evaluates conditioning sessions and reviews own performance to identify strengths and areas requiring

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improvement and or modifications.

Context of and specific resources for assessment

Assessment must ensure participation in conditioning sessions to improve ***endurance***, ***strength***, ***power and flexibility that are of*** a sufficient duration to demonstrate competence, consistency of performance.

Assessment must also ensure access to:

- suitable facilities, such as gyms and golf training greens
- up to date testing equipment and facilities
- a coach or mentor to give instructions and feedback
- support staff, such as specialist conditioning coaches and dieticians
- conditioning equipment, such as cardiovascular equipment, free weight equipment and resistance equipment
- current relevant legislation and organisational policies and procedures that impact on the conduct of conditioning sessions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance and improvement of fitness components, such as ***endurance***, ***strength***, ***power and flexibility*** during conditioning sessions and golf games
- oral or written questioning to assess knowledge of physiological elements of fitness, such as energy systems and muscle groups
- observation of interactions with specialists on topics such as over training symptoms, and conditioning techniques for the improvement of fitness components
- third-party reports from coaches or specialists detailing conditioning performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSGLF304A Perform the advanced skills of golf.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic energy systems and requirements may include:	• energy systems:
	  • Anaerobic System
	  • Aerobic System
	• energy requirements:
	  • carbohydrates
	  • protein
	  • fat
	  • fluids
	• supply of chemical energy during muscular contraction.

Muscle groups may include:	• gluteus • quadriceps • hamstrings • calves • lower back • abdominals • rhomboids • trapezius • deltoids • biceps • triceps.
Fitness tests may include:	• laboratory tests • field tests.
Conditioning regimes may include:	• time allocation • type of conditioning required • equipment • specialist availability • dietary and energy requirements.
Major fitness component may include:	• endurance • strength • power • flexibility.
Conditioning equipment may	• cardio-vascular equipment • free weight equipment

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include:
- specific muscle targets
- resistance equipment
- pool based equipment.

Relevant legislation may include:
- occupational health and safety
- anti doping policy
- harassment-free sports policies.

Organisational policies and procedures may include:
- occupational health and safety
- use of venue or venues
- communication protocols
- use and maintenance of equipment
- training and scheduling commitments
- code of ethics.

Basic conditioning techniques may include:
- game duration
- aerobic conditioning
- resistance training
- strength training
- core strength stability
- swing power
- muscular power
- stretching to increase flexibility
- peripheral neuromuscular facilitation
- muscle balance and imbalance.

Specialist or specialists may include:
- doctor
- physiotherapist
- coach or mentor
- physical trainer
- dietician
- personal trainer.

Over training symptoms may include:
- tired and sore muscles
- fatigue
- stress
- increase in injuries
- disturbed sleep patterns
- poor nutrition
- poor performance.

Unit Sector(s)

Sport

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Competency Field

Golf

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SISSGLF508A Teach the advanced skills of professional golf

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the advanced skills of golf. This unit focuses on planning, conducting and evaluating drills, activities and games to teach the skills of golf to an advanced level.

Application of the Unit

This unit applies to those intending to pursue a career as a golf coach at an international level. This includes observing high performance athletes to determine the level of instruction required, and planning, conducting and evaluating high performance individualised training programs. This also involves supervising practice sessions and providing in-competition assistance to golfers and conducting post-competition analysis of both performance and strategy.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan session or sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of golf in order to determine ***session aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation*** and ***organisational policies and procedures*** and ***endorsed standards promoted by golf***. 1.4. Identify ***safety procedures*** associated with advanced golf ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.5. Select and access location, ***equipment*** and ***resources*** according to organisational policies and procedures.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the advanced golf session in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and the ***rules and regulations of golf***. 2.4. Establish a suitable communication system to facilitate participation in drills, activities and games.
3. Conduct advanced golf session or sessions.	3.1. Select and apply clear and accurate ***teaching and coaching techniques*** to develop the requirements of the ***advanced skills of golf***. 3.2. Use teaching aids and technological devices to supplement presentations and to assist in diagnosis of errors and their correction. 3.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury. 3.4. ***Monitor*** individual participant's performance and maintain effective communication during advanced golf drills, activities and games. 3.5. Observe and analyse players' skill execution during advanced golf drills, activities and games and apply a range of correction techniques appropriate to all learning stages and ***player ability*** levels.

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ELEMENT	PERFORMANCE CRITERIA
	3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their advanced golf skills.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required.
	4.2. Evaluate ***relevant aspects*** of golf session and determine the level of learning achieved.
	4.3. Identify potential areas of improvement for future golf sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an advanced golf session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan suitable advanced golf sessions according to participant's needs and characteristics
  - address participant difficulties in developing skills and techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate progress
  - organise participants into manageable groups for advanced golf drills, activities and games
- language and literacy skills to:
  - produce a plan for the advanced golf session or sessions
  - complete post-session participant and self-evaluations
  - give and receive feedback
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- golf skills to an advanced level of technical correctness to enable understanding of progressive skills acquisition to demonstrate, explain and break down skills and techniques to participants and recognise and correct participant performance errors

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- first aid and emergency response skills appropriate to the location to enable initial response to injury.

Required knowledge

- legislation, organisational policies and procedures, and rules and regulations of advanced golf to enable safe conduct of session or sessions
- relevant equipment and safety requirements to enable safe participation in advanced golf sessions
- technological aids such as video and or computer enhanced assessment to enable the effective and accurate assessment of technique
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- anatomy and physiology to enable understanding of swing analysis and motion
- biomechanical and ball flight laws and principles to enable the teaching of advanced skills of golf
- factors affecting skill acquisition such as stage of development and psychological status to enable the application of effective teaching and coaching techniques
- advanced skills of golf such as swing mechanics and components (pre-swing, backswing and forward swing), and specific drills, activities and games that promote progressive advanced skill acquisition in individuals and groups
- variances in swing mechanics for different shot types to enable appropriate instruction and correction of technique
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- risks commonly associated with advanced golf, and methods of mitigating these risks
- emergency response and rescue procedures appropriate for advanced golf, to ensure risk minimisation to self and group
- golf terminology and its application to the advanced skills of golf
- golf etiquette, both amateur and professional to enable this information to be built into sessions and conveyed to participants.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for golf sessions to ensure activities are conducted safely according to participant's needs

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	and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the skills of golf to an advanced level • uses and modifies teaching and coaching techniques, drills, activities and games to cater for a range of individual learning styles and levels • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding participants to accurately plan, coach and document golf sessions to an advanced level of performance • rules and regulations of golf such as Golf Australia publications and the Australian Sports Commission harassment-free Sport policy • current relevant legislation and organisational policies and procedures that impact on the conduct of drills, activities and games • a suitable location, green or golf facility • a group of participants to take part in the golf sessions and games to an advanced level • suitably qualified golfing officials and support staff • equipment such as clubs and balls.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning processes, such as consulting with participants to determine their needs and characteristics • oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of golf to enable safe conduct of all drills, activities and games during the session or sessions • observation of safe golf coaching to an advanced level and monitoring and adjusting instructional

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techniques according to participant's needs, characteristics and responses
- portfolio of session plans and self-evaluations
- third-party reports from a supervisor or mentor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSGLF509A Teach the advanced tactics and strategies of professional golf.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:
- age
- cultural factors
- fitness level and physical capabilities
- advanced golf skills and knowledge
- physiological make-up
- injuries and illnesses.

Readiness may include:
- fitness levels
- motor performance factors
- level of arousal which will enhance performance.

Session aims and objectives may include:
- progressive skill acquisition
- self improvement
- motivation
- individual player techniques
- fitness targets.

Plan may include:
- session aims and objectives
- date, time and duration
- location
- course conditions
- coach or mentor and participant ratios
- resources and equipment
- skill based, technical or physical drills and

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	activities • participation costs.
Relevant legislation may include:	• occupational health and safety • authority or permission from land owners and or golf clubs • privacy • equal opportunity • working with children • environmental regulations • harassment-free sports policies.
Organisational policies and procedures may include:	• occupational health and safety • teaching bay and range organisation • golf etiquette • pre lesson fitness screening • communication protocols • use, care and maintenance of equipment and green • training and scheduling commitments • code of ethics and behaviour National Activity Organisation policies and procedures manual • Australian Sports Commission Junior Sport Policy.
Endorsed standards promoted by golf may include:	• the ASC Coaches Code of Conduct • Coach Accreditation body's procedures manual.
Safety procedures may include:	• group management in emergency situations • prevention and treatment of common golf injuries • equipment checking and usage.
Drills, ***activities*** may include:	• those described in the PGA manual • national skills test • impact drills • entering and terminal performance tasks • posture drills • swing plane • release drills • on course modified games such as, two ball worst ball • computer swing and or video analysis.
Games may include:	• practice competitions • competitions or tournaments • linking of practice skills learnt during drills

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	and activities.
Equipment may include:	• charts • mirrors • impact bags • putting alignment aids • lie boards • shafts.
Resources may include:	• analysis software • golf course and or range.
Relevant information may include:	• skill or skills focus of session or sessions • equipment and resource requirements, selection and use • objectives • rules and regulations of golf • responsible and safe behaviour.
Risks may include:	• injuries • exhaustion • dehydration.

Rules and regulations of golf may include:	• Golf Australia's women's and men's handicapping and course rating system
	• best practice codes of ethics and policies of organisations such as:
	  • Golf Australia
	  • PGA of Australia
	  • Australian Sports Commission
	• current editions of Rules of Golf, The Royal and Ancient Golf Club of St Andrews and Decisions on the Rules of Golf.

Teaching and coaching techniques may include:	• demonstration • explanation • focusing on a single skill • breaking down skills into components • progressing through and linking skills • monitoring and observing progress • assessment and evaluation.

Advanced skills of golf may include:	• specialty shots from:
	  • long grass
	  • divots and depressions
	  • soggy grass and bunkers
	  • bare lies
	  • sandy lies

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- sloping lies
- wind shots
- punch shots.

Monitoring may include:

- handicap or score averages
- National Skills Test
- round analysis and performance charting
- carry distance profiling.

Relevant aspects may include:

- effectiveness of the teaching and coaching session
- suitability of teaching and coaching methods
- feedback provided to or by participants
- initial and final assessment of participant's abilities.

Unit Sector(s)

Sport

Competency Field

Golf

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SISSGLF509A Teach the advanced tactics and strategies of professional golf

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the tactics and strategies to play golf at the professional level in a competitive situation. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the advanced tactics and strategies of golf.

Application of the Unit

This unit applies to those intending to pursue a career as a golf coach at an international level. This includes observing high performance athletes to determine the level of instruction required, and planning, conducting and evaluating high performance individualised training programs. This also involves supervising practice sessions and providing in-competition assistance to golfers and conducting post-competition analysis of both performance and strategy.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan session or sessions.	1.1. Assess participant's ***readiness*** and current knowledge of ***advanced level golf tactics and strategies*** in order to determine ***session aims and objectives***. 1.2. Develop a ***training session*** and ***game plan*** to develop the tactics and strategies of professional golf according to participant's ***needs and characteristics***, ***relevant legislation***, ***organisational policies and procedures*** and ***endorsed standards promoted by golf***. 1.3. Identify ***safety procedures*** associated with advance golf ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.4. Select and access ***location***, ***equipment*** and ***resources*** according to organisational policies and procedures, and check to ensure safety and suitability.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about golf drills, activities and games to develop tactics and strategies in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and ***feedback*** as required. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and ***rules and regulations*** of professional golf. 2.4. Prepare players ***psychologically*** for participation in professional golf in a competitive situation.
3. Conduct drills, activities and games.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to develop the advanced tactics and strategies of golf. 3.2. Conduct warm-up and introductory activities for participants to reduce the risk of injury. 3.3. Monitor individual ***participant's performance*** and maintain effective communication during golf drills, activities and games.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Provide positive encouragement and feedback to each participant and encourage feedback and questioning throughout session or sessions.
	3.5. Observe participants during advanced golf drills, activities and games, and adjust or refine individual or group tactics and strategies as required.
	3.6. Conduct ***in-game analysis***, and implement relevant adjustments where required.
	3.7. Liaise with other ***coaches and specialists*** to enhance own knowledge and communicate ideas regarding acquisition of tactics and strategies of golf.
	3.8. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop tactics and strategies of professional golf.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with drills, activities and games, and give feedback as required.
	4.2. Analyse performances of individuals and develop relevant ongoing coaching strategies to enhance performance.
	4.3. Evaluate relevant aspects of tactics and strategies applied in advanced golf round or tournament and determine the level of learning achieved.
	4.4. Identify potential areas of improvement in own performance for future application.
	4.5. Analyse ***statistics*** for future referral.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan, conduct and evaluate advanced golf drills, activities and games that develop the advanced tactics and strategies of professional golf
  - identify participant's needs
  - convey information about safety aspects
  - clarify advanced tactics and strategies to be developed

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    - interact with participants to create a safe and positive learning environment
- problem-solving skills to:
    - plan suitable advanced golf drills, activities and games according to participant's needs and characteristics
    - determine player's intentions and movements
    - analyse strengths and weaknesses of players and opponents to inform decisions
    - address participant difficulties in developing tactics and strategies
    - anticipate and respond appropriately to non-routine situations
- planning and organisation skills to:
    - source, allocate and coordinate resources, equipment and a suitable location
    - monitor and evaluate short and long term progress
    - organise participants into manageable groups as appropriate for advanced golf drills, activities and games to develop the advanced tactics and strategies of professional golf
- language and literacy skills to:
    - produce plans for advanced professional golf sessions
    - complete post-game participant and self-evaluations
    - give and receive feedback
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- personal advanced golf tactics and strategies to a high level of technical correctness to demonstrate, explain and break down tactics and strategies for participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules and regulations of advanced golf to ensure safe and non-discriminatory conduct
- advanced tactics and strategies of professional golf, such as pre- and post-shot routines, shot by shot analysis and game plans for individuals, and how to implement these during a game or competition
- specific drills, activities and games that promote the learning of tactics and strategies for professional golf in a competitive situation
- ***psychological methods and techniques*** used in game preparation
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- factors affecting skill acquisition such as stage of development and psychological status to enable the application of effective teaching and coaching techniques
- equipment types, characteristics and technology used for professional golf
- anatomy and physiology to enable understanding of swing analysis and motion
- communication systems used between players and coaches or mentors
- risks commonly associated with professional golf, and ways to avoid or prevent these
- site-specific information to assist in the planning process and enable management

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of potential risks, and any special restrictions applying to the location.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • develops a training plan and conveys relevant information, explanations and demonstrations to facilitate golf activities that foster the development of the advanced tactics and strategies of professional golf • observes and monitors the progress of participants and provides constructive feedback and intervention to develop and improve advanced tactics and strategies of professional golf • uses and modifies coaching techniques, drills, activities and games, and liaises with other coaches and support staff to improve coaching styles to cater for a range of individual learning styles • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also enable access to: • resources and information regarding participants and location to accurately plan, coach and document golf sessions to an advanced level of performance • rules and regulations of golf such as Golf Australia publications and the Australian Sports Commission harassment-free Sport policy • current relevant legislation and organisational policies and procedures that impact on the conduct of drills, activities and games • teaching and coaching tools such as videos, DVDs,

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computers, televisions, whiteboards, statistics, books, magazines, handouts and the internet
- a suitable location, green or golf facility to conduct advanced golf sessions
- a group of participants to take part in the golf sessions and games to an advanced level
- suitably qualified golfing officials and support staff
- equipment such as clubs and balls.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of golf to enable safe conduct of all drills, activities and games during the session or sessions
- observation of safe golf coaching to an advanced level and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSGLF508A Teach the advanced skills of professional golf.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Readiness may include:

- appropriate levels of fitness
- motor performance factors

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- level of arousal which will enhance performance
- stable and positive approach to enjoyment and performance
- psychological strengths and weaknesses.

Advanced level tactics and strategies of golf may include:

- risk
- shot or club selection and placement
- stage of the round (holes remaining)
- lie
- hazards
- wind
- distance
- hole shape
- decision making and shot shape required such as trajectory
- scoring
- dealing with delay
- pre-shot routine and the 'decision line'
- dealing with poor shot results and thought stoppage
- tournament tactics and round tactics
- communication.

Aims and objectives may include:

- developing and practicing advanced golf drills, activities and games to prepare for participation in professional golf competitions
- playing in professional golf tournaments
- achieving fitness targets and physical fitness
- motivation
- individual player techniques.

Training session may include:

- aims and objectives
- date, time and duration
- location
- resources
- equipment
- warm-up and cool-down
- tactical and strategically based, technical or physical drills and activities
- participant information
- safety requirements.

Game plans may include:

- hole by hole
- shot by shot
- shot selections

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	• pre-match routines • pre and post shot routines.
Needs and characteristics may include:	• age • cultural factors • fitness level and physical capabilities • knowledge of advanced tactics and strategies of professional golf • injuries and illnesses.
Relevant legislation may include:	• occupational health and safety • privacy • equal opportunity • environmental regulations • harassment-free sports policies.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment and golfing green • training and scheduling commitments • code of ethics and behaviour. •
Endorsed standards of golf may include:	• the ASC Coaches Code of Conduct and other relevant policies • golf policies such as anti-doping policy, National Coaching Accreditation body's procedures manual • policies of the employer organisation.
Safety procedures may include:	• group management in emergency situations • prevention of common golf injuries • equipment checking and usage • clear communication systems • clear explanations of all requirements.
Drills and activities may include:	• those described in the National Activity Organisation *Teaching Manual* • national skills test • impact drills • entering and terminal performance tasks • posture drills • swing plane • release drills • on-course modified games such as, two ball

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	worst ball • computer swing and or video analysis.
Games may include:	• simulated game conditions • practice games or competitions.

Location may include:	• golf greens
	• golf course and or range
	• open fields
	• golf facilities:
	  • indoor
	  • outdoor.

Equipment may include:	• charts • mirrors • impact bags • putting alignment aids • lie boards • shafts.
Resources may include:	• video camera • analysis software • golf course and or range • technological devices such as computer swing or video analysis • first aid kit.
Relevant information may include:	• skill or skills focus for session or sessions • equipment and resource requirements, selection and use • safety procedures • communication systems • rules and regulations of golf • responsible and safe behaviour.
Feedback may include:	• information on participant progress • any improvements needed • additional training and development opportunities • verbal, written or visual.
Risks may include:	• injuries • exhaustion • dehydration.
Rules and regulations may include:	• Golf Australia's women's and men's handicapping and course rating system • best practice codes of ethics and policies of organisations such as

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- Golf Australia
- PGA of Australia
- Australian Sports Commission

- current editions of Rules of Golf, The Royal and Ancient Golf Club of St Andrews and Decisions on the Rules of Golf.

Psychological preparation may include:

- goal setting
- visualisation
- relaxation techniques
- motivation techniques
- focusing.

Teaching and coaching techniques may include:

- demonstration
- giving clear and concise instructions
- focusing on a single skill
- breaking down skills into components
- progressing through and linking skills
- time management
- positive reinforcement and ongoing feedback
- questioning
- monitoring and observing progress
- assessment and evaluation
- allowing time for repetition and practice of skills.

Participant's performance may include:

- use of appropriate communication systems
- accuracy of performance
- consistency of performance
- performance under pressure
- attitude and behaviour.

In-game analysis may include:

- monitoring the game or competition to develop and modify appropriate tactics to suit the game situation
- relying on game statistics to make relevant adjustments
- analysing game performances to refine coaching strategies
- psychological and motivational wellbeing of players
- analysis of tactical strengths and weaknesses
- ability to select appropriate strokes
- ability to make decisions under pressure.

Specialists may include:

- biomechanics specialists
- physical trainers

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- strength and conditioning specialists.

Statistics may include:

- fairways hit
- putts per hole or round
- putts per greens in regulation
- up and downs.

Unit Sector(s)

Sport

Competency Field

Golf

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SISSGLF510A Fit and alter golf equipment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use appraisal methods, fitting techniques and repair and construction skills to undertake appropriate advanced fitting and repair or alteration of golf equipment.

Application of the Unit

This unit applies to those intending to pursue a career as a golf coach at an international level. This includes observing high performance golfers to assess their equipment requirements, fitting and adjusting golf equipment and conducting post-competition analysis of both performance and strategy.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1.	1.1. Identify and document the ***performance requirements*** of the player. 1.2. Identify and assess ***factors*** which contribute to determining equipment specifications. 1.3. Identify variances in ***equipment design*** for an extensive variety of performance requirements. 1.4. Evaluate a variety of equipment designs and their suitability for a variety of swing types and ***player ability*** levels. 1.5. Identify preferred equipment designs and ***fitting techniques*** to enhance the advanced performance requirements of golf. 1.6. Identify and access ***resources*** required to carry out fittings.
2. Fit golf equipment.	2.1. Explain fitting procedures to player using appropriate communication strategies and terminology. 2.2. Assess conditions to determine they are suitable to commence the fitting session. 2.3. Conduct fittings according to ***organisational policies and procedures*** and the ***rules***, ***regulations and policies of golf***. 2.4. Confirm fittings in relation to player's equipment and performance requirements. 2.5. Select and use ***monitoring techniques*** to observe player performance and identify equipment intervention to enhance individual skill performance. 2.6. Make equipment recommendations according to ***player ability*** level, performance requirements and accepted best practice of golf.
3. Review recommended equipment.	3.1. Review player progress according to required performance. 3.2. Identify aspects needing further emphasis or attention for intervention in future sessions. 3.3. Modify the equipment as required in response to player preferences and ongoing ***monitoring of practice sessions***. 3.4. Give player the opportunity to comment and or ask questions.
4. Repair and alter golf	4.1. Assess the type and scope of ***repair or alteration***

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ELEMENT	PERFORMANCE CRITERIA
equipment.	required. 4.2. Source and select appropriate components and materials for the ***repair and alteration*** process. 4.3. Carry out ***repair and alteration to golf equipment according to organisational policies and procedures***, manufacturers' specifications ***and*** best practice.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - convey information about fitting techniques and processes to players
  - respond to player feedback and questions about equipment and performance requirements
- problem-solving skills to:
  - analyse a variety of performances of participants in order to detect performance gaps due to equipment variables
  - apply appropriate corrections using a variety of appropriate fitting techniques
  - undertake repair and alteration procedures to enable equipment to be tailored to individual player requirements
- language and literacy skills to detect and document patterns of errors, by use of round analysis charts and statistical results
- ability to apply fitting methods and techniques to enhance performance
- ability to repair or alter golf equipment in response to fitting outcomes
- ability to apply appropriate technological aids as part of the fitting process.

Required knowledge

- biomechanical and ball flight laws, principles and preferences in the context of golf equipment design to enable the accurate assessment and fitting of golf equipment
- cause and effect relationships and their impact on equipment or component design and fitting to enable accurate modification of equipment
- procedures and protocols for fitting players for the advanced skills of golf
- rules and regulations of golf to enable the fitting, alteration and repair of golf equipment to be conducted according to required specifications
- relevant equipment and safety requirements of golf in order to conduct a fitting session safely
- terminology for fitting, repair and alteration of golf equipment

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- appraisal methods used to conduct fitting sessions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • recognises when and how equipment intervention should take place to improve individual skill performance and carries out fittings over sufficient time to enhance player performance in a safe manner and to demonstrate competency and consistency of performance • determines and analyses player preferences and ability and makes appropriate equipment recommendations based on this information • monitors and reviews player performance during practice sessions and adapts or modifies fitting recommendations in response to continuing problems over sufficient time to demonstrate competency and consistency of performance • undertakes suitable repair or alteration procedures according to best practice in golf repair and alteration.
Context of and specific resources for assessment	Assessment must ensure carrying out fittings for multiple golfers with differing requirements to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a golf facility or green • participants or players competing at appropriate ability levels • appropriate equipment and resources for undertaking fitting, repair and alteration of golf equipment • relevant organisational policies and procedures for fitting and altering golf equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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- observation of performance in fitting sessions and response to requirements for further intervention
- oral or written questioning to assess knowledge of relevant rules, regulations of golf impacting on fitting, alteration and repair of golf equipment
- third-party reports from coaches or officials detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Performance requirements may include:

- ball speed
- power.

Factors may include:

- athletic ability
- strength
- flexibility
- golfing experience
- physical characteristics
- swing characteristics.

Equipment design may include:

- head design and function
- shaft design and function
- grip design and function
- club length
- club weight.

Player ability may include:

- handicap.

Fitting techniques may include:

- observation of:
  - ball flight
  - lie angle
  - grip.

Resources may include:

- appropriate range of golf equipment to suit a range of players
- health and safety provisions

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- golf course and or range.

Organisational policies and procedures may include:

- occupational health and safety (OHS):
  - teaching bay and range organisation
  - personal equipment.

Rules, ***regulations and policies of golf*** may include:

- Golf Australia's women's and men's handicapping and course rating system
- best practice codes of ethics and policies of organisations such as:
  - Golf Australia
  - PGA of Australia
  - Australian Sports Commission
- current editions of Rules of Golf, The Royal and Ancient Golf Club of St Andrews and Decisions on the Rules of Golf.
- safety requirements.

Monitoring techniques may include:

- fitting protocols
- carry distance profiling
- club specifications.

Repair and alteration may include:

- shaft length
- shaft flex
- lie angle
- loft
- swing weight
- dead weight
- grip size
- flex point
- head design
- shaft material
- repair and alteration variables:
  - shaft extraction methods
  - shaft types (parallel tip or taper tip) and installation procedures
  - shaft lengths and alteration methods
  - cast or forged head designs and alteration procedures
  - grip types and installation methods
  - swing weight and dead weight alteration methods
  - refurbishment methods, woods, irons, metal woods.

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Unit Sector(s)

Sport

Competency Field

Golf

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SISSGLF511A Develop and manage junior development programs in golf

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and manage junior development programs in golf. It focuses on developing, monitoring and evaluating programs to meet the needs of stakeholders and participants.

Application of the Unit

This unit applies to those intending to pursue a career as a golf coach at an international level. This includes developing golf programs to develop the skills of juniors and managing the implementation of these in schools, golf clubs and community organisations.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Consult with stakeholders to determine needs.	1.1. Identify ***stakeholders' needs and aims***. 1.2. Collect ***relevant information*** required to plan a junior development program in golf.
2. Establish criteria for participation in a junior golf development program.	2.1. Assess and select the ***type of program*** relevant to the participants' age and experience. 2.2. Establish ***criteria*** for participation in ***the program types selected in consultation with relevant personnel and*** according to ***organisational policies and procedures*** and the local requirements of ***host facilities***. 2.3. Convey ***criteria*** for participation to potential participants. 2.4. Encourage potential participants to clarify eligibility criteria as required.
3. Plan and implement junior development programs.	3.1. Identify and assess alternative program formats suitable for the specified group. 3.2. Select a program format that meets the objectives of the group according to the ***rules and regulations of golf*** and requirements of the individual host facility. 3.3. Prepare and implement budgets for the programs according to organisational policies and procedures. 3.4. Identify and access ***resources*** required to conduct the programs. 3.5. Monitor and document progression across all programs and make ***modifications*** as required.
4. Promote junior golf programs.	4.1. Develop strategic links with ***local groups*** for the provision of junior golf programs. 4.2. Market and advertise golf junior programs according to organisational policies and procedures.
5. Evaluate the programs.	5.1. Seek and acknowledge feedback from participants and other staff. 5.2. Evaluate all relevant components of the programs. 5.3. Identify areas where programs could be improved and ways of obtaining this improvement. 5.4. Review own performance and identify potential improvements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with stakeholders to identify their needs in developing junior players
  - consult with relevant personnel to develop program criteria and formats
  - develop and participate in networks to promote programs
  - seek feedback on program outcomes
- problem-solving skills to:
  - investigate alternative program formats and structures and match these to the needs and objectives of specific participant groups
- numeracy skills to develop, implement and monitor a budget to meet the requirements of the programs
- planning and organising skills to:
  - manage a range of junior golf programs
  - develop criteria for participation in junior golf programs
  - assess resource requirements
  - develop, implement and monitor junior golf programs
  - adjust program structures and formats as required
- self management skills to reflect on own performance in developing and managing appropriate junior development programs and make appropriate adjustments
- ability to teach and develop the skills of golf up to an advanced to build these into junior development programs in golf
- ability to develop and adapt programs and formats for a range of participant abilities, levels and ages.

Required knowledge

- advanced skills, tactics and strategies of golf in order to build these into the development of junior programs
- strategies to best develop and promote the delivery of junior golf programs
- marketing and advertising strategies to promote junior golf programs
- existing and potential networks and groups to enable links to be developed with potential stakeholders and participants
- the relationship between professional golf and junior golf development in order to develop programs that will integrate with and develop pathways to professional golf
- types of program structures and formats suitable for different participant groups to ensure the development of appropriate programs.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- utilises knowledge of stakeholder needs and objectives to develop and manage multiple junior golf development programs for different participant groups and playing abilities
- builds and maintains links and networks with stakeholder organisations and uses these to collect information about needs in relation to the development of skills and to convey information about available golf junior programs
- reviews programs and responds to feedback to action alterations during and following the program to improve future programs or sessions
- evaluates and reflects on own work performance to identify ways in which junior development programs can be better managed.

Context of and specific resources for assessment

Assessment must ensure development and management of junior golf development programs for different participant groups and playing abilities to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- golf course or green with suitable practice areas for groups
- potential participants at the junior level and networks such as schools and clubs
- appropriate equipment and resources to develop and manage junior development programs in golf
- the rules and regulations of golf
- local rules of host facilities
- information about alternative program formats and structures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in developing and managing junior golf programs

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- oral or written questioning to assess knowledge of relevant rules, regulations of golf impacting on the development of junior golf programs
- third-party reports from stakeholders detailing performance
- portfolios containing evidence of the development and modification of junior golf programs.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Stakeholders may include:

- professional golfing bodies
- golf clubs
- schools
- parents
- participants
- representatives from host facilities.

Needs and aims may include:

- to identify talent
- to promote golf.

Relevant information may include:

- participant profiles
- available facilities and equipment
- level of demand
- rules and regulations of golf.

Type of program may include:

- schools based
- club based
- National Activity Organisation junior clinics
- junior representative team programs.

Organisational policies and procedures may include:

- equal opportunity
- privacy
- working with children
- occupational health and safety
- budgeting constraints
- marketing

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Criteria may include:	• advertising. • handicap • age • experience.
Host facilities requirements may include:	• local rules.

Rules and regulations of golf may include:	• Golf Australia's women's and men's handicapping and course rating system
	• best practice codes of ethics and policies of organisations such as:
	  • Golf Australia
	  • PGA of Australia
	  • Australian Sports Commission
	• current editions of Rules of Golf, The Royal and Ancient Golf Club of St Andrews and Decisions on the Rules of Golf.
	• safety requirements.

Resources may include:	• golf equipment • technological aids • courses or greens • coaching staff • funding.
Modifications may include:	• ability level of group • ability level of individuals • facility constraints • weather conditions • group size.
Local groups may include:	• schools • community groups • golf clubs.

Unit Sector(s)

Sport

Competency Field

Golf

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SISSGLF512A Manage the structure and facilitation of golf competitions and tournaments

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage the format and results of golf competitions and tournaments. It focuses on planning and implementing golf events according to golfing guidelines and requirements.

Application of the Unit

This unit applies to those intending to pursue a career as a golf coach at an international level. This includes organising and conducting golf competitions and tournaments, providing in-competition assistance to golfers and conducting post-competition analysis of both performance and strategy.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Establish criteria for participation in a specified competition.	1.1. Determine eligibility of participants in consultation with the ***organising body*** according to the ***rules and laws of golf***. 1.2. Convey ***criteria*** for participation to potential participants. 1.3. Encourage potential participants to clarify eligibility criteria as required.
2. Plan and implement the format for a specified competition.	2.1. Identify alternative ***competition formats***. 2.2. Select a competition format that meets the objectives of the competition, the rules and laws of golf and the ***requirements of the host facility***. 2.3. Prepare a draw or timesheet and distribute to all ***relevant stakeholders***. 2.4. Establish draw ***modification guidelines*** in consultation with appropriate personnel and distribute to all ***individuals***. 2.5. Modify the draw if required, document amendments according to the rules and regulations of golf and distribute to all individuals. 2.6. Implement the modified draw as documented. 2.7. Identify ***local rules*** and make alterations as required in conjunction with the local match committee and communicate appropriately to all individuals.
3. Record and process the results of a specified competition.	3.1. Interpret result notifications and document results according to requirements of the organising body. 3.2. Record decisions received about disqualifications and penalties, and communicate to participants affected by the decisions, according to the rules and laws of golf. 3.3. Process results according to requirements of the organising body. 3.4. Communicate results to all individuals within the timeframe specified by the organising body. 3.5. Make subsequent alterations to handicaps where appropriate and notify the organising body and the individual.
4. Evaluate planning and conduct of tournament or	4.1. Seek and acknowledge feedback from ***relevant stakeholders*** involved in the tournament or competition.

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ELEMENT	PERFORMANCE CRITERIA
competition.	4.2. Evaluate all relevant components of the tournament or competition and identify potential areas of improvement for future competitions. 4.3. Review own performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - convey information about criteria for participation in golf competitions and tournaments to potential participants
  - convey information about draws and modified draws to participants
  - communicate competition and tournament results
  - seek feedback on the conduct of the competition or tournament from participants and other personnel
- language and literacy skills to interpret and accurately record results
- problem-solving skills to:
  - assess different competition formats
  - select formats to meet the objectives of the tournament or competition
- planning and organising skills to:
  - plan and implement competitions and tournaments
  - prepare and adjust a draw schedule
  - process results
- self management skills to reflect on own performance and make appropriate adjustments
- ability to develop a draw for a golf tournament or competition.

Required knowledge

- National Activity Organisation handicapping system in order to effectively manage the format of competitions and tournaments
- scoring methods used in different competition formats
- rules and regulations of golf in order to effectively and professionally manage the format of competitions and tournaments
- local rules specific to golf courses or greens in order to professionally manage and make adjustments to the format of competitions and tournaments.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- adapts the tournament draw and local rules in response to changing situations and applies appropriate communication strategies to clearly convey changes to all stakeholders within appropriate timeframes
- applies effective contingency management techniques to deal with a range of problems that may arise during the tournament such as changing conditions or participant behaviour
- records tournament results accurately and in line with the rules and regulations of golf and conveys results and alterations to results to participants accurately and promptly
- evaluates and reflects on own work performance to identify ways in which tournaments and competitions can be better managed.

Context of and specific resources for assessment

Assessment must ensure planning and implementation of multiple golf competitions and tournaments to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a golf facility or green
- participants or players competing at appropriate levels
- appropriate equipment and resources to plan and implement a golf tournament or competition
- the rules and regulations of golf
- local rules
- information about alternative competition formats.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in planning and implementing golf competitions
- oral or written questioning to assess knowledge of

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relevant rules, regulations of golf impacting on the management of tournaments and competitions
- third-party reports from stakeholders detailing performance
- documented examples of draws and results.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organising body may include:
- local club
- regional associations.

Rules and laws of golf may include:
- The Royal and Ancient Golf Club of St Andrews
- Australian handicapping system of the sport's National Sporting Organisation
- policies of organisations such as:
- Golf Australia
- PGA of Australia
- current editions of Rules of Golf, The Royal and Ancient Golf Club of St Andrews Decisions on the Rules of Golf.
- National Activity Organisation Coaches Code of Ethics policy
- Australian Sports Commission Harassment-free Sport policy code of conduct.

Criteria may include:
- handicap
- age.

Competition formats may include:
- knock-out
- stableford
- stroke
- handicapping
- four ball
- par
- ambrose

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	• championship play • pro-ams • match play.
Requirements of host facilities may include:	• official National Activity Organisation handicap • local rules.
Individuals may include:	• competitors • coaches • officials • media • organising body.
Modification guidelines may include:	• late withdrawals and entries • cancellations • postponements.
Local rules may include:	• course boundaries • ground under repair • areas of course maintenance works • fallen trees • burst pipes • damage to the course • aeration holes • preferred Lies or Tee-Up due to extremely wet or muddy conditions • temporary obstructions.
Relevant stakeholders may include:	• competitors • coaches • officials • media • organising body.

Unit Sector(s)

Sport

Competency Field

Competency Field

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SISSGLF513A Manage on course golf retail operations

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage on-course golf operations including pro-golf shops according to the organisation's operational plan and client needs.

Application of the Unit

This unit applies to those intending to pursue a career as a golf coach at an international level whose responsibilities could include managing and supervising on-course golf shop operations.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Identify pro shop's objectives.	1.1. Access the organisation's marketing plan and identify ***marketing objectives***.
	1.2. Confirm the objectives and focus of the organisation with ***relevant personnel*** where appropriate.
	1.3. Determine the current and prospective ***client base*** and identify strategies to service the needs these of groups according to ***relevant legislation***.
	1.4. Develop ***marketing or retail strategies*** in line with the organisation's marketing plan and relevant legislation.
	1.5. Identify the scope and type of groups targeted as potential clients and implement strategies to attract them according to the organisation's marketing objectives and relevant legislation.
2. Prepare a marketing strategy.	2.1. Set measurable ***performance targets*** for marketing activities in consultation with relevant parties.
	2.2. Plan ***client market research*** activities and schedule within appropriate timeframes.
	2.3. Identify ***promotional activities*** according to organisational marketing plan and relevant legislation.
	2.4. Manage promotions in order to achieve maximum client impact and develop ***contingency plans*** according to ***organisational policies and procedures***.
	2.5. Negotiate arrangements with suppliers in regard to special promotional activities.
	2.6. Coordinate promotional activities to complement manufacturer's or National Activity Organisation's promotions according to relevant legislation.
3. Manage pro shop's merchandising.	3.1. Select stock according to identified client bases and needs according to organisational policies and procedures.
	3.2. Develop layout and presentation to support market position and promote client flow according to organisational marketing plan and National Activity Organisation national policy.
	3.3. Develop layout assessment checks and implement in line with suggested format from National Activity Organisation marketing surveys.
	3.4. Define and clearly communicate standards for visual

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ELEMENT	PERFORMANCE CRITERIA
	presentations and displays to staff. 3.5. Assess client response to space allocations in consultation with appropriate staff. 3.6. Select suitable staff to ensure appropriate information and advice is conveyed to clients according to relevant legislation. 3.7. Train staff in performance and target markets and available stock and services.
4. Manage pro shop's on-course golf operations.	4.1. Identify courses ideal and maximum rounds played per day or per week. 4.2. Check course renovations and maintenance and assess implications for scheduling events and groups. 4.3. Market and make group bookings according to organisational policies and procedures. 4.4. Coordinate group bookings with food and beverage staff according to organisational policies and procedures. 4.5. Conduct effective ***housekeeping*** according to organisational policies and procedures.
5. Manage ***pricing policies***.	5.1. Develop and implement ***pricing policies*** according to ***organisational*** marketing plan. 5.2. Maintain and communicate accurate information on pricing trends and changes to relevant staff. 5.3. Monitor and document stock levels according to organisational policies and procedures. 5.4. Repair and replace faulty equipment according to organisational policies and procedures.
6. Monitor and review ***merchandising plan***.	6.1. Collect and document valid and reliable ***data*** on marketing performance in consultation with appropriate personnel. 6.2. Assess data against performance targets of the marketing plan. 6.3. Disseminate information on marketing performance to ensure future developments incorporate required changes and improvements. 6.4. Review own performance and identify potential improvements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with stakeholders to identify client niches and marketing strategies
  - develop and market promotional activities
  - convey information to pro-golf shop staff about products and services
  - provide feedback on marketing performance
- planning and organising skills to:
  - manage a range of pro-golf shop operations including implementing and managing promotional activities
  - balancing the needs of different user groups
  - coordinate group bookings
- problem-solving skills to:
  - identify marketing objectives
  - develop and implement marketing strategies to achieve identified objectives and targets
- literacy and numeracy skills to:
  - access and analyse organisational marketing plans
  - conduct client market research
  - collect, analyse and document data on marketing performance
- self-management skills to reflect on own performance in achieving effective marketing objectives.

Required knowledge

- visual merchandising principles and techniques including layout and presentation, advertising and promotions and pricing to manage golf retail operations effectively and efficiently
- organisational policies and procedures to conduct operations efficiently and safely
- relevant legislation including consumer law to ensure compliance of golf shop operations
- golf shop's product and service range to enable customer needs to be met
- organisational marketing plan and objectives to enable the development of appropriate marketing strategies
- client demand and market trends to respond effectively to the needs of different client bases
- merchandise performance and features in relation to players ability and limitations to enable the best advice to be provided
- marketing strategies to enable marketing objectives to be achieved.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- manages on-course golf operations according to organisational marketing objectives and develops and implements strategies to identify target groups and meet performance targets and applies effective contingency management techniques to deal with a range of problems
- collaboratively plans, coordinates, implements and evaluates promotional activities and marketing strategies that balance the needs of all client groups
- evaluates and reflects on own work performance to identify ways in which on-course golf operations can be better managed.

Context of and specific resources for assessment

Assessment must ensure management of all aspects of merchandising and on-course operations to demonstrate competency and consistency of performance in the relevant work environment.

Assessment must also ensure access to:

- a golf facility or green with on course retail operations
- a range of client bases
- organisational merchandising or marketing plan and a work team in a retail environment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in managing varying aspects of on course golf retail operations
- oral or written questioning to assess knowledge of marketing strategies to achieve the organisation's marketing plan
- third-party reports from stakeholders detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Marketing objectives may include:

- marketing strategies
- promotional activities
- performance targets
- target market or market research
- promoting organisational image
- organisation layout and space availability
- seasonal lines.

Relevant personnel may include:

- Board of Management
- Chief Executive Officer
- Secretary manager
- Club committee or sub-committees
- Head professional.

Client base may include:

- current members
- social players
- corporate groups
- regular visitors
- non regular players
- various ages and cultural backgrounds
- organised social groups.

Relevant legislation may include:

- consumer law
- GST
- occupational health and safety
- pricing
- trade practices.

Marketing or retail strategies may include:

- promotions
- discounting.

Performance targets may include:

- level of memberships
- number of rounds per day or month
- level of awareness
- degree of competition
- sales volumes
- client spend per round played.

Client market research may

- formal

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include:	• informal.
Promotional activities may include:	• Pro am events • corporate days.
Contingency plans may include:	• flood • breakage • unavailable and or discounted stock • weather conditions • course renovations.
Organisational policies and procedures may include:	• promotion of products and services • housekeeping • occupational health and safety • merchandising.
Housekeeping may include:	• organisational premises • fittings, fixtures or equipment • golf courses or greens.
Pricing policies may include:	• long term and short term • internal and external considerations • marking down • pricing of newly released stock.
Data may include:	• on and off course performance targets • level of memberships • number of rounds per day or month • degree of competition • sales volumes • client spend per round played.

Unit Sector(s)

Sport

Competency Field

Golf

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SISSGYN201A Teach fundamental gymnastic skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach fundamental gymnastic skills. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the fundamental skills of gymnastics.

Application of the Unit

This unit applies to current or aspiring gymnastic coaches who may assist more senior coaches in the planning and implementation of drills, activities and games at a local level.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Plan gymnastics lesson or lessons.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of gymnastics in order to determine ***lesson aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures*** and ***accepted best practice of gymnastics***. 1.4. Identify ***safety procedures*** associated with gymnastics ***drills***, ***activities and games*** according to organisational policies and procedures. 1.5. Select and access ***gymnastics facility***, ***equipment*** and ***resources*** according to organisational policies and procedures, and check to ensure safety and suitability.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the gymnastics lesson in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the lesson. 2.3. Inform participants of known and anticipated ***risks***, safety procedures and appropriate behaviour. 2.4. Establish a suitable communication system appropriate to the age and level of participants.
3. Conduct gymnastics lesson or lessons.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart and develop required knowledge, ***fundamental skills of gymnastics and physical fitness***. 3.2. Conduct warm-up and introductory activities for participants to reduce the risk of injury. 3.3. Monitor individual ***participant's performance*** and maintain effective communication throughout gymnastics drills, activities and games. 3.4. Demonstrate procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.5. Allow time for cooling down at the end of the lesson and inform participants of opportunities to further develop their gymnastics skills.
4. Complete post lesson responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the

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ELEMENT	PERFORMANCE CRITERIA
	lesson, and give feedback as required. 4.2. Evaluate ***relevant aspects*** of gymnastics lesson and determine the level of learning achieved. 4.3. Identify potential areas of improvement for future gymnastics lessons.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan gymnastics lessons that meet their needs
  - convey information about the safety aspects of the lesson
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan suitable gymnastics lessons according to participant's needs and characteristics
  - address participant difficulties in developing fundamental skills
  - recognise participant's readiness to progress to the next level of skill development
  - anticipate and respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and suitable facilities
  - monitor and evaluate progress
  - organise participants into manageable groups for drills, activities and games
- language and literacy skills to:
  - produce gymnastics lesson plans
  - complete post-lesson participant and self-evaluations
  - give and receive feedback
- numeracy skills to deliver drills, activities and games within lesson timeframes
- personal gymnastic skills to a high level of technical correctness to:
  - understand progressive skill acquisition
  - demonstrate, explain and break down fundamental skills to participants
  - identify the physical preparation required to improve individual skill performance
- first aid and emergency response skills appropriate to the facility to enable initial response in emergencies while teaching gymnastics.

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Required knowledge

- legislation, organisational policies and procedures, and ***accepted best practice of gymnastics*** to enable safe and ethical conduct of lesson or lessons
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the facility
- equipment types, characteristics and set up for gymnastics to enable safe and appropriate conduct of all activities
- teaching and coaching techniques and practices applicable to a range of ages, learning abilities, physical abilities, fitness and motor performance to ensure readiness of participants
- fundamental gymnastic skills to plan specific drills, activities and games that promote skill acquisition in individuals and groups
- communication systems used in gymnastics to ensure safety of participants
- risks commonly associated with gymnastics, and methods of mitigating these risks
- emergency response and safety procedures appropriate for gymnastics, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for gymnastics lessons to ensure activities are conducted safely, according to participant's needs and characteristics • uses and modifies teaching and coaching techniques, drills, activities and games to cater for a range of individual learning styles • provides constructive feedback and intervention to improve and develop the fundamental gymnastic skills • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of

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performance.

Assessment must also ensure access to:

- resources and information regarding participants and facility to plan, coach and document gymnastics lesson or lessons
- a suitable facility to conduct gymnastics lesson or lessons
- a group of participants to take part in gymnastics lesson or lessons
- gymnastics equipment such as mats, vaulting boxes, horses and bars
- current relevant legislation, organisational policies and procedures and best practice principles that impact on the conduct of gymnastics drills, activities, and games.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and accepted best practice of gymnastics to enable safe conduct of all drills, activities and games during the lesson or lessons
- observation of safe gymnastics coaching, monitoring and adjusting according to participant's needs, characteristics and responses
- portfolio of lesson plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Participant may include:	• children • adolescents • adults.
Needs and characteristics may include:	• age • cultural and situational factors • previous experience • fitness level and physical capabilities • injuries and illnesses.
Readiness may include:	• appropriate level of fitness • motor performance factors.
Lesson's aims and objectives may include:	• fitness targets • building on existing skills.
Plan may include:	• lesson's aims and objectives • date, time and duration • location or facility • coach and participant ratios • equipment and resources • drills, activities and games • safety requirements.
Relevant legislation may include:	• occupational health and safety • permission from gymnastic clubs and or schools to use facility • privacy • working with children • duty of care.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use and maintenance of equipment • training and scheduling commitments • assessment procedures • time and budget constraints • code of ethics.
Accepted best practice of gymnastics may include:	• safety considerations of program content • guiding principles for nationally recognised programs • the Gymnastics Coaches Code of Conduct policy • Gymnastics Australia • sport program management and technical

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	regulations.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common gymnastics injuries • warming up, stretching and cooling down.
Drills, ***activities and games*** may include:	• a sequential progression of skills • breaking down skills • warm ups and cool downs • circuits • partner work • activity cards.
Gymnastics facility may include:	• gymnasium • Kindergym • sports centre.
Equipment may include:	• individual scatter mats • benches or low boxes • ropes • ribbons • balls • beanbags • wedges • vaulting boxes • box horses • mini-tramps and beatboards • parallel, single low or high bars.
Resources may include:	• teaching and coaching tools • first aid equipment and facilities.
Relevant information may include:	• skill or skills focus • equipment and resource requirements • safety procedures and risk management • communication systems • responsible and safe behaviour.
Risks may include:	• injuries • exhaustion • dehydration • collision • inappropriate behaviour.
Teaching and coaching techniques may include:	• demonstration • explanation • focusing on a single skill • breaking down skills into components

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	• monitoring and observing progress • assessment and evaluation.
Fundamental skills of gymnastics may include:	• statics • front and rear supports • hangs • balances • landings • spring • rotations • locomotion • swing • hand apparatus.
Physical fitness may include:	• strength • flexibility • endurance • speed • power.
Participant's performance may include:	• use of appropriate communication systems • performance and accuracy of fundamental gymnastics skills • attitude and behaviour.
Relevant aspects may include:	• effectiveness of the teaching and coaching lesson • suitability of teaching and coaching methods • feedback provided to and or by participants • initial and final assessment of participant's abilities.

Unit Sector(s)

Sport

Competency Field

Gymnastics

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SISSGYN302A Teach fundamental gymnastics skills for infants

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop fundamental motor, cognitive and social skills in a Kindergym environment. This unit focuses on planning, conducting and evaluating safe, fun, challenging and stimulating movement activities, specifically designed for infants five years and under.

Application of the Unit

This unit applies to current or aspiring individuals operating as Kindergym leaders. This includes planning, conducting and evaluating lessons and programs in a recognised Kindergym Australia program or similar.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Plan Kindergym lessons.	1.1. Establish ***participant*** and carer's ***needs and characteristics***.
	1.2. Assess participant and carer's ***readiness*** and current knowledge of Kindergym requirements in order to determine ***lesson aims and objectives***.
	1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures*** and ***accepted best practice of Kindergym***.
	1.4. Identify ***safety procedures*** associated with Kindergym ***activities*** according to plan and organisational policies and procedures.
	1.5. Select and access ***Kindergym facility***, ***equipment and resources*** according to organisational policies and procedures, and check to ensure safety and suitability.
	1.6. Set up a variety of developmentally appropriate equipment that provides maximum participation opportunities.
2. Brief participants and carers.	2.1. Communicate instructions and ***relevant information*** in a manner appropriate to the participants and carers.
	2.2. Encourage participants and carers to seek clarification, information and feedback as required during the lesson.
	2.3. Inform participants and carers of known and anticipated ***risks***, safety procedures and appropriate behaviour.
	2.4. Establish a suitable communication system appropriate to the developmental age and level of participants.
3. Conduct lesson.	3.1. Apply ***teaching and coaching techniques*** during activities to develop ***fundamental motor***, ***cognitive and social skills*** according to accepted best practice of Kindergym.
	3.2. Conduct engaging warm-up and introductory activities.
	3.3. Monitor individual ***participant's performance*** and communicate with and utilise carers to enhance learning of participants.
	3.4. Demonstrate procedures for dealing with emergency

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ELEMENT	PERFORMANCE CRITERIA
	and non-routine situations according to organisational policies and procedures.
	3.5. Allow time for cooling down at the end of the lesson and inform participants and carers of how to further develop their skills.
4. Complete post-lesson responsibilities.	4.1. Provide opportunities for participants and carers to identify their personal progress and satisfaction with the lesson, and give feedback as required.
	4.2. Evaluate ***relevant aspects*** of lesson and determine the level of learning achieved.
	4.3. Identify potential areas of improvement for future Kindergym lessons.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants and carers to plan Kindergym lessons that meets their needs
  - convey information about the safety aspects of the lessons
  - interact with participants and carers to create a safe and positive environment
- problem-solving skills to:
  - plan suitable Kindergym lessons according to participant's needs and characteristics
  - address participant difficulties in developing fundamental skills
  - recognise participant's readiness to progress to the next level
  - anticipate and respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a facility
  - monitor and evaluate progress
  - organise participants and carers into manageable groups for activities
- language and literacy skills to:
  - produce a plan for the lessons
  - complete post-lesson participant and self-evaluations
  - give and receive feedback to infants and adult carers
- numeracy skills to deliver activities within lesson timeframes

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- first aid and emergency response skills appropriate to the facility to enable initial response in emergencies.

Required knowledge

- legislation, organisational policies and procedures, and accepted best practice of Kindergym to enable safe conduct of lessons
- guiding principles of Kindergym Australia to plan engaging, developmentally appropriate activities for infants
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the facility
- equipment types, characteristics and set up for Kindergym activities to enable safe conduct of all activities
- teaching and coaching techniques and practices applicable to infants aged five and under
- fundamental gymnastic skills to plan specific activities that promote motor, cognitive and social development in individuals and groups
- infant growth and development patterns and characteristics to plan a variety of activities to enhance fundamental skills of gymnastics
- communication systems used in Kindergym programs to ensure safety of participants and carers
- risks associated with Kindergym activities and methods of mitigating these risks
- adult learning principles to maximise involvement of carers
- emergency response and safety procedures appropriate for Kindergym, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers information, explanations and demonstrations for Kindergym lessons to ensure activities are conducted safely, according to participant and carer's needs and characteristics
- uses and modifies teaching and coaching techniques and activities to cater for a range of individual learning styles
- provides constructive feedback and intervention to improve and develop fundamental gymnastic skills of infants

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- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure conduct of safe Kindergym activities that reflect the needs and characteristics of a range of participants and carers, and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding participants, carers and facility to plan, coach and document gymnastics lessons
- a suitable facility to conduct Kindergym lessons
- a group of participants and adult carers to take part in Kindergym lessons
- suitable Kindergym equipment for infants under five years of age
- current relevant legislation, organisational policies and procedures and best practice principles of Kindergym that impact on the conduct of activities for participants.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants and carers to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and ***accepted best practice of Kindergym*** to enable safe conduct of all activities during the lessons
- observation of safe coaching, monitoring and adjusting according to participant and carer's needs, characteristics and responses
- portfolio of lesson plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISCCRO302A Apply legal and ethical instructional skills.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant may include:	• infants, five years and under.
Needs and characteristics may include:	• age • cultural and situational factors • fitness level and physical capabilities • injuries and illnesses.
Readiness may include:	• accompanied by a suitable adult carer • motor performance factors.
Lesson aims and objectives may include:	• improving fundamental motor, cognitive and social skills • enhancing self-confidence and esteem • providing positive and fun movement experiences.
Plan may include:	• lesson aims and objectives • date, time and duration • facility, equipment and resources • coach, participant and carer ratios • safety requirements.
Relevant legislation may include:	• occupational health and safety • permission from gymnastic clubs or schools to use facility • privacy • working with children • duty of care.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use and maintenance of equipment • assessment procedures • time and budget constraints • code of ethics.
Accepted best practice of	• a recognised gymnastics program for infants

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Kindergym may include:	• guiding principles of Kindergym Australia • safety considerations for program content • Gymnastics Coaches Code of Conduct policy • sport program management and technical regulations.
Safety procedures may include:	• supervision • group management in emergency situations • symptoms, treatment and prevention of common Kindergym injuries • warming up, stretching and cooling down • traffic flow to prevent collisions.
Activities may include:	• sequential progression of motor, cognitive and social skills • partners, small groups and whole class • warm-ups and cool-downs.
Kindergym facility may include:	• gymnasium • halls • sports centres • mobile facility.
Equipment may include:	• Olympic gymnastic equipment • modified equipment • hand held equipment • improvised equipment.
Resources may include:	• teaching and coaching tools • first aid equipment and facilities.
Relevant information may include:	• skills focus • equipment and resource requirements • role of adult carer • safety procedures and risk management • communication systems • responsible and safe behaviour.
Risks may include:	• injuries • collision • lack of adequate supervision by adult carer • damaged or faulty equipment.
Teaching and coaching techniques may include:	• free exploration • direct teaching • guided teaching • use of music and voice.
Fundamental motor, cognitive and social skills may include:	• motor skills: • locomotor

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- non-locomotor
- manipulative
- fine motor

- cognitive skills:
  - body awareness
  - spatial awareness
  - language
  - recognition
  - creativity
  - musical or rhythm
- social skills:
  - self-concept
  - social development.

Participant's performance may include:

- motor, cognitive and social skills
- attitude and behaviour.

Relevant aspects may include:

- effectiveness of the teaching and coaching lesson
- suitability of teaching and coaching methods
- level of individual learning achieved
- feedback provided to or by participants and or carers.

Unit Sector(s)

Sport

Competency Field

Gymnastics

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SISSMAR201A Teach the intermediate skills of martial arts

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the intermediate skills of martial arts. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills of a chosen martial art or discipline to an intermediate level.

Application of the Unit

This unit applies to individuals intending to pursue a career as a coach of a chosen martial art or discipline at a local, regional or state level. This may include observing the performance of martial arts athletes to determine the required level of instruction, and planning, conducting and evaluating individualised and group-based training sessions and games or competitions.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan intermediate martial arts sessions.	1.1. Establish ***participant's needs and characteristics***.
	1.2. Assess participant's ***readiness*** and current knowledge of the chosen ***martial art or discipline*** in order to determine ***session aims and objectives***.
	1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures***, ***endorsed standards*** and ***best practice principles promoted by martial arts***.
	1.4. Identify ***safety procedures*** associated with ***drills***, ***activities and games*** of the chosen martial art or discipline, according to organisational policies and procedures.
	1.5. Select and access facility, ***equipment*** and ***resources*** according to organisational policies and procedures.
	1.6. Identify and analyse the ***intermediate skills*** in relation to the ***elements*** and ***qualities*** of the chosen martial art or discipline and break the skills into components.
	1.7. Determine intermediate biomechanical principles in the context of ***core movements*** relevant to the chosen martial art or discipline and identify observable body movements in priority of importance when performing the skills.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the session in a manner appropriate to participants.
	2.2. Encourage participants to seek clarification, information and feedback as required during the session.
	2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and ***rules***, ***regulations and policies*** of the chosen martial art or discipline.
	2.4. Establish a suitable communication system to use while participating in drills, activities and games.
3. Conduct intermediate martial arts sessions.	3.1. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.
	3.2. Conduct warm-up and introductory activities for participants to reduce the risk of injury.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Apply ***teaching and coaching techniques*** to impart required knowledge and the requirements of the intermediate skills of the chosen martial art or discipline to be developed.
	3.4. Monitor individual ***participant's performance*** and maintain effective communication during drills, activities and games.
	3.5. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their martial art or discipline skills.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session and give feedback as required.
	4.2. Evaluate ***relevant aspects*** of intermediate session and determine the level of learning achieved.
	4.3. Identify potential areas of improvement for future intermediate martial art or discipline sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan suitable sessions according to participant's needs and characteristics
  - address participant difficulties in developing intermediate skills and techniques
  - anticipate and respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable facility
  - observe, monitor and evaluate progress
  - organise participants into manageable groups for drills, activities and games
- language and literacy skills to:
  - produce a plan for chosen martial art or discipline sessions
  - complete post-session participant and self-evaluations
  - give and receive feedback

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- numeracy skills to deliver drills, activities and games within session timeframes
- personal intermediate skills in the chosen martial art or discipline to a high level of technical correctness to understand progressive skill acquisition and demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the facility and chosen martial art or discipline.

Required knowledge

- legislation, organisational policies and procedures, endorsed standards, best practice principles, and rules, regulations and policies of martial arts to enable safe conduct of sessions
- facility-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the facility
- equipment and resources used to teach the intermediate skills of the chosen martial art or discipline
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities to enable safe and effective instruction
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness appropriate to the chosen martial art or discipline
- intermediate skills and core movements of the chosen martial art or discipline and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- human physiology related to breath control while performing the base movements to enable safe and effective instruction
- communication systems used between participants, coaches, officials and support staff during chosen martial art or discipline
- risks associated with the chosen martial art or discipline, and methods of mitigating these risks
- emergency response and safety procedures appropriate for the chosen martial art or discipline, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations throughout the sessions to ensure activities are conducted safely according to

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participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the intermediate skills and core movements of the chosen martial art or discipline
- uses and modifies teaching and coaching techniques, drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a training facility suitable for the conduct of the martial art or discipline
- a group of participants to take part in chosen intermediate level martial art or discipline sessions
- equipment for the chosen martial art or discipline such as mats, weapons and protection
- access to teaching resources and information regarding participants and facility to plan, coach and document intermediate sessions
- current relevant legislation, organisational policies and procedures, endorsed standards, best practice principles, and rules, regulations and policies of chosen martial art or discipline that impact on the conduct of advanced drills, activities and games.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, endorsed standards, best practice principles, and rules, regulations and policies of a chosen martial art or discipline to enable safe conduct of all drills, activities and games during the sessions

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- observation of safe coaching of the intermediate skills of a chosen martial art or discipline and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:

- age
- cultural factors
- previous experience
- fitness level and physical capabilities
- injuries and illnesses.

Readiness may include:

- fitness levels
- motor performance factors
- psychological factors.

Martial art or discipline may include:

- Aikido
- Arnis
- Brazilian Jiu Jitsu
- Hapkido
- Jujitsu and Do systems
- Karate
- Kendo Renmei
- Kobudo
- Kung Fu
- Judo
- Muay Thai
- Qigong
- Taekwondo
- Tai chi

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	• Takemusu Aiki • Yong Chun Pai • Wing Chun.
Session aims and objectives may include:	• self-improvement • fitness targets • motivation.
Plan may include:	• session aims and objectives • date, time and duration • location and facilities • coach and participant ratios • equipment and resources • drills, activities and games • safety requirements.
Relevant legislation may include:	• occupational health and safety • licensing to possess martial arts weapons • permission from local council or martial arts clubs • duty of care • working with children • privacy.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment • training and scheduling commitments • code of ethics.
Endorsed standards may include:	• Martial Arts Industry Association Code of Practice for martial arts centres and martial arts instructors • Martial Arts Industry Association Instructors Code of Ethics • the culture of the martial art or discipline • Martial Arts Industry Association Anti-doping policy • Australian Sports Commission Harassment-free Sport policy.
Best practice principles promoted by martial arts may include:	• preventative practice to minimise risks • coaches or instructors code of conduct policies • national activity organisation regulations and guidelines.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of

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	common martial arts injuries • safe handling of martial arts weapons.
Drills, ***activities and games*** may include:	• those described in relevant martial art or discipline handbook • sequential progression of intermediate skills and core movements • warm-ups and cool-downs • modified games and activities • individual or group competitions.
Equipment may include:	• mats • weapons • protective equipment.
Resources may include:	• teaching and coaching tools • video equipment • first aid kit.
Intermediate skills may include:	• snapping type movements • round or circular movements • thrusting and pushing • stances and manoeuvring.
Elements may include:	• physical and mental energies • relaxed state of 'no mindedness' • fighting and striving spirit.
Qualities may include:	• low centre of gravity and balance • speed and power • rhythm and timing.
Core movements may include:	• falling techniques • body movements • blocking • punching • kicking.
Relevant information may include:	• skills focus and objectives • equipment and resource requirements • breath control techniques • rules, regulations and policies • responsible and safe behaviour.
Risks may include:	• injuries • exhaustion • inappropriate behaviour.
Rules, ***regulations and policies*** may include:	• international rules of chosen martial art or discipline.

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Teaching and coaching techniques may include:	• demonstration • explanation • focusing on a single skill • breaking down skills into components • progressing through and linking skills • monitoring and observing progress • assessment and evaluation.
Participant's performance may include:	• use of appropriate communication systems • attitude and behaviour • performance and accuracy of core movements.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to and or by participants • initial and final assessment of participant's abilities.

Unit Sector(s)

Sport

Competency Field

Martial Arts

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SISSMAR402A Teach the advanced skills of martial arts

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the advanced skills of martial arts. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills of a chosen martial art or discipline to an advanced level.

Application of the Unit

This unit applies to individuals intending to pursue a career as a coach of a chosen martial art or discipline at a local, regional or state level. This may include observing the performance of martial arts athletes to determine the required level of instruction, and planning, conducting and evaluating individualised and group-based training programs and games or competitions. This may involve supporting athlete's psychological preparation and conducting post-competition analysis of both performance and strategy.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan advanced martial arts sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of the chosen ***martial art or discipline*** in order to determine ***session aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures***, ***endorsed standards*** and ***best practice principles promoted by martial arts***. 1.4. Identify ***safety procedures*** associated with ***drills***, ***activities and games*** of the chosen martial art or discipline, according to organisational policies and procedures. 1.5. Select and access facility, ***equipment*** and ***resources*** according to organisational policies and procedures. 1.6. Identify and analyse the ***advanced skills*** in relation to the ***elements*** and ***qualities*** of the chosen martial art or discipline and break the skills into components. 1.7. Determine advanced biomechanical principles in the context of ***core movements*** relevant to the chosen martial art or discipline and identify observable body movements in priority of importance when performing the skills.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the session in a manner appropriate to the participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and ***rules***, ***regulations and policies*** of the chosen martial art or discipline. 2.4. Establish a suitable communication system to use while participating in drills, activities and games.
3. Conduct advanced martial arts sessions.	3.1. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.2. Conduct warm-up and introductory activities for

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ELEMENT	PERFORMANCE CRITERIA
	participants to reduce the risk of injury. 3.3. Apply ***teaching and coaching techniques*** to impart required knowledge and the requirements of the advanced skills of the chosen martial art or discipline to be developed. 3.4. Monitor individual ***participant's performance*** and maintain effective communication during drills, activities and games. 3.5. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their martial art or discipline skills.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session and give feedback as required. 4.2. Evaluate ***relevant aspects*** of advanced session and determine the level of learning achieved. 4.3. Identify potential areas of improvement for future advanced martial art or discipline sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan advanced sessions that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan suitable sessions according to participant's needs and characteristics
  - address participant difficulties in developing advanced skills and techniques
  - anticipate and respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable facility
  - observe, monitor and evaluate progress
  - organise participants into manageable groups for drills, activities and games
- language and literacy skills to:
  - produce a plan for the chosen martial art or discipline session
  - complete post-session participant and self-evaluations

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  - give and receive feedback
- numeracy skills to deliver drills, activities and games within session timeframes
- personal advanced skills in the martial art or discipline to a high level of technical correctness to understand progressive skill acquisition and demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the facility and chosen martial art or discipline.

Required knowledge

- legislation, organisational policies and procedures, endorsed standards, best practice principles, and rules, regulations and policies of martial arts to enable safe conduct of sessions
- facility-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the facility
- equipment and resources used to teach the advanced skills of the chosen martial art or discipline
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities to enable safe and effective instruction
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- advanced skills and core movements of chosen martial art or discipline and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- human physiology related to breath control while performing the base movements to enable safe and effective instruction
- communication systems used between participants, coaches, officials and support staff during chosen martial art or discipline
- risks associated with the chosen martial art or discipline, and methods of mitigating these risks
- emergency response and safety procedures appropriate for the chosen martial art or discipline to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations throughout the sessions to ensure activities are conducted safely according to

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participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the advanced skills and core movements of the chosen martial art or discipline
- uses and modifies teaching and coaching techniques, drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a training facility suitable for the safe conduct of the martial art or discipline
- a group of participants to take part in chosen advanced level martial art or discipline sessions
- equipment for the chosen martial art or discipline such as mats, martial arts weapons and protection
- teaching resources and information regarding participants and facility to plan, coach and document advanced sessions
- current relevant legislation, organisational policies and procedures, endorsed standards, best practice principles, and rules, regulations and policies of chosen martial art or discipline that impact on the conduct of advanced drills, activities and games.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, endorsed standards, best practice principles, and rules, regulations and policies of a chosen martial art or discipline to enable safe conduct of all drills, activities and games during the sessions
- observation of safe coaching of the advanced skills of

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a chosen martial art or discipline and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:
- age
- cultural factors
- previous experience
- fitness level and physical capabilities
- injuries and illnesses.

Readiness may include:
- fitness levels
- motor performance factors
- psychological factors.

Martial art or discipline may include:
- Aikido
- Arnis
- Brazilian Jiu Jitsu
- Hapkido
- Jujitsu and Do systems
- Karate
- Kendo
- Kobudo
- Kung Fu
- Judo
- Muay Thai
- Ninjutsu
- Qigong
- Taekwondo
- Tai chi

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Session aims and objectives may include:	• self-improvement • fitness targets • motivation.
Plan may include:	• session aims and objectives • date, time and duration • location and facilities • coach and participant ratios • equipment and resources • drills, activities and games • safety requirements.
Relevant legislation may include:	• occupational health and safety • licensing to possess martial arts weapons • permission from local council or martial arts clubs • duty of care • working with children • privacy.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment • training and scheduling commitments • code of ethics.
Endorsed standards may include:	• Martial Arts Industry Association Code of Practice for martial arts centres and martial arts instructors • Martial Arts Industry Association Instructors Code of Ethics • Australian Coaching Council's Coaches Code of Conduct policy • the culture of the martial art or discipline • Martial Arts Industry Association Anti-doping policy • Australian Sports Commission Harassment-free Sport policy.
Best practice principles promoted by martial arts may include:	• preventative practice to minimise risks • coaches and or instructors code of conduct policies • national activity organisation regulations and

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	guidelines.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common martial arts injuries • safe handling of martial arts weapons • communication systems.
Drills, ***activities and games*** may include:	• those described in relevant martial art or discipline handbook • sequential progression of advanced skills and core movements • warm-ups and cool-downs • modified games and activities • individual or group competitions.
Equipment may include:	• mats • weapons • protective equipment.
Resources may include:	• teaching and coaching tools • video equipment • first aid kit.
Advanced skills may include:	• complex movements and techniques • snapping type movements • round or circular movements • thrusting type movements • stance and manoeuvring.
Elements may include:	• physical and mental energies • relaxed state of 'no mindedness' • fighting and striving spirit • continuous improvement.
Qualities may include:	• low centre of gravity and balance • speed and power • rhythm and timing.
Core movements may include:	• falling techniques • body movements • blocking • punching • kicking.
Relevant information may include:	• skills focus and objectives • equipment and resource requirements • safety procedures and risk management • communication systems • breath control techniques

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	• rules, regulations and policies • responsible and safe behaviour.
Risks may include:	• injuries • exhaustion • inappropriate behaviour.
Rules, ***regulations and policies*** may include:	• international rules of chosen martial art or discipline.
Teaching and coaching techniques may include:	• demonstration • explanation • focusing on a single skill • breaking down skills into components • progressing through and linking skills • monitoring and observing progress • assessment and evaluation.
Participant's performance may include:	• attitude and behaviour • performance and accuracy of advanced core movements.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participant's abilities.

Unit Sector(s)

Sport

Competency Field

Martial Arts

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SISSMAR503A Teach the high performance skills of martial arts

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the high performance skills of martial arts. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills of a chosen martial art or discipline to a high performance level.

Application of the Unit

This unit applies to individuals intending to pursue a career as a coach of a chosen martial art or discipline at a state, national or international level. This includes observing high performance martial arts athletes to determine the level of instruction required, and planning, conducting and evaluating high performance individualised and group-based training programs and games or competitions. This may involve supporting athlete's psychological preparation, liaising with other coaches and specialists, and conducting post-competition analysis of both performance and strategy.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan high performance martial arts sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of the chosen ***martial art or discipline*** in order to determine ***session aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures***, ***endorsed standards*** and ***best practice principles promoted by martial arts***. 1.4. Identify ***safety procedures*** associated with ***drills***, ***activities and games*** of the chosen martial art or discipline, according to organisational policies and procedures. 1.5. Select and access facility, ***equipment*** and ***resources*** according to organisational policies and procedures. 1.6. Identify and analyse the ***high performance skills*** in relation to the ***elements*** and ***qualities*** of the chosen martial art or discipline and break the skills into components. 1.7. Determine ***biomechanical principles*** in the context of high performance skills and ***core movements*** relevant to the chosen martial art or discipline and identify observable body movements in priority of importance when performing the skills. 1.8. Identify the biomechanics for the production of force and power and apply to the chosen martial art or discipline.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the chosen martial art or discipline session and philosophy in a manner appropriate to the participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and ***rules***, ***regulations and policies*** of the chosen martial art or discipline. 2.4. Establish a suitable communication system to use

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ELEMENT	PERFORMANCE CRITERIA
	while participating in drills, activities and games.
	2.5. Prepare participants psychologically for performing combinations and sequences of high performance techniques, solo and with a partner.
3. Conduct high performance martial arts sessions.	3.1. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.
	3.2. Conduct warm-up and introductory activities for participants, to reduce the risk of injury.
	3.3. Apply clear and accurate ***teaching and coaching techniques*** to impart required knowledge and the requirements of the high performance skills of the chosen martial art or discipline to be developed.
	3.4. Monitor individual ***participant's performance*** and maintain effective communication during drills, activities and games.
	3.5. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their martial art or discipline skills.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session and give feedback as required.
	4.2. Evaluate ***relevant aspects*** of high performance session and determine the level of learning achieved.
	4.3. Identify potential areas of improvement for future high performance martial art or discipline sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan a high performance sessions that meets their needs
  - convey information about the safety aspects and philosophy of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan a suitable session according to participant's needs and characteristics
  - address participant difficulties in developing high performance skills and

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techniques
    - anticipate and respond to non-routine situations
- planning and organising skills to:
    - source, allocate and coordinate resources, equipment and a suitable facility
    - observe, monitor and evaluate progress
    - prepare participants psychologically
    - organise participants into manageable groups for drills, activities and games
- language and literacy skills to:
    - produce a plan for the chosen martial art or discipline session
    - complete post-session participant and self-evaluations
    - give and receive feedback
- numeracy skills to deliver drills, activities and games within session timeframes
- personal high performance martial art or discipline skills to a high level of technical correctness to understand progressive skill acquisition and demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the facility and chosen martial art or discipline.

Required knowledge

- legislation, organisational policies and procedures, endorsed standards, best practice principles, and rules, regulations and policies of martial arts to enable safe and non-discriminatory conduct of sessions
- facility-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the facility
- equipment and resources used to teach the high performance skills of a chosen martial art or discipline
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities to enable safe and effective instruction
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- high performance skills, biomechanical principles and core movements of chosen martial art or discipline and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- human physiology related to breath control while performing the base movements of the chosen martial arts
- elements and qualities associated with chosen martial art or discipline
- communication systems used between participants, coaches, officials and support staff during the chosen martial art or discipline
- risks associated with the chosen martial art or discipline, and methods of mitigating these risks
- emergency response and safety procedures appropriate for chosen martial art or discipline, to ensure risk minimisation to self and group.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations throughout the sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the high performance skills and core movements of the chosen martial art or discipline • uses and modifies teaching and coaching techniques, drills, activities and games to cater for a range of individual learning styles • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a training facility suitable for the safe conduct of the martial art or discipline • a group of participants to take part in chosen high performance martial art or discipline sessions • equipment for the chosen martial art or discipline such as mats, martial arts weapons and protection • information regarding participants and facility to plan, coach and document high performance sessions • current legislation, organisational policies and procedures, endorsed standards, best practice principles and rules, regulations and policies of chosen martial art or discipline that impact on conduct of high performance drills, activities and games.
Method of assessment	A range of assessment methods should be used to assess

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practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, endorsed standards, best practice principles, and rules, regulations and policies of the chosen martial art or discipline to enable safe conduct of all drills, activities and games during the sessions
- observation of safe coaching of the high performance skills of a chosen martial art or discipline and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXCAI507A Plan and implement high-performance training programs.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural and situational factors • previous experience • fitness level and physical capabilities • injuries and illnesses.
Readiness may include:	• fitness levels • motor performance • psychological factors.
Martial art or discipline may	• Aikido

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include:

- Arnis
- Brazilian Jiu Jitsu
- Hapkido
- Jujitsu and Do systems
- Karate
- Kendo
- Kobudo
- Kung Fu
- Judo
- Muay Thai
- Ninjutsu
- Qigong
- Taekwondo
- Tai chi
- Takemusu Aiki
- Yong Chun Pai
- Wing Chun.

Session aims and objectives may include:

- self-improvement
- fitness targets
- motivation.

Plan may include:

- session aims and objectives
- date, time and duration
- location and facilities
- coach and participant ratios
- equipment and resources
- drills, activities and games
- safety requirements.

Relevant legislation may include:

- occupational health and safety
- licensing to possess martial arts weapons
- permission from local council or martial arts clubs
- duty of care
- working with children
- privacy.

Organisational policies and procedures may include:

- occupational health and safety
- conflict resolution
- communication protocols
- use, care and maintenance of equipment
- training and scheduling commitments
- code of ethics.

Endorsed standards may include:

- Martial Arts Industry Association Code of Practice for martial arts centres and martial

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	arts instructors • Martial Arts Industry Association Instructors Code of Ethics • Australian Coaching Council's Coaches Code of Conduct policy • the culture of the martial art or discipline • Martial Arts Industry Association Anti-doping policy • Australian Sports Commission Harassment-free Sport policy.
Best practice principles promoted by martial arts may include:	• preventative practice to minimise risks • coaches and or instructors code of conduct policies • national activity organisation regulations and guidelines.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common martial arts injuries • safe handling of martial arts weapons • communication systems.
Drills, ***activities and games*** may include:	• those described in relevant martial art or discipline handbook • sequential progression of high performance skills and core movements • warm-ups and cool-downs • modified games and activities • solo combinations • sequences of high performance techniques with a partner • individual or group competitions.
Equipment may include:	• mats • padded martial arts weapons • wooden or blunt martial arts weapons • protective equipment • training aids.
Resources may include:	• teaching and coaching tools • video equipment • first aid kit.
High performance skills may include:	• snapping type movements • round or circular movements • thrusting type movements • stance and manoeuvring.

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Elements may include:	• physical and mental energies • relaxed state of 'no mindedness' • fighting and striving spirit • continuous improvement.
Qualities may include:	• low centre of gravity and balance • speed and power • rhythm and timing.
Biomechanical principles may include:	• balance and centre of gravity • force and power • footwork • use of elastic energy • use of body segments to produce force • injury prevention.
Core movements may include:	• falling techniques • body movements • blocking • punching • kicking.
Relevant information may include:	• skills focus and objectives • equipment and resource requirements • breath control techniques • rules, regulations and policies • responsible and safe behaviour.
Risks may include:	• injuries • exhaustion • poor technique • using excessive force • inappropriate behaviour.
Rules, ***regulations and policies*** may include:	• international rules of chosen martial art or discipline.
Teaching and coaching techniques may include:	• demonstration • explanation • focusing on a single skill • breaking down skills into components • progressing through and linking skills • monitoring and observing progress • assessment and evaluation.
Participant's performance may include:	• use of appropriate communication systems • attitude and behaviour • performance and accuracy of high performance martial art or discipline skills and

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	core movements.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participant's abilities.

Unit Sector(s)

Sport

Competency Field

Martial Arts

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SISSNTB201A Use intermediate level netball skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required by players to participate in netball activities at an intermediate level. It requires the ability to prepare for and participate in drills, activities, games and competitions using intermediate level skills and to review and evaluate self and team performance.

Application of the Unit

This unit applies to both junior and senior netball players who compete at a local level and those playing at an intermediate level in regional competitions. They are closely guided by their coach.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Prepare for drills, activities, games and competitions.	1.1. Seek information on and comprehend the role of the coach and support staff in developing intermediate player skills for netball games. 1.2. Participate in discussions on individual and team ***strengths and weaknesses*** to improve individual and team skills in intermediate games. 1.3. Seek and comprehend information on the ***basic biomechanical principles*** for netball players and apply these in playing activities to avoid injury. 1.4. Seek information on ***intermediate skills of netball*** for individual player positions in attack and defence and use skills in-game.
2. Participate in drills, activities, games and competitions.	2.1. Safely participate in netball ***drills and activities***, ***games and competitions*** to an intermediate level. 2.2. Interpret International Federation of Netball Associations' Rules of Netball, ***regulations***, ***policies and procedures*** and apply to netball activities. 2.3. Link and perform the intermediate level skills of netball to form a sequence of movements in competition conditions. 2.4. Maintain ***effective communication*** with team members and coach during drills, activities, games and competitions.
3. Review performance of intermediate skills.	3.1. Participate in post-activity discussions and evaluate strengths and weaknesses of self and other players. 3.2. Review performance of intermediate skills utilised in drills, activities and games, identify areas requiring improvement and discuss with team and coach. 3.3. Identify own personal progress and satisfaction with performance of intermediate skills and provide feedback to team and coach. 3.4. Identify ***conditions and external influences*** affecting conduct of activities and use contingency strategies to improve future sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills on and off the netball court to:
  - actively participate in pre-activity briefings
  - read play and predict other player's intentions and movements
  - use calls, hand signals, eye signals and other communication methods to interact with players in-game
  - communicate with coaching staff to determine instructions and discuss skill development issues
  - discuss and clarify positions, rules and required skills
  - seek feedback and instructions from team members, coaches, support staff and umpires
  - provide feedback on self and team performance
- literacy skills to access, interpret and comprehend netball rules and the content of relevant player policies and procedures
- numeracy skills to calculate effective time use during drills, activities and games
- teamwork skills to:
  - encourage and support team members
  - respect other player's decisions
  - participate effectively in team training activities and games
- problem-solving skills to:
  - respond appropriately to changing conditions during training and game situations
  - to resolve disputes related to the conduct or outcome of a game
- self-management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals
- analytical skills to discuss and evaluate strengths and weaknesses of self and other players and to monitor self progression
- player attack and defence skills to participate in netball activities at an intermediate level.

Required knowledge

- the existence and basic aspects of occupational health and safety legislation
- terms and conditions that apply to player use of and behaviour at private and public netball facilities and gyms
- the essential elements of player policies, procedures and codes for appropriate participation in netball activities
- the complete content of rules applicable to the game of netball
- the on court roles and responsibilities of all netball positions
- the essential features and use of intermediate level netball skills
- the basic aspects of biomechanical principles to enable safe and effective

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performance of intermediate netball skills
- the key characteristics and use of equipment used in intermediate level netball drills, activities and games
- the essential elements and appropriate use of communication systems used by players, coaches, support staff and umpires during netball drills, activities and games
- self-reflection principles to enable effective self-evaluation for future improvement.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • performs intermediate level skills relevant to positional requirements and conditions on sufficient occasions to demonstrate competency and consistency of performance • utilises knowledge of intermediate level netball skills and relevant rules, regulations and policies when playing at an intermediate level • communicates appropriately with team members, coaches, umpires and support staff throughout drills, activities, games and competitions, and responds to feedback • reviews own and team's performance to identify strengths and areas requiring improvement or modifications.
Context of and specific resources for assessment	Assessment must ensure access to: • netball training and competition facilities • equipment such as netballs, goal posts, uniforms and positional bibs • groups of intermediate level netball players to train and play with and against • an accredited coach who has achieved intermediate status to instruct and address players • support staff and scorers • umpires qualified to manage at least an intermediate level players' game

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- rules of netball
- current relevant regulation, player policies, procedures and codes that apply to participation in netball activities, games and competitions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance of intermediate level netball skills during drills, activities, games and competitions
- oral or written questioning to assess knowledge of relevant rules, regulations and policies
- evaluation of third-party reports from coaches or umpires detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSNTB202A Use intermediate level tactics and game strategy in netball play
- SISSNTB203A Participate in conditioning for netball.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules**, **regulations and policies may include:

- International Federation of Netball Association's rules of netball
- Netball Australia Coaches Code of Ethics
- Australian Sports Commission Harassment-free Sport policy
- Netball Australia Anti-doping policy.

Basic biomechanical principles may include:

- balance
- motion
- force
- momentum
- power.

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Intermediate skills of netball may include:

- game sense and decision making at an intermediate level
- one and two hand catch
- throwing:
  - chest pass
  - shoulder pass
  - bounce pass
  - overhead pass
  - lob pass
  - fake or baulk pass
- footwork and movement skills:
  - take off and sprint
  - change of pace
  - one and two foot landing
  - inside pivot
  - outside pivot
  - movement patterns in combination
- attacking skills:
  - straight lead
  - lead and drop
  - single dodge
  - double dodge
  - change of direction
  - hold
  - split and re-offer
  - double play
  - clear and drive
  - front cut
- roll and half roll
- one on one defending:
  - interception
  - recovery
  - hands over
  - positioning at front, side and behind
  - repositioning
  - first ball pressure to a contest
  - dictating or denying space
  - defence of goal shot through leaning, jumping and blocking out
- goal shooting methods in stationary and

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	dynamic environments. • goal circle movements including rotation • rebounding.
Drills, ***activities*** may include:	• developing intermediate skills through appropriate sequencing of skills • progressive skill acquisition • breaking down skills • modifying skill drills • coordinated positional plays • warm-ups and cool-downs.
Games and competitions may include:	• simulated games • competition games • modified games to meet specific player and team needs • practice matches to develop intermediate skills.
Regulations may relate to:	• occupational health and safety (OHS) legislation • terms and conditions of permits from land management authorities or local council • terms and conditions of authorities or permissions from netball clubs or associations • environmental protection regulations.
Policies and procedures may involve:	• risk management • safety • management of current or recurring injuries and illnesses • conflict resolution • communication protocols • use, care and maintenance of equipment and court • training and scheduling commitments • Australian Sports Commission Harassment-free Sport policy • Netball Australia's Member Protection Policy • Netball Australia Anti-doping policy • Netball Australia's Junior Policy.
Effective communication may involve:	• calls • hand signals • eye signals.
Conditions and external influences may include:	• environmental and weather conditions • other facility users

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- spectators
- parents
- umpires and administrators
- other coaches.

Unit Sector(s)

Sport

Competency Field

Netball

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SISSNTB202A Use intermediate level netball tactics and game strategy in netball play

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required by players to use overarching game strategy and player tactics in netball activities at an intermediate level. It requires the ability to prepare for and participate in drills, activities and games using intermediate level game strategy and tactical skills and to review and evaluate self and team tactical performance.

Application of the Unit

This unit applies to both junior and senior netball players who compete at a local level and those playing at an intermediate level in regional competitions. They are closely guided by their coach. It may also apply to those in sports development or netball coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Participate in pre-game preparation sessions.	1.1. Seek information on and comprehend the role of the coach and support staff in developing and implementing game strategies and tactics for netball games. 1.2. Participate in discussions on individual and team ***strengths and weaknesses*** to improve individual and team performance in game strategy. 1.3. Participate in netball ***drills and activities*** to develop intermediate level player skills in ***game strategy*** and individual and team ***tactics***. 1.4. Participate in pre-game briefings to clarify and comprehend appropriate game strategy, individual and team tactics and ***communication systems***. 1.5. Discuss and evaluate the strengths and weaknesses of the opposition team and its individual players and identify counter tactics to be used during game play. 1.6. Prepare for intermediate netball games by using pre-game ***psychological techniques***.
2. Implement the game strategy and use tactics during a netball game.	2.1. Safely implement identified game strategy according to the International Federation of Netball Associations' Rules of Netball, relevant ***regulations*** and ***policies and procedures***. 2.2. Use agreed attack and defence tactics to target strengths and weaknesses of own players and opposition players. 2.3. Identify in-game ***statistics*** for team and players and implement required adjustments to in-game strategy and tactics. 2.4. Maintain effective communication with team members and coach in order to implement game strategy and tactics.
3. Participate in post-game de-brief and evaluate the success of the game.	3.1. Participate in post-game discussions and evaluate strengths and weaknesses of own players and opposition players to improve future court positioning, match-ups and use of tactics. 3.2. Review the success of game strategy and tactics utilised in drills, activities and games, identify areas requiring improvement and discuss with team and coach.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Identify own personal progress and satisfaction with performance and provide feedback to team and coach.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills on and off the netball court to:
  - actively participate in pre-activity briefings
  - read play and predict other player's intentions and movements
  - use calls, hand signals, eye signals and other communication methods to interact with players in-game
  - discuss overarching game strategy, team and individual player tactics with coaching staff to comprehend their use and implementation in netball games
  - discuss and clarify rules and the impact of tactics in complying
  - seek feedback and instructions from team members, coaches, support staff and umpires
  - provide feedback on self and team performance in game strategy and player tactics
- literacy skills to access, interpret and comprehend netball rules and the content of relevant player policies and procedures
- numeracy skills to:
  - calculate effective time use during drills, activities and games
  - calculate the time remaining to implement or adjust game strategy and tactics during games
  - interpret basic game statistics
- teamwork skills to:
  - encourage and support team members
  - respect other player's decisions
  - participate effectively in team tactics during training activities and games
- problem-solving skills to:
  - determine the strengths and weaknesses of the opposition and respond with appropriate tactics during a game
  - respond appropriately to changing conditions during training and game situations
  - to resolve disputes related to the conduct or outcome of a game
- self-management skills to:

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  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals
- analytical skills to discuss and evaluate strengths and weaknesses of opposition team, self, other team players and to monitor self progression in the use of tactics
- player tactical skills in attack and defence to participate in tactical netball activities and game strategy at an intermediate level.

Required knowledge

- the existence and basic aspects of occupational health and safety legislation
- terms and conditions that apply to player use of and behaviour at private and public netball facilities and gyms
- the essential elements of player policies, procedures and codes to appropriately comply when participating in game strategy and tactical netball activities
- the complete content of rules applicable to the game of netball and how game strategies and tactics impact on compliant play
- the on court roles and responsibilities of all netball positions, their interrelationships in game strategy and the tactics that apply to particular positions
- the essential elements of overarching game strategy and the use of different strategies to meet differing intermediate game conditions
- the essential elements of team and player tactics and the use of different tactics to meet differing intermediate game conditions
- ***the key elements of psychological methods and techniques*** used in game preparation
- the key characteristics and use of equipment used in intermediate level netball drills, activities and games to implement game strategy and tactics
- the key characteristics and use of netball game statistics
- the essential elements and appropriate use of communication systems used by players, coaches, support staff and umpires to interact during the implementation of game strategy and tactics in netball play
- self-reflection principles to enable effective self-evaluation for future improvement of tactical skills.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • performs intermediate level tactical skills relevant to

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competency in this unit	positional requirements and conditions on sufficient occasions to demonstrate competency and consistency of performance • utilises knowledge of intermediate level game strategy, tactical netball skills and relevant rules, regulations and policies when playing at an intermediate level • determines strengths and weaknesses of individual players and teams and psychologically prepares to apply tactics and strategies accordingly • communicates appropriately with team members, coach, umpires and support staff throughout activities and games, and responds to feedback • reviews own and team's performance to identify strengths and areas requiring improvement or modifications.
Context of and specific resources for assessment	Assessment must ensure access to: • netball training and competition facilities • equipment such as netballs, goal posts, uniforms and positional bibs. • groups of intermediate level netball players to train and play with and against • an accredited coach who has achieved intermediate status to instruct and address players • support staff and scorers • umpires qualified to manage at least an intermediate level players' game • rules of netball • current relevant regulation, player policies, procedures and codes that apply to participation in game strategy and tactical netball activities.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance of intermediate netball tactical skills during drills, activities, games and competitions • oral or written questioning to assess knowledge of relevant rules, regulations and policies and how game strategies and tactics impact on compliant play • evaluation of third-party reports from coaches or umpires detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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for example:

- SISSNTB201A Use intermediate level netball skills
- SISSNTB203A Participate in conditioning for netball.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Strengths and weaknesses may relate to:

- fitness components:
  - speed
  - agility
  - balance
  - endurance
  - strength
  - power
  - flexibility
  - repeated sprint ability
- height
- ability to successfully implement unit work and set team plays
- skills in attack and defence .

Drills and activities may involve:

- developing tactical skills through appropriate sequencing of skills
- progressive skill acquisition in netball tactics
- progressive development of team game strategy
- breaking down game strategy and tactical skills
- coordinated positional plays
- modifying game strategy and tactical skills
- warm ups and cool downs.

Game strategy may involve:

- roles of individual players in the game strategy
- patterns of play in attack and defence
- attacking systems of play
- defending systems of play

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	• set team plays:
	  • use of space
	  • concepts of width and depth
	• situational plays specific to stages of match
	• positions and match-ups
	• identifying strengths and weaknesses of opposition game strategies and tactics and use of counter tactics.

Tactics may involve:	• unit work between:
	  • Goal Shooter&Goal Attack
	  • Wing Attack and Centre
	  • Centre and Wing Defence
	  • Goal Defence and Goal Keeper
	• centre passes in both attack and defence
	• throw-ins
	• penalty passes and shots
	• free passes
	• plays to maximise weaknesses in opposition team plays
	• plays to counter strengths in opposition team plays
	• countering tactics to diminish or negate opposition player strengths such as double defending.

Communication systems may include:	• calls • hand signals • eye signals • signs • codes for different plays.
Psychological techniques may include:	• goal setting • visualisation • relaxation techniques • intrinsic motivation • motivation techniques • focusing.
Regulations may relate to:	• occupational health and safety (OHS) legislation • terms and conditions of permits from land management authorities or local council • terms and conditions of authorities or permissions from netball clubs or associations • environmental protection regulations.

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Policies and procedures may involve:	• risk management • safety • management of current or recurring injuries and illnesses • conflict resolution • in game communication procedure • use, care and maintenance of equipment and court • training and scheduling commitments • Australian Sports Commission Harassment-free Sport policy • Netball Australia's Member Protection Policy • Netball Australia Anti-doping policy • Netball Australia's Junior Policy.

Statistics may include:	• playing statistics for own team and opposition:
	  • shooting
	  • penalties
	  • errors and turnovers
	  • interceptions
	  • number of goals scored from own centre passes
	  • number of goals scored from turnovers and interceptions
	• rebounds.

Unit Sector(s)

Sport

Competency Field

Netball

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SISSNTB203A Participate in conditioning for netball

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required for players to participate in conditioning for netball activities. It requires the ability to comprehend information on physiological elements used in netball activities, follow the guidance of specialists, use techniques and equipment to improve speed, agility, endurance, strength, power and flexibility, use post-training recovery methods and evaluate self progress.

Application of the Unit

This unit applies to netball players who compete at any level. It can also apply to those in sports development or netball coaching roles. The player or coach works under the guidance of sports specialists such as doctors, physiotherapists, strength and conditioning coaches and personal trainers.

The player does not require specialist knowledge of physiology, conditioning and fitness regimes but can develop ongoing regimes after consultation with a specialist.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Access and interpret information on physiological elements used in netball activities.	1.1. Seek and comprehend information on the features of ***energy systems and requirements*** for netball players and apply this in conditioning and playing activities to avoid injury. 1.2. Access and interpret information on the major ***muscle groups*** to safely develop and use them when participating in conditioning and playing activities. 1.3. Seek information on ***fitness tests*** and their use in developing conditioning programs appropriate to different levels of play. 1.4. Source and comprehend information on suitable ***conditioning regimes*** for each ***major fitness component*** and player position used in netball. 1.5. Seek the advice of ***relevant specialists*** to interpret physiological elements and safely utilise conditioning regimes and techniques.
2. Participate in conditioning and fitness sessions.	2.1. Select and safely use appropriate ***conditioning equipment*** according to specialist instructions and the ***organisational procedures of the facility***. 2.2. Use ***basic conditioning techniques*** for the improvement of speed, agility, endurance, strength, power and flexibility, as advised by a specialist. 2.3. Participate in fitness and conditioning sessions, as planned and developed by a specialist. 2.4. Recognise ***over training symptoms*** and develop a recovery plan for ***over training*** after seeking advice from a specialist. 2.5. Use post-training ***recovery methods***, as advised by a specialist.
3. Evaluate the conditioning sessions.	3.1. Review own performance in conditioning sessions and identify areas for improvement. 3.2. Discuss and evaluate fitness test results and modify conditioning as advised by a specialist.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - discuss and determine fitness components requiring improvement with coaches and other specialists
  - seek and follow advice from specialists in developing conditioning programs and recovery plans for over training
  - seek and follow advice from facility personnel and specialists on the safe use of equipment
  - discuss the results of fitness tests
  - discuss and update progress throughout conditioning programs
- literacy skills to access and interpret information about basic energy systems and muscle groups to help prevent injury
- numeracy skills to:
  - calculate weights used in conditioning programs
  - interpret and calculate repetitions used in fitness exercises
  - review fitness test results
- self-management skills to:
  - review and reflect on own conditioning and fitness performance
  - organise time and priorities effectively
  - set short, medium and long term goals
  - analytical skills to evaluate fitness test results and monitor self progression.

Required knowledge

- facility procedures to enable safe use of equipment and facilities during conditioning sessions
- the role of specialists in developing initial conditioning regimes and in providing ongoing guidance and advice
- the key characteristics of fitness tests and their use in measuring initial and ongoing levels of fitness
- the key characteristics of energy systems and requirements for netball players and the importance of their role developing fitness and avoiding injury
- the key characteristics of muscle groups for netball players, methods for muscle development and injury prevention techniques
- the essential features and correct and safe usage of conditioning equipment
- the role of fitness components such as speed, agility, endurance, strength, power and flexibility in netball activities and conditioning techniques used to improve

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these
- the essential elements of conditioning programs used in netball training for different levels of play and different player positions
- the key characteristics of over training symptoms and appropriate response to these
- key features and use of post-training recovery methods
- self-reflection principles to enable effective self-evaluation for future improvement.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • participates in multiple and diverse conditioning sessions to improve speed, agility, endurance, strength, power and flexibility, that are of a sufficient duration to demonstrate competence, consistency of performance • utilises knowledge of energy systems and muscle groups to determine appropriate conditioning techniques for different levels of play and player positions • recognises over training symptoms, seeks advice from specialists to plan and implement a recovery plan and utilises correct recovery methods • communicates appropriately with coaches and specialists throughout conditioning, and responds to feedback • evaluates conditioning sessions and reviews own performance to identify strengths and areas requiring improvement and or modifications.
Context of and specific resources for assessment	Assessment must ensure access to: • suitable facilities, such as gyms and courts • current testing equipment and facilities • a coach to give instructions and feedback • support staff, such as specialist conditioning coaches and dieticians • conditioning equipment, such as cardiovascular equipment, free weight equipment, hydraulic

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equipment, exercise balls and resistance equipment
- recovery plans used to manage over training and injury
- current relevant organisational facility policies and procedures that impact on the conduct of conditioning sessions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance and improvement of fitness components, such as speed, agility, endurance, strength, power and flexibility during conditioning sessions and netball games
- oral or written questioning to assess knowledge of physiological elements, such as energy systems and muscle groups and recovery methods and their relationship to performance in netball activities
- observation of accurate discussions with specialists on topics such as over training symptoms, and conditioning techniques for the improvement of fitness components and recovery methods
- evaluation of third-party reports from coaches or specialists detailing conditioning performance and use of recovery methods.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSNTB201A Use intermediate level netball skills
- SISSNTB202A Use intermediate level tactics and game strategy in netball play
- SISSNTB305A Use advanced level tactics and game strategy in netball play
- SISSNTB306A Use advanced netball skills

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Energy systems and requirements may include:	• energy systems:
	  • Alactic Anaerobic System
	  • Lactic Anaerobic System
	  • Aerobic System
	• energy requirements:
	  • carbohydrates
	  • proteins
	  • fats
	• supply of chemical energy during muscular contraction.

Muscle groups may include:	• gluteals • quadriceps • hamstrings • adductors • calves • abdominals and back.
Fitness tests may include:	• laboratory tests • field tests.
Conditioning regimes may involve:	• frequency, quantity and intensity of conditioning sessions • time allocation • type of conditioning required • venue and equipment • specialist availability • dietary and energy requirements • conditioning techniques used to improve general fitness • conditioning techniques used to improve fitness components such as ***speed***, ***agility***, endurance, strength, power and flexibility.
Major fitness component may include:	• speed • agility • balance • endurance • strength • power • flexibility • repeated sprint ability.
Relevant specialists may include:	• doctor • physiotherapist • strength and conditioning coach

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- skill coach
- dietician
- personal trainer.

Conditioning equipment may include:

- cardiovascular equipment
- free weight equipment
- hydraulic equipment
- innovative equipment
- exercise balls
- bars
- steps
- bands
- resistance equipment
- pin loaded equipment
- electronically braked equipment
- air braked equipment
- pool-based equipment.

Organisational procedures of the facility may include:

- health and safety including injury prevention
- conflict resolution
- communication behaviour with facility staff and users
- appropriate use of equipment
- training schedules
- code of conduct.

Basic conditioning techniques may include:

- combination of arm and leg movement
- contact time
- body positioning
- lateral movement
- forward and back movement
- evasion skills
- stamina
- strength
- force-velocity relationship
- muscle power
- peripheral neuromuscular facilitation
- dynamic stretching routine.

Over training symptoms may include:

- tired or sore muscles
- feeling unwell
- fatigue
- stress
- increase in injuries
- poor performance.

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Recovery methods may include:

- stretching
- rehydration
- carbohydrate and protein replenishment
- massage
- spa
- ice plunge
- hot and cold immersion
- pool
- flotation tanks
- sleep

Unit Sector(s)

Sport

Competency Field

Netball

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SISSNTB204A Teach foundation netball skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach players fundamental netball skills. It requires the ability to plan, conduct and evaluate drills, activities and games which focus on player development of the foundation skills of netball.

Application of the Unit

This unit applies to those netball coaches known as Foundation Coaches who work with guidance from more senior coaches. They work at a local level to plan and implement training sessions and games to develop fundamental netball skills for players at a junior or beginner's level.

Licensing/Regulatory Information

Netball Australia governs the game of Netball in Australia through its affiliated network of member organisations. The netball sector recommends that teams engage only accredited coaches who participate in Netball Australia's National Coaching Accreditation Scheme (NCAS).

Netball Australia has specific training and assessment requirements for the industry accreditation of coaches. Those developing training and assessment to support this unit should undertake consultation with Netball Australia, acting as the industry occupational registration body, to determine any specific arrangements for courses, trainers and assessors and any partnership arrangements which will facilitate RPL for candidates to achieve coach registration status as a Foundation Coach.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan fundamental level netball sessions.	1.1. Identify and assess ***participants' needs and characteristics*** to plan tailored netball sessions. 1.2. Identify and assess participants' ***readiness*** and current knowledge of netball to determine ***session aims and objectives***. 1.3. Develop a ***plan*** to meet participants' needs in accordance with relevant ***regulations***, ***organisational policies and procedures*** 1.4. Identify risks and incorporate ***safety procedures*** to manage the risks associated with fundamental netball ***drills***, ***activities*** and ***games***. 1.5. Access and select ***location***, ***equipment*** and ***resources*** and check to ensure safety and suitability.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the fundamental netball session in a manner understandable to junior or beginner participants. 2.2. Inform participants of known and anticipated ***risks***, safety procedures, responsible, safe and appropriate behaviour and fundamental netball ***rules***. 2.3. Discuss, clarify and establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games. 2.4. Advise procedures for dealing with emergency and non-routine situations. 2.5. Encourage participants to ask questions and seek feedback during the briefing and the session.
3. Conduct fundamental netball sessions.	3.1. Use ***teaching and coaching techniques*** appropriate to the needs of junior or beginner participants to develop players' ***fundamental netball skills*** in attack and defence and to impart ***required player knowledge***. 3.2. Conduct the coaching session according to ***accepted***

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ELEMENT	PERFORMANCE CRITERIA
	best practice in netball coaching and ***endorsed standards*** promoted by sporting organisations.
	3.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury.
	3.4. Use netball drills and activities in practice sessions to progress player skills to game situations.
	3.5. Modify, as required, the game and rules for junior players.
	3.6. Monitor individual ***participant's performance*** and maintain effective communication during fundamental netball drills, activities and games.
	3.7. Observe participants during fundamental netball drills, activities and games, and adjust or refine individual or group technique as required.
	3.8. Allow time for and conduct cool down activities at the end of the session.
4. Complete post-session responsibilities.	4.1. Talk to junior or beginner participants about opportunities to further develop their fundamental netball skills.
	4.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and encourage their feedback and questioning.
	4.3. Evaluate ***relevant aspects*** of netball session and determine the level of learning achieved.
	4.4. Identify areas of improvement for future fundamental netball sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan a fundamental netball session that meets their needs
  - fully brief participants in all aspects of the session
  - interact with participants to create a safe and positive team environment
  - give and receive feedback
- literacy skills to:

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    - produce basic written plans for netball sessions
    - complete simple written post-session evaluation reports on the quality of player and self participation in the session
    - complete forms to apply for permission or permits to use a suitable location or court
- numeracy skills to manage time within session timeframes when delivering a series of drills, activities and games
- problem-solving skills to:
    - plan suitable netball sessions according to participant's needs and characteristics
    - address participant difficulties in developing fundamental skills and techniques
    - anticipate and respond appropriately to non-routine situations
    - resolve disputes related to the conduct or outcome of a game
- planning and organisational skills to:
    - source, allocate and coordinate resources, equipment and a suitable location
    - organise participants into manageable groups for netball drills, activities and games
- analytical skills to:
    - monitor and evaluate player and self progression
- teaching and coaching techniques to suit a range of junior or beginner participant's needs, characteristics and learning styles
- personal netball skills to a high level of technical correctness to:
    - understand progressive fundamental skill acquisition
    - demonstrate, explain and break down fundamental skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- regulations that apply to the use of private and public netball facilities and gyms
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- the existence and basic aspects of occupational health and safety legislation
- risks associated with training for and playing netball and techniques to manage these
- emergency response and rescue procedures appropriate for netball to ensure risk minimisation to self and group
- the key content of endorsed standards promoted by sporting organisations
- organisational policies and procedures for conducting coaching sessions
- the complete content of rules applicable to the game of netball and modified rules for junior players
- the on court roles and responsibilities of all netball positions
- the key features of netball related injuries, a range of physical and motor performance abilities and player fitness levels to analyse the readiness of

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participants to engage in progressive skills acquisition
- formats, styles for and inclusions of basic plans used by netball coaches and the organisation in particular
- the key features and usage of accepted best practice techniques for coaching netball
- fundamental teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- fundamental netball skills and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- the key characteristics and use of equipment and technological aids used in the development of fundamental netball skills
- the essential elements and appropriate use of communication systems used by players, coaches, support staff and umpires during fundamental netball drills, activities and games.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- conducts multiple and diverse safe drills, activities and games that reflect the needs and characteristics of a diverse range of junior or beginner participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance
- plans and delivers information, explanations and demonstrations for netball sessions to ensure activities are conducted safely and according to junior or beginner participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the fundamental skills of netball
- uses netball drills and activities in practice sessions to progress player skills to game situations
- uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need

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improvement.

Context of and specific resources for assessment	Assessment must ensure access to: • resources and information on participants and location to accurately plan, coach and document netball sessions for a variety of participants • netball training and competition facilities • equipment such as netballs, uniforms, bibs, appropriate footwear and goal posts • a group of junior or beginner participants to take part in the netball sessions • umpires qualified to manage at least a junior, fundamental or beginner's game • support staff and scorers • rules of netball • current relevant regulations, policies, procedures and codes that apply to coaching in fundamental netball skills.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning processes, such as such as talking with junior or beginner participants to determine their needs and characteristics • oral or written questioning to assess knowledge of relevant rules, regulations and policies • observation of safe netball coaching at a fundamental level and monitoring and adjusting activities that meet participant's needs, characteristics and responses • evaluation of portfolio of session plans, player and self-evaluations • evaluation of third-party reports from coaches or umpires detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants' needs and characteristics may relate to :	• age • maturity for age • preferences or protocols of different cultures, nationalities and religions • player motivation for participation • compatibility between players in match situations.
Readiness may involve:	• previous experience in team sports, especially netball • netball skills and knowledge of applicable rules • emotional capability to deal with competing in a game • fitness levels and physical capabilities • motor performance factors • current or recurring injuries and illnesses.
Session aims and objectives may include:	• progressive skill acquisition during drills, activities and games • improvement of individual player skills • improvement of teamwork skills • improvement of player fitness • management of player injury.
Plan may include:	• session aims and objectives • date, time and duration • location • coach and participant ratios • resources required • equipment required • tailored drills, activities and games • activities to progress playing skills to game situations.
Regulations may relate to:	• occupational health and safety (OHS) legislation • permits from land management authorities or local council • authority or permission from netball clubs or associations • privacy legislation • working with children checks • environmental protection regulations.

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Organisational policies and procedures may involve:	• risk management • safety • management of players' current or recurring injuries and illnesses • conflict resolution • in game communication procedure • use, care and maintenance of equipment and court • training and scheduling commitments • code of ethics • harassment-free sports policies.
Safety procedures may include:	• group management in emergency situations • prevention, symptoms and first aid treatment of common netball injuries • management of players' current or recurring injuries and illnesses • equipment checking and usage • court safety • safe and clear communication systems.
Drills, ***activities*** may involve:	• developing skills through appropriate sequencing of skills • progressive skill acquisition • breaking down skills • modifying skill drills • coordinated positional plays • warm ups and cool downs.
Games may include:	• simulated games to develop fundamental skills • competition games • modified games to meet specific player and team needs • practice matches to develop fundamental skills.

Location may include:	• netball courts:
	  • indoor
	  • outdoor
	• off court locations such as gyms.

Equipment may include:	• netballs including modified balls for junior players • uniforms • appropriate footwear • positional bibs • stop watches

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- whistles
- cones
- goal posts.

Resources may include:

- teaching and coaching tools
- visual media equipment
- food and water
- first aid kit.

Relevant information may relate to:

- objectives of the session
- skills focus of the session
- equipment and resource requirements, selection and use
- responsible and safe behaviour.

Risks may include:

- collisions
- injuries including:
  - fractures
  - dislocations
  - sprains
  - strains
- exhaustion
- dehydration.

Rules may include:

- International Federation of Netball Associations' Rules of Netball
- Netball Australia's Netta Netball rules for junior players.

Communication systems may include:

- calls
- hand signals
- eye signals.

Teaching and coaching techniques may include:

- demonstration
- breaking down fundamental skills into components
- progressing through and linking skills
- monitoring and observing progress
- fault detection
- assessment of participants' skills
- providing positive reinforcement and feedback during and after drills, activities and games.

Fundamental netball skills may include:

- game sense and decision making at a fundamental level
- two hand catch
- throwing:
  - shoulder pass

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- chest pass
- bounce pass
- movement skills:
  - take off
  - sprint
  - one and two foot landing
  - jump
  - leap
  - outside pivot
- attacking skills:
  - straight lead
  - single dodge
  - change of direction
- defending skills:
  - one on one
  - interception
  - hands over the ball
  - recovery to 0.9 metres
- goal shooting
- toss ups
- patterns of play.

Required player knowledge may include:

- rules of netball
- organisational policies and procedures and those promoted by sporting organisations
- when to apply different netball skills
- role of player positions
- basic biomechanical principles
- strengths and weaknesses of opposition and own team
- equipment selection, use and maintenance
- communication systems used in netball.

Accepted best practice in netball coaching may include:

- positive role modelling
- good sportsmanship
- preventative practice to minimise safety risks and hazards
- positivity when providing constructive feedback on player performance.

Endorsed standards may include:

- Australian Sports Commission Harassment-free Sport policy
- Netball Australia's Member Protection Policy
- Netball Australia's Junior Policy

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	• Netball Australia Anti-doping policy.
Participant's performance may include:	• use of appropriate communication systems • accuracy of skill • team participation • attitude and behaviour • ability to link and use the fundamental skills of netball.
Relevant aspects may include:	• the quality of own performance in the coaching session • effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participants' abilities • validity and reliability of coaching and assessment tools.

Unit Sector(s)

Sport

Competency Field

Netball

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SISSNTB305A Use advanced level tactics and game strategy in netball play

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required by players to use overarching game strategy and player tactics in netball activities at an advanced level. It requires the ability to prepare for and participate in drills, activities, games and competitions using advanced level game strategy and tactical skills and to review and evaluate self and team tactical performance.

Application of the Unit

This unit applies to senior and experienced netball players who compete at a local, regional or state level. They are closely monitored by their coach. It may also apply to those in sports development or netball coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Participate in pre-game preparation sessions.	1.1. Seek information on and comprehend the role of the coach and support staff in developing and implementing game strategies and tactics for netball games. 1.2. Participate in discussions on individual and team ***strengths and weaknesses*** to improve individual and team performance in game strategy. 1.3. Participate in netball ***drills and activities*** to develop advanced level player skills in ***game strategy*** and individual and team ***tactics***. 1.4. Participate in pre-game briefings to clarify and comprehend appropriate game strategy, individual and team tactics and ***communication systems***. 1.5. Discuss and evaluate the strengths and weaknesses of the opposition team and its individual players and identify counter tactics to be used during game play. 1.6. Prepare for advanced netball games by using pre-game ***psychological techniques***.
2. Implement the game strategy and use tactics during a netball game.	2.1. Safely implement identified game strategy according to the International Federation of Netball Associations' Rules of Netball, relevant ***regulations*** and ***policies and procedures***. 2.2. Use agreed attack and defence tactics to target strengths and weaknesses of own players and opposition players. 2.3. Identify in-game ***statistics*** for team, players and opposition and implement required adjustments to in-game strategy and tactics. 2.4. Maintain effective communication with team members and coach in order to implement game strategy and tactics.
3. Participate in post-game de-brief and evaluate the success of the game.	3.1. Participate in post-game discussions and evaluate strengths and weaknesses of own players and opposition players to improve future court positioning, match-ups and use of tactics. 3.2. Review the success of game strategy and tactics utilised in drills, activities and games, identify strengths and areas requiring improvement and discuss with team and coach.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Identify own personal progress and satisfaction with performance and provide feedback to team and coach.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills on and off the netball court to:
  - actively participate in pre-activity briefings
  - read play and predict other player's intentions and movements
  - use calls, hand signals, eye signals and other communication methods to interact with players in-game
  - discuss overarching game strategy, team and individual player tactics with coaching staff to comprehend their use and implementation in netball games
  - discuss and clarify rules and the impact of tactics in complying
  - seek feedback and instructions from team members, coaches, support staff and umpires
  - provide feedback on self and team performance in game strategy and player tactics
- literacy skills to access, interpret and comprehend netball rules and the content of relevant player policies and procedures
- numeracy skills to:
  - calculate effective time use during drills, activities and games
  - calculate the time remaining to implement or adjust game strategy and tactics during games
  - interpret basic game statistics
- teamwork skills to:
  - encourage and support team members
  - respect other player's decisions
  - participate effectively in team tactics during training activities and games
- problem-solving skills to:
  - determine the strengths and weaknesses of the opposition and respond with appropriate tactics during a game
  - respond appropriately to changing conditions during training and game situations
  - resolve disputes related to the conduct or outcome of a game
- self-management skills to:

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  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals
- analytical skills to discuss and evaluate strengths and weaknesses of opposition team, self, other team players and to monitor self progression in the use of tactics
  - player tactical skills in attack and defence to participate in tactical netball activities and game strategy at an advanced level.

Required knowledge

- the existence and basic aspects of occupational health and safety legislation
- terms and conditions that apply to player use of and behaviour at private and public netball facilities and gyms
- the essential elements of player policies, procedures and codes to appropriately comply when participating in game strategy and tactical netball activities
- the complete content of rules applicable to the game of netball and how game strategies and tactics impact on compliant play
- the on court roles and responsibilities of all netball positions, their interrelationships in game strategy and the tactics that apply to particular positions
- the essential elements of overarching game strategy and the use of different strategies to meet differing advanced game conditions
- the essential elements of team and player tactics and the use of different tactics to meet differing advanced game conditions
- the key elements of psychological methods and techniques used in game preparation
- the key characteristics and use of equipment used in advanced level netball drills, activities and games to implement game strategy and tactics
- the key characteristics and use of netball game statistics
- the essential elements and appropriate use of communication systems used by players, coaches, support staff and umpires to interact during the implementation of game strategy and tactics in netball play
- self-reflection principles to enable effective self-evaluation for future improvement of tactical skills.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • performs advanced level tactical skills relevant to

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competency in this unit	positional requirements and conditions on sufficient occasions to demonstrate competency and consistency of performance • utilises knowledge of advanced level game strategy, tactical netball skills and relevant rules, regulations and policies when playing at an advanced level • determines strengths and weaknesses of individual players and teams and psychologically prepares to apply tactics and strategies accordingly • communicates appropriately with team members, coaches, umpires and support staff throughout drills, activities, games and competitions, and responds to feedback • reviews own and team's performance to identify strengths and areas requiring improvement or modifications.
Context of and specific resources for assessment	Assessment must also ensure access to: • netball training and competition facilities • equipment such as netballs, goal posts, uniforms and positional bibs. • groups of advanced level netball players to train and play with and against • an accredited coach who has achieved advanced status to instruct and address players • support staff and scorers • umpires qualified to manage at least an advanced level players' game • rules of netball • current relevant regulation ,player policies, procedures and codes that apply to participation in game strategy and tactical netball activities.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance of advanced level tactical skills with speed and accuracy during drills, activities, games and competitions • oral or written questioning to assess knowledge of relevant rules, regulations and policies and how game strategies and tactics impact on compliant play • evaluation of third-party reports from coaches or umpires detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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for example:

- SISSNTB306A Use advanced level netball skills
- SISSNTB203A Participate in conditioning for netball.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Strengths and weaknesses may relate to:

- fitness components:
  - speed
  - agility
  - balance
  - endurance
  - strength
  - power
  - flexibility
  - repeated sprint ability
- height
- ability to successfully implement unit work and set team plays
- skills in attack and defence .

Drills and activities may involve:

- developing tactical skills through appropriate sequencing of skills
- progressive skill acquisition in netball tactics
- progressive development of team game strategy
- breaking down game strategy and tactical skills
- coordinated positional plays
- modifying game strategy and tactical skills
- warm ups and cool downs.

Game strategy may involve:

- roles of individual players in the game strategy
- patterns of play in attack and defence
- attacking systems of play
- defending systems of play

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	• set team plays • situational plays specific to stages of match • positions and match-ups • area defence versus one on one • identifying strengths and weaknesses of opposition game strategies and tactics and use of counter tactics.

Tactics may involve:	• unit work between:
	  • Goal Shooter&Goal Attack
	  • Wing Attack and Centre
	  • Centre and Wing Defence
	  • Goal Defence and Goal Keeper
	• centre passes both in attack and defence
	• throw-ins
	• penalty passes and shots
	• free passes
	• plays to maximise weaknesses in opposition team plays
	• plays to counter strengths in opposition team plays
	• countering tactics to diminish or negate opposition player strengths such as double defending.

Communication systems may include:	• calls • hand signals • eye signals • signs • codes for different plays.
Psychological techniques may include:	• goal setting • visualisation • relaxation techniques • intrinsic motivation • motivation techniques • focusing.
Regulations may relate to:	• occupational health and safety (OHS) legislation • terms and conditions of permits from land management authorities or local council • terms and conditions of authorities or permissions from netball clubs or associations • environmental protection regulations.
Policies and procedures may	• risk management

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involve:	• safety • management of current or recurring injuries and illnesses • conflict resolution • in game communication procedure • use, care and maintenance of equipment and court • training and scheduling commitments • Australian Sports Commission Harassment-free Sport policy • Netball Australia's Member Protection Policy • Netball Australia Anti-doping policy • Netball Australia's Junior Policy.

Statistics may include:	• playing statistics for own team and opposition:
	  • shooting
	  • penalties
	  • errors and turnovers
	  • interceptions
	  • number of goals scored from own centre passes
	  • number of goals scored from turnovers and interceptions
	• rebounds.

Unit Sector(s)

Sport

Competency Field

Netball

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SISSNTB306A Use advanced level netball skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required by players to participate in netball activities at an advanced level. It requires the ability to prepare for and participate in drills, activities, games and competitions using advanced level skills and to review and evaluate self and team performance.

Application of the Unit

This unit applies to senior and experienced netball players who compete at a local, regional or state level. They are closely monitored by their coach. It may also apply to those in sports development or netball coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Prepare for drills, activities, games and competitions.	1.1. Seek information on and comprehend the role of the coach and support staff in developing advanced player skills for netball games. 1.2. Participate in discussions on individual and team ***strengths and weaknesses*** to improve individual and team skills in advanced games. 1.3. Seek and comprehend information on the ***basic biomechanical principles*** for netball players and apply these in playing activities to avoid injury. 1.4. Seek information ***on advanced skills of netball*** for individual player positions in attack and defence and use skills in-game.
2. Participate in drills, activities, games and competitions.	2.1. Safely participate in netball ***drills and activities***, ***games and competitions*** to an advanced level. 2.2. Interpret International Federation of Netball Associations' Rules of Netball, ***regulations***, ***policies and procedures*** and apply to netball activities. 2.3. Link and perform the advanced level skills of netball to form a sequence of movements in competition conditions. 2.4. Maintain ***effective communication*** with team members and coach during drills, activities, games and competitions.
3. Review performance of advanced skills.	3.1. Participate in post-activity discussions and evaluate strengths and weaknesses of self and other players. 3.2. Review performance of advanced skills utilised in drills, activities and games, identify strengths and areas requiring improvement and discuss with team and coach. 3.3. Identify own personal progress and satisfaction with performance of advanced skills and provide feedback to team and coach. 3.4. Identify ***conditions and external influences*** affecting conduct of activities and identify contingency strategies to improve future sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills on and off the netball court to:
  - actively participate in pre-activity briefings
  - read play and predict other player's intentions and movements
  - use calls, hand signals, eye signals and other communication methods to interact with players in-game
  - communicate with coaching staff to determine instructions and discuss skills development issues
  - discuss and clarify positions, rules and required skills
  - seek feedback and instructions from team members, coaches, support staff and umpires
  - provide feedback on self and team performance
- literacy skills to access, interpret and comprehend netball rules and the content of relevant player policies and procedures
- numeracy skills to calculate effective time use during drills, activities and games
- teamwork skills to:
  - encourage and support team members
  - respect other player's decisions
  - participate effectively in team training activities and games
- problem-solving skills to:
  - respond appropriately to changing conditions during training and game situations
  - to resolve disputes related to the conduct or outcome of a game
- self-management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals
- analytical skills to discuss and evaluate strengths and weaknesses of self and other players and to monitor self progression
- player attack and defence skills to participate in netball activities at an advanced level.

Required knowledge

- the existence and basic aspects of occupational health and safety legislation
- terms and conditions that apply to player use of and behaviour at private and public netball facilities and gyms
- the essential elements of player policies, procedures and codes for appropriate participation in netball activities
- the complete content of rules applicable to the game of netball
- the on court roles and responsibilities of all netball positions
- the essential features and use of advanced level netball skills
- the basic aspects of biomechanical principles to enable safe and effective

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performance of advanced netball skills
- the key characteristics and use of equipment used in advanced level netball drills, activities and games
- the essential elements and appropriate use of communication systems used by players, coaches, support staff and umpires during netball drills, activities and games
- self-reflection principles to enable effective self-evaluation for future improvement.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • performs advanced level skills relevant to positional requirements and conditions on sufficient occasions to demonstrate competency and consistency of performance • utilises knowledge of advanced level netball skills and relevant rules, regulations and policies when playing at an advanced level • communicates appropriately with team members, coaches, umpires and support staff throughout drills, activities, games and competitions, and responds to feedback • reviews own and team's performance to identify strengths and areas requiring improvement or modifications.
Context of and specific resources for assessment	Assessment must also ensure access to: • netball training and competition facilities • equipment such as netballs, goal posts, uniforms and positional bibs. • groups of advanced level netball players to train and play with and against • an accredited coach who has achieved advanced status to instruct and address players • support staff and scorers • umpires qualified to manage at least an advanced level players' game

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- rules of netball
- current relevant regulation, player policies, procedures and codes that apply to participation in netball activities, games and competitions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance of advanced level skills with speed and accuracy during drills, activities, games and competitions
- oral or written questioning to assess knowledge of relevant rules, regulations and policies
- evaluation of third-party reports from coaches or umpires detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSNTB305A Use advanced level tactics and game strategy in netball play
- SISSNTB203A Participate in conditioning for netball.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Strengths and weaknesses may relate to:

- fitness components:
  - speed
  - agility
  - balance
  - endurance
  - strength
  - power
  - flexibility
  - repeated sprint ability
- height
- ability to successfully implement unit work

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	and set team plays • skills in attack and defence .
Basic biomechanical principles may include:	• balance • motion • force • momentum • power.

Advanced skills of netball may include:	• ball handling - passing on the move
	• attacking skills:
	  • screens
	  • creating space for self and others
	  • reading the play - vision, anticipation and body cues
	  • timing
	• defending skills:
	  • one-on one including switching and sagging
	  • two on one
	  • defending off the player
	• shooting technique:
	  • step in, back and to the side
	• shooting unit:
	  • shooter to shooter pass
	  • leads
	  • circle exit and entry
	• Wing Attack centre unit:
	  • feeding the circle
	  • driving onto the circle
	  • holding around the circle
	• Centre Wing Defence unit:
	  • working together to keep attackers off the circle
	  • defence around the circle
	• Defence Unit:
	• split circle

Drills, ***activities*** may involve:	• developing advanced skills through appropriate sequencing of skills • progressive skill acquisition • breaking down skills • modifying skill drills • coordinated positional plays

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	• warm-ups and cool-downs.
Games and competitions may include:	• simulated games • competition games • modified games to meet specific player and team needs • practice matches to develop advanced skills.
Regulations may relate to:	• occupational health and safety (OHS) legislation • terms and conditions of permits from land management authorities or local council • terms and conditions of authorities or permissions from netball clubs or associations • environmental protection regulations.
Policies and procedures may involve:	• risk management • safety • management of current or recurring injuries and illnesses • conflict resolution • communication protocols • use, care and maintenance of equipment and court • training and scheduling commitments • Australian Sports Commission Harassment-free Sport policy • Netball Australia's Member Protection Policy • Netball Australia Anti-doping policy • Netball Australia's Junior Policy.
Effective communication may involve:	• calls • hand signals • eye signals.
Conditions and external influences may include:	• environmental and weather conditions • other facility users • spectators • parents • umpires and administrators • other coaches.

Unit Sector(s)

Sport

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Competency Field

Netball

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SISSNTB407A Teach intermediate level netball skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach players intermediate netball skills. It requires the ability to plan, conduct and evaluate drills, activities, and games which focus on player development of the intermediate skills of netball.

Application of the Unit

This unit applies to those netball coaches known as Development Coaches who operate autonomously at a local or regional level to plan and implement training sessions and games to develop intermediate level netball skills for players at both a junior and senior level.

Licensing/Regulatory Information

Netball Australia governs the game of Netball in Australia through its affiliated network of member organisations. The netball sector recommends that teams engage only accredited coaches who participate in Netball Australia's National Coaching Accreditation Scheme (NCAS).

Netball Australia has specific training and assessment requirements for the industry accreditation of coaches. Those developing training and assessment to support this unit should undertake consultation with Netball Australia, acting as the industry occupational registration body, to determine any specific arrangements for courses, trainers and assessors and any partnership arrangements which will facilitate RPL for candidates to achieve coach registration status as a Development Coach.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan intermediate level netball sessions.	1.1. Identify and assess ***participants' needs and characteristics*** to plan tailored netball sessions. 1.2. Identify and assess participants' ***readiness*** and current knowledge of netball to determine ***session aims and objectives***. 1.3. Develop a ***plan*** to meet participants' needs in accordance with relevant ***regulations***, ***organisational policies and procedures*** 1.4. Identify risks and incorporate ***safety procedures*** to manage the risks associated with netball ***drills***, ***activities*** and ***games***. 1.5. Access and select ***location***, ***equipment*** and ***resources*** and check to ensure safety and suitability.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the netball session in a manner understandable to participants. 2.2. Inform participants of known and anticipated ***risks***, safety procedures, responsible, safe and appropriate behaviour and the International Federation of Netball Associations' Rules of Netball. 2.3. Discuss, clarify and establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games. 2.4. Advise procedures for dealing with emergency and non-routine situations. 2.5. Encourage participants to ask questions and seek feedback during the briefing and the session.
3. Conduct intermediate level netball sessions.	3.1. Use ***teaching and coaching techniques*** appropriate to the needs of participants to develop players' ***intermediate netball skills*** in attack and defence and to impart ***required player knowledge***. 3.2. Conduct the coaching session according to ***accepted***

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ELEMENT	PERFORMANCE CRITERIA
	best practice in netball coaching and ***endorsed standards promoted by sporting organisations***.
	3.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury.
	3.4. Use netball drills and activities in practice sessions to progress player skills to game situations.
	3.5. Monitor individual ***participant's performance*** and maintain effective communication during intermediate netball drills, activities and games.
	3.6. Observe participants during intermediate netball drills, activities and games, and adjust or refine individual or group technique as required.
	3.7. Allow time for and conduct cool down activities at the end of the session.
4. Complete post-session responsibilities.	4.1. Inform participants of opportunities to further develop their intermediate level netball skills.
	4.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and encourage their feedback and questioning.
	4.3. Evaluate ***relevant aspects*** of netball session and determine the level of learning achieved.
	4.4. Identify areas of improvement for future netball sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an intermediate netball session that meets their needs
  - fully brief participants in all aspects of the session
  - interact with participants to create a safe and positive team environment
  - give and receive feedback
- literacy skills to:
  - produce basic written plans for netball sessions
  - complete simple written post-session evaluation reports on the quality of player

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and self participation in the session
    - complete forms to apply for permission or permits to use a suitable location or court
- numeracy skills to manage time within session timeframes when delivering a series of drills, activities and games
- problem-solving skills to:
    - plan suitable netball sessions according to participant's needs and characteristics
    - address participant difficulties in developing intermediate level skills and techniques
    - anticipate and respond appropriately to non-routine situations
    - resolve disputes related to the conduct or outcome of a game
- planning and organisational skills to:
    - source, allocate and coordinate resources, equipment and a suitable location
    - organise participants into manageable groups for netball drills, activities and games
- analytical skills to monitor and evaluate player and self progression
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- personal intermediate level netball skills to a high level of technical correctness to:
    - understand progressive skill acquisition
    - demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- regulations that apply to the use of private and public netball facilities and gyms
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- the existence and basic aspects of occupational health and safety legislation
- risks associated with training for and playing netball and techniques to manage these
- emergency response and rescue procedures appropriate for netball, to ensure risk minimisation to self and group
- the complete content of endorsed standards promoted by sporting organisations
- the complete content of organisational policies and procedures for conducting coaching sessions
- the complete content of rules applicable to the game of netball
- the on court roles and responsibilities of all netball positions
- the key features of netball related injuries, a range of physical and motor performance abilities and player fitness levels to analyse the readiness of participants to engage in progressive skills acquisition
- formats, styles for and inclusions of basic plans used by netball coaches and the organisation in particular

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- the essential features and usage of accepted best practice techniques for coaching netball
- the essential features and usage of teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- the essential features and use of intermediate level netball skills and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- the key characteristics and use of equipment and technological aids used in the development of intermediate level netball skills
- the essential elements and appropriate use of communication systems used between players, coaches, umpires and support staff during intermediate netball drills, activities and games.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- conducts multiple and diverse safe drills, activities and games that reflect the needs and characteristics of a diverse range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.
- plans and delivers precise relevant information, explanations and demonstrations for intermediate level netball sessions to ensure activities are conducted safely and according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the intermediate level skills of netball
- uses netball drills and activities in practice sessions to progress player skills to game situations
- uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

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Context of and specific resources for assessment	Assessment must ensure access to: • resources and information on participants and location to accurately plan, coach and document netball sessions for a variety of participants • netball training and competition facilities • equipment such as netballs, uniforms, bibs, appropriate footwear and goal posts • a group of intermediate participants to take part in the netball sessions • umpires qualified to manage at least a intermediate level players' game • support staff and scorers • rules of netball • current relevant regulations, policies, procedures and codes that apply to coaching intermediate netball skills.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning processes, such as talking with participants to determine their needs and characteristics • oral or written questioning to assess knowledge of relevant rules, regulations and policies • observation of safe netball coaching to an intermediate level and monitoring and adjusting activities that meet participant's needs, characteristics and responses • evaluation of portfolios of session plans and self and player evaluations • evaluation of third-party reports from coaches or umpires detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISSNTB408A Teach intermediate level netball tactics and game strategy.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different

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work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants' needs and characteristics may relate to :	• age • maturity for age • preferences or protocols of different cultures, nationalities and religions • player motivation for participation • compatibility between players in match situations.
Readiness may involve:	• previous experience in team sports, especially netball • current netball skills and knowledge of applicable rules • emotional capability to deal with competing in a game • fitness levels and physical capabilities • motor performance factors • current or recurring injuries and illnesses.
Session aims and objectives may include:	• progressive skill acquisition during drills, activities and games • improvement of individual player skills • improvement of teamwork skills • improvement of player fitness • management of player injury.
Plan may include:	• session aims and objectives • date, time and duration • location • coach and participant ratios • resources required • equipment required • tailored drills, activities and games • activities to progress playing skills to game situations.
Regulations may relate to:	• occupational health and safety (OHS) legislation • permits from land management authorities or local council • authority or permission from netball clubs or associations • privacy legislation

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	• working with children checks • environmental protection regulations.
Organisational policies and procedures may involve:	• risk management • safety • management of players' current or recurring injuries and illnesses • conflict resolution • in game communication procedure • use, care and maintenance of equipment and court • training and scheduling commitments • code of ethics • harassment-free sports policies.
Safety procedures may include:	• group management in emergency situations • prevention, symptoms and first aid treatment of common netball injuries • management of players' current or recurring injuries and illnesses • equipment checking and usage • court safety • safe and clear communication systems.
Drills, ***activities*** may involve:	• developing skills through appropriate sequencing of skills • progressive skill acquisition • breaking down skills • modifying skill drills. • coordinated positional plays • warm-ups and cool-downs.
Games may include:	• simulated games to develop intermediate skills • competition games • modified games to meet specific player and team needs • practice matches to develop intermediate skills.

Location may include:	• netball courts:
	  • indoor
	  • outdoor
	  • off court locations such as gyms.

Equipment may include:	• netballs • uniforms • appropriate footwear • positional bibs

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Resources may include:	• whistles • stop watches • cones • goal posts. • teaching and coaching tools • visual media equipment • food and water • first aid kit.
Relevant information may relate to:	• objectives of the session • skills focus of the session • equipment and resource requirements, selection and use • responsible and safe behaviour.

Risks may include:	• collisions
	• injuries including:
	  • fractures
	  • dislocations
	  • sprains
	  • strains
	• exhaustion
	• dehydration.

Communication systems may include:	• calls • hand signals • eye signals.
Teaching and coaching techniques may include:	• demonstration • breaking down intermediate skills into components • progressing through and linking skills • monitoring and observing progress • fault detection • assessment of participants' skills • providing positive reinforcement and feedback during and after drills, activities and games.

Intermediate skills of netball may include:	• game sense and decision making at an intermediate level
	• one and two hand catch
	• throwing:
	  • chest pass
	  • shoulder pass
	  • bounce pass
	  • overhead pass

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- lob pass
- fake or baulk pass

- footwork and movement skills:
  - take off and sprint
  - change of pace
  - one and two foot landing
  - inside pivot
  - outside pivot
  - movement patterns in combination
- attacking skills:
  - straight lead
  - lead and drop
  - single dodge
  - double dodge
  - change of direction
  - hold
  - split and re-offer
  - double play
  - clear and drive
  - front cut
  - roll and half roll
- one on one defending:
  - interception
  - recovery
  - hands over
  - positioning at front, side and behind
  - repositioning
  - first ball pressure to a contest
  - dictating or denying space
  - defence of goal shot through leaning, jumping and blocking out
- goal shooting methods in stationary and dynamic environments
- goal circle movements including rotation
- rebounding.

Required player knowledge may include:

- rules of netball
- organisational policies and procedures and those promoted by sporting organisations
- when to apply netball skills
- role of player positions

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	• basic biomechanical principles • strengths and weaknesses of opposition and own team • equipment selection, use and maintenance • communication systems used in netball • safety and risk management.
Accepted best practice in netball coaching may include:	• positive role modelling • good sportsmanship • preventative practice to minimise safety risks and hazards • positivity when providing feedback on player performance.
Endorsed standards may include:	• Australian Sports Commission Harassment-free Sport policy • Netball Australia's Member Protection Policy • Netball Australia's Junior Policy • Netball Australia Anti-doping policy.
Participant's performance may include:	• use of appropriate communication systems • accuracy of skill • team participation • attitude and behaviour • ability to link and use the intermediate skills of netball.
Relevant aspects may include:	• the quality of own performance in the coaching session • effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participants' abilities • validity and reliability of coaching and assessment tools.

Unit Sector(s)

Sport

Competency Field

Netball

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SISSNTB408A Teach intermediate level netball tactics and game strategy

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and teach intermediate level overarching game strategy and player tactics. It requires the ability to plan, conduct and evaluate drills, activities, and games which focus on player development of the intermediate tactics of netball.

Application of the Unit

This unit applies to those netball coaches known as Development Coaches who operate autonomously at a local or regional level to plan and implement training sessions and games to develop intermediate level netball tactics and game strategy for players at both junior and senior level.

Licensing/Regulatory Information

Netball Australia governs the game of Netball in Australia through its affiliated network of member organisations. The netball sector recommends that teams engage only accredited coaches who participate in Netball Australia's National Coaching Accreditation Scheme (NCAS).

Netball Australia has specific training and assessment requirements for the industry accreditation of coaches. Those developing training and assessment to support this unit should undertake consultation with Netball Australia, acting as the industry occupational registration body, to determine any specific arrangements for courses, trainers and assessors and any partnership arrangements which will facilitate RPL for candidates to achieve coach registration status as a Development Coach.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop a game strategy and plan player and team tactics.	1.1. Identify and assess ***participants' needs and characteristics*** to plan a tailored game strategy and player tactics. 1.2. Develop a ***game strategy*** suitable for intermediate level players which targets the ***strengths and weaknesses*** of individual players. 1.3. Plan the use of individual and team ***tactics*** to counter strengths and maximise weaknesses of opposition players.
2. Plan netball sessions to develop player intermediate level tactics and game strategy.	2.1. Identify and assess participants' ***readiness*** and current knowledge of netball game strategy and tactics to determine ***session aims and objectives***. 2.2. Develop a ***session plan*** to meet participants' needs in accordance with relevant ***regulations***, ***organisational policies and procedures***. 2.3. Identify risks and incorporate ***safety procedures*** to manage the risks associated with netball ***drills***, ***activities*** and ***games***. 2.4. Select and access ***location***, ***equipment*** and ***resources*** according to organisational policies and procedures, and check to ensure safety and suitability.
3. Brief players in game strategy and tactics.	3.1. Communicate instructions and ***relevant information*** in a manner understandable to participants. 3.2. Inform participants of known and anticipated ***risks***, safety procedures, responsible, safe and appropriate behaviour and the International Federation of Netball Associations' Rules of Netball. 3.3. Discuss, clarify and establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games. 3.4. Advise procedures for dealing with emergency and non-routine situations.

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ELEMENT	PERFORMANCE CRITERIA
	3.5. Prepare players for intermediate netball games by using ***psychological techniques***.
	3.6. Encourage participants to ask questions and seek feedback during the briefing and the session.
4. Conduct netball drills, activities and games to develop player tactics and game strategy.	4.1. Use ***teaching and coaching techniques*** appropriate to the needs of participants to develop players' tactical skills in intermediate attack and defence activities and to impart ***required player knowledge***.
	4.2. Conduct the coaching session according to ***accepted best practice in netball coaching*** and ***endorsed standards promoted by sporting organisations***.
	4.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury.
	4.4. Use netball drills and activities in practice sessions to progress player tactical skills to game situations.
	4.5. Monitor individual ***participant's performance*** and maintain effective communication during intermediate netball drills, activities and games
	4.6. Observe participants during intermediate netball drills, activities and games, and adjust or refine individual or group technique as required.
	4.7. Conduct ***in-game analysis*** and implement relevant adjustments where required.
	4.8. Allow time for and conduct cool down activities at the end of the session.
5. De-brief players and evaluate the success of the session.	5.1. Inform participants of opportunities to further develop their player tactics and improve participation in the game strategy.
	5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and encourage their feedback and questioning.
	5.3. Evaluate ***relevant aspects*** of netball session and determine the level of learning achieved.
	5.4. Analyse individual and team performance and identify areas for improvement in developing game strategies and players' tactical performance.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- communication skills to:
  - consult with participants to plan an intermediate netball tactical session that meets their needs
  - read play and predict player's intentions and movements for own and opposition team members
  - convey information about the effective use of various game strategies and player and team tactics
  - fully brief players on the implementation of overarching game strategy, team and individual player tactics for netball games
  - discuss and clarify rules and the impact of tactics in complying
  - interact with participants to create a safe and positive team environment
  - seek feedback from team members, support staff and umpires
  - provide feedback on self and team performance in game strategy and player tactics
- literacy skills to:
  - produce basic written game strategies and plans for netball sessions
  - complete simple written post-session evaluation reports on the quality of player and self participation in the session
  - complete forms to apply for permission or permits to use a suitable location or court
- numeracy skills to:
  - calculate effective time use during drills, activities and games
  - calculate the time remaining to implement or adjust game strategy and tactics during games
  - interpret basic game statistics
- problem-solving skills to:
  - plan suitable intermediate level netball drills, activities and games according to participant's needs and characteristics
  - address participant difficulties in developing tactics and understanding game strategy
  - determine the strengths and weaknesses of the opposition and respond with appropriate tactics during a game
  - respond appropriately to changing conditions during training and game situations
- resolve disputes related to the conduct or outcome of a game
- planning and organising skills to:

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  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate short and long term progress
  - organise participants into manageable groups for intermediate netball drills, activities and games
- analytical skills to discuss and evaluate strengths and weaknesses of opposition team, self, own team players and to monitor team progression in the use of tactics
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- personal intermediate level tactical skills in attack and defence to to a high level of technical correctness to:
  - plan progressive skill acquisition:
  - demonstrate, explain and break down game strategy and tactical skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- regulations that apply to the use of private and public netball facilities and gyms
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- the existence and basic aspects of occupational health and safety legislation
- risks associated with training for and playing netball and techniques to manage these
- emergency response and rescue procedures appropriate for netball, to ensure risk minimisation to self and group
- the complete content of endorsed standards promoted by sporting organisations
- the complete content of organisational policies and procedures for conducting coaching sessions
- the complete content of rules applicable to the game of netball and how game strategies and tactics impact on compliant play
- the on court roles and responsibilities of all netball positions, their interrelationships in game strategy and the tactics that apply to particular positions
- the key features of netball related injuries, a range of physical and motor performance abilities and player fitness levels to analyse the readiness of participants to engage in progressive skills acquisition
- formats, styles for and inclusions of basic plans used by netball coaches and the organisation in particular
- the essential features and usage of accepted best practice techniques for coaching netball
- the essential features and usage of teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- the essential features and usage of overarching game strategies, such as patterns of play in attack and defence , to counteract the strengths of opposition teams and maximise the strengths of own team
- the essential features and use of team and player tactics and the use of different

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tactics to meet differing intermediate game conditions
- specific drills, activities and games that progressively develop skills in game strategy for teams and tactics for individual players and teams
- ***the key elements of psychological methods and techniques*** used in game preparation
- the key characteristics and use of equipment and technological aids used in the development of intermediate level tactical netball skills
- the essential elements and appropriate use of communication systems used by players, coaches, support staff and umpires to interact during the implementation of game strategy and tactics in netball play
- the key characteristics and use of netball game statistics.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts multiple and diverse safe drills, activities and tactical games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance. • plans and delivers precise relevant information, explanations and demonstrations to ensure all activities are conducted safely and according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop intermediate level attacking and defending tactics and game strategies • uses netball drills and activities in practice sessions to progress player tactical skills to game situations • uses and modifies coaching techniques, drills, activities and games to cater for a range of individual learning styles • evaluates and reflects on own coaching performance, game strategy and tactics to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for	Assessment must also ensure access to:

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assessment	• resources and information regarding participants and location to accurately plan, coach and evaluate intermediate netball drills, activities and games for a variety of participants • netball training and competition facilities • equipment such as netballs, goal posts, uniforms and positional bibs • a group of participants to take part in intermediate level netball sessions and games • support staff and scorers • umpires qualified to manage at least an intermediate level players' game • rules of netball • current relevant regulations, policies, procedures and codes that apply to coaching in game strategy and tactical netball activities.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning processes, such as talking with participants to determine their needs and characteristics • oral or written questioning to assess knowledge of relevant rules, regulations and policies and how game strategies and tactics impact on compliant play • observation of safe netball coaching to an intermediate level and monitoring and adjusting activities that meet participant's needs, characteristics and responses • evaluation of portfolios of game strategies, training session plans and self and player evaluations • evaluation of third-party reports from coaches or umpires detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISSNTB407A Teach intermediate level netball skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different

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work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants' needs and characteristics may relate to :	• age • maturity for age • preferences or protocols of different cultures, nationalities and religions • player motivation for participation • compatibility between players in match situations.

Game strategy may involve:	• roles of individual players in the game strategy
	• patterns of play in attack and defence
	• attacking systems of play
	• defending systems of play
	• set team plays:
	  • use of space
	  • concepts of width and depth
	• situational plays specific to stages of match
	• positions and match-ups
	• identifying strengths and weaknesses of opposition game strategies and tactics and development of counter tactics.

Strengths and weaknesses may relate to:	• fitness components:
	  • speed
	  • agility
	  • balance
	  • endurance
	  • strength
	  • power
	  • flexibility
	  • repeated sprint ability
	• height
	• ability to successfully implement unit work and set team plays
	• skills in attack and defence .

Tactics may involve:	• unit work between:
	  • Goal Shooter&Goal Attack
	  • Wing Attack and Centre
	  • Centre and Wing Defence

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- Goal Defence and Goal Keeper
- centre passes both in attack and defence
- throw-ins
- penalty passes and shots
- free passes
- plays to maximise weaknesses in opposition team plays
- plays to counter strengths in opposition team plays
- countering tactics to diminish or negate opposition player strengths such as double defending.

Readiness may involve:

- current knowledge of netball game strategy
- current netball tactical skills and knowledge of applicable rules
- emotional capability to deal with competing in a tactical game
- fitness levels and physical capabilities
- motor performance factors
- current or recurring injuries and illnesses.

Session aims and objectives may include:

- progressive acquisition of skills in netball tactics and game strategy during drills, activities and games
- improvement of individual player tactical skills
- improvement of teamwork tactical skills
- improvement of team game strategy
- improvement of player motivation and confidence in game strategy and tactics
- improvement of player fitness
- management of player injury.

Session plan may include:

- session aims and objectives
- date, time and duration
- location
- coach and participant ratios
- resources required
- equipment required
- tailored drills, activities and games designed to develop team game strategy and player tactics
- activities to progress tactical playing skills to game situations.

Regulations may relate to:

- occupational health and safety (OHS) legislation

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	• permits from land management authorities or local council • authority or permission from netball clubs or associations • privacy legislation • working with children checks • environmental protection regulations.
Organisational policies and procedures may involve:	• risk management • safety • management of players' current or recurring injuries and illnesses • conflict resolution • in game communication procedure • use, care and maintenance of equipment and court • training and scheduling commitments • code of ethics • harassment-free sports policies.
Safety procedures may include:	• group management in emergency situations • prevention, symptoms and first aid treatment of common netball injuries • management of players' current or recurring injuries and illnesses • equipment checking and usage • court safety • safe and clear communication systems.
Drills, ***activities*** may involve:	• developing tactical skills through appropriate sequencing of skills • progressive skill acquisition in netball tactics • progressive development of team game strategy • breaking down game strategy and tactical skills • coordinated positional plays • modifying game strategy and tactical skills • warm ups and cool downs.
Games may include:	• simulated games to develop intermediate tactical skills and game strategy • competition games • modified games to meet specific player and team needs • practice matches to develop intermediate tactical skills and game strategy.

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Location may include:	• netball courts:
	  • indoor
	  • outdoor
	• off court locations such as gyms.

Equipment may include:	• netballs • uniforms • appropriate footwear • positional bibs • whistles • stop watches • cones • goal posts.
Resources may include:	• teaching and coaching tools • visual media equipment • food and water • first aid kit.
Relevant information may relate to:	• the game strategy • tactics to be developed and used • tailored drills, activities and games designed to develop team game strategy and player tactics • objectives of the session • equipment and resource requirements, selection and use • responsible and safe behaviour.

Risks may include:	• collisions
	• injuries including:
	  • fractures
	  • dislocations
	  • sprains
	  • strains
	• exhaustion
	• dehydration.

Communication systems may include:	• calls • hand signals • eye signals • signs • codes for different plays.
Psychological techniques may include:	• goal setting • visualisation • relaxation techniques • intrinsic motivation

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	• motivation techniques • focusing.
Teaching and coaching techniques may include:	• demonstration • explanation • use of diagrams and drawings • focusing on the game strategy as a whole • focusing on single or multiple tactics • breaking down game strategy and tactics into components • breaking down complex tactics • progressing through and linking tactical skills • monitoring and observing progress • fault detection • assessment of participants' tactical skills • providing positive reinforcement and feedback during and after drills, activities and games.
Required player knowledge may include:	• rules of netball • ***o***rganisational policies and procedures and those promoted by sporting organisations • the essential features of the game strategy • the characteristics of netball tactics and when to use various tactics • role of player positions • basic biomechanical principles • strengths and weaknesses of opposition and own team • equipment selection, use and maintenance • communication systems used in netball • safety and risk management.
Accepted best practice in netball coaching may include:	• positive role modelling • good sportsmanship • preventative practice to minimise safety risks and hazards • positivity when providing feedback on player performance.
Endorsed standards may include:	• Australian Sports Commission Harassment-free Sport policy • Netball Australia's Member Protection Policy • Netball Australia's Junior Policy • Netball Australia Anti-doping policy.
Participant's performance may include:	• use of appropriate communication systems • accuracy of skill

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- implementation of the overall game strategy
- participation in team and individual tactics
- attitude and behaviour
- ability to link and use the tactics and cooperate with other team members.

In-game analysis may include:

- playing statistics for own team and opposition:
  - shooting
  - penalties
  - errors and turnovers
  - interceptions
  - number of goals scored from own centre passes
  - number of goals scored from turnovers and interceptions
  - rebounds
- psychological and motivational wellbeing of players
- strengths and weaknesses of own and opposition players.

Relevant aspects may include:

- the quality of own performance in the coaching session
- effectiveness of the teaching and coaching session
- suitability of teaching and coaching methods
- feedback provided to or by participants
- initial and final assessment of participants' abilities
- validity and reliability of coaching and assessment tools.

Unit Sector(s)

Sport

Competency Field

Netball

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SISSOGP301A Conduct games or competitions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to facilitate the outcome of a game or competition according to relevant rules and regulations. It includes the application of strategies to deal with disputes surrounding the outcome of the activity and self-reflection to review and analyse the conduct and outcomes of performance to modify and improve future performances.

Application of the Unit

This unit applies to those working in a sport and recreation environment at a local, state or national level. It applies to coaching personnel whose responsibilities may include supervising practice sessions for athletes or participants in a sport-specific training or competition setting including schools and local sporting clubs. It may also apply to those working as competition managers or program developers who may be asked to step in and facilitate a game or competition.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Access and interpret rules and regulations.	1.1. Identify the ***rules or regulations*** which are appropriate for the relevant ***game or competition***. 1.2. Interpret and analyse the rules or regulations for the relevant game or competition to promote consistency with national trends for the game or competition. 1.3. Clarify rules and regulations with ***appropriate personnel***.
2. Assess game or competition requirements.	2.1. Confirm participant status according to ***game or competition requirements***. 2.2. Check appropriate documentation prior to commencement of game or competition according to requirements. 2.3. Confirm that the environment, facilities and ***equipment*** meet game or competition requirements. 2.4. Confirm that ***risk analysis*** has been completed prior to the commencement of the game or competition according to ***organisational policies and procedures***.
3. Monitor the game or competition.	3.1. Maintain ongoing observation of the game or competition according to ***relevant legislation*** and ***best practice principles***. 3.2. Undertake observation with minimal disruption to the game or competition. 3.3. Respond to problems which arise during the game or competition without delay ***according to relevant legislation and organisational policies and procedures***.
4. Judge performance and outcomes.	4.1. Select relevant ***information*** on which to base ***decisions*** according to rules and regulations. 4.2. Judge performance and outcomes according to ***relevant legislation and best practice principles***. 4.3. Make decisions promptly within required timeframes and without influence of ***external sources***. 4.4. Apply cooperative approach to team judging ***decisions*** where appropriate. 4.5. Communicate decisions promptly according to rules

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ELEMENT	PERFORMANCE CRITERIA
	and regulations for the relevant game or competition and the level of competition.
	4.6. Manage the ***reactions*** of participants to decisions according to organisational policies and procedures.
5. Certify and endorse results.	5.1. Document results clearly and accurately within prescribed time frames and according to game or competition rules and regulations.
	5.2. Cross check results for verification prior to authorisation where required.
6. Deal with disputes.	6.1. Identify the ***causes of conflict***.
	6.2. Select and implement ***strategies for conflict resolution*** according to ***relevant legislation and organisational policies and procedures***.
	6.3. Explain ***strategies and procedures for conflict resolution*** to individuals involved and other ***relevant stakeholders*** where appropriate.
	6.4. Resolve ***disputes*** arising from the game or competition promptly.
	6.5. Record outcomes of dispute according to organisational policies and procedures and competition regulations.
7. Review and modify outcomes.	7.1. Review the activity in consultation with appropriate personnel.
	7.2. Evaluate own performance using ***self-reflection methods*** and identify potential improvements for future performances.
	7.3. Make modifications where required in response to ***feedback*** from ***support personnel and own self-reflection outcomes***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - elicit and confirm information from participants before the game or competition
  - clarify rules and regulations with appropriate personnel
  - communicate decisions clearly and accurately

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    - seek feedback from appropriate personnel on the conduct of the game or competition
- language and literacy skills to:
    - access and interpret information about the rules and regulations for the relevant game or competition
    - complete documentation in relation to game or competition outcomes and results
- problem-solving skills to:
    - respond appropriately to problems during or after the game or competition
    - apply strategies to resolve disputes related to the conduct or outcome of the competition or game
- planning and organising skills to identify game or competition requirements and confirm these are met
- self-management skills to review and reflect on own work performance in effectively conducting games and competitions according to rules and regulations and expectations of participants.

Required knowledge

- codes, rules and guidelines including conditions of participation and documentation required for the relevant competition or game to enable it to be conducted fairly and consistently
- relevant legislation to enable safe conduct of the competition or game
- self-reflection principles to enable effective self-evaluation for future improvement
- best practice principles to enable the game or competition to be conducted to the highest standard to meet participant expectations
- organisational risk management procedures to enable risks associated with games and competitions to be assessed and addressed so that activities can be undertaken safely
- organisational policies and procedures to enable games and competitions to be conducted safely and fairly
- conflict resolution strategies and procedures to enable disputes arising form the game or competition to be resolved fairly and to the satisfaction of those involved.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • utilises knowledge and interpretation of relevant

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competency in this unit	rules, regulations and competition requirements to conduct competitions or games responsibly, safely and ethically • applies effective negotiation and contingency management techniques to deal with problems or disputes that arise during or following the competition or game and makes adjustments in response to changing situations • observes and monitors the progress of the competition or game and makes decisions objectively within required time frames and communicates these to relevant personnel • seeks feedback from stakeholders and evaluates and reflects on own work performance to identify ways in which the conduct of games and competitions and benefits to participants can be improved.
Context of and specific resources for assessment	Assessment must ensure the conduct of multiple games or competitions to demonstrate competence and consistency of performance. Assessment must also ensure access to: • a sport sport-specific training or competition setting or environment • participants, equipment and facilities and support personnel in a competition setting or environment • rules and regulations and best practice principles for the relevant competitions or games • current organisational policies and procedures that impact on the conduct of competitions or games.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of conducting a competition or game with a range of participants, including making and communicating decisions • observation of dealing with contingencies such as disputes during or after the competition or game • oral or written questioning to assess knowledge of rules and regulations for the relevant competition or game • third-party reports from a supervisor detailing work performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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- sport-specific units of competency.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules or regulations may include:

- current relevant registration and accreditation
- age where applicable
- certification requirements
- membership.

Game or competition may include:

- event
- race
- carnival
- match
- game
- demonstration
- test
- performance
- trial
- try out.

Appropriate personnel may include:

- coaches
- officials.

Game or competition requirements may include:

- rules, regulations and guidelines
- standard of facilities and equipment.

Equipment may include:

- fixed pieces of apparatus
- individual equipment required to manage the competition
- personal protective or non-protective clothing or attire
- technical
- audiovisual
- safety.

Risk analysis may include:

- risk identification
- risk assessment
- design of risk elimination or reduction plan
- implementation of the plan

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	• constant evaluation and modification of the plan.
Organisational policies and procedures may include:	• occupational health and safety (OHS) • complaints • conflict resolution • reporting and record keeping • communication protocols • decision making processes.
Relevant legislation may include:	• OHS • equal opportunity.
Best practice principles may include:	• the activity's officials code of conduct • the Australian Sports Commission Officials Code of Conduct • national organisation regulations and guidelines • relevant national, state, territory or local government regulations and guidelines.
Information may include:	• infringements • scoring • competitor positioning.
Decisions may include:	• incremental during an event or activity • at completion.
External sources may include:	• other facility users • coaches • spectators • parents or guardians • peers • media.
Reactions may include:	• queries about decisions • appeals against decisions • abuse towards official and opponent • abuse of equipment.
Causes of conflict may include:	• lack of information • ineffective communication • frustration • provocation • sledging.
Strategies for conflict resolution may include:	• identification • avoidance • negotiation.
Relevant stakeholders may	• players

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include:	• coaches • administrators • parents or guardians • supporters.
Disputes may include:	• disagreement with or questioning of results • official protests • appeals.
Self-reflection methods may include:	• diary or journal • mentoring • strengths and weaknesses.
Feedback may include:	• verbal • written • visual • tactile.

Unit Sector(s)

Sport

Competency Field

Officiating General Principles

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SISSOGP402A Conduct a fitness and recovery program for officials

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to apply the principles of training and recovery to plan, implement and evaluate a fitness and recovery program for sports officials.

Application of the Unit

This unit applies to those working autonomously within supervisory roles in a sport and recreation environment. It applies to personnel who are responsible for planning, implementing and evaluating sport programs and activities to develop sports staff. This may include those working in a sports development role such as program developers.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare a fitness and recovery program.	1.1. Access and analyse information pertaining to the body's ***responses to injury*** for the specific activity. 1.2. Access and analyse relevant and current information from a range of ***sources*** in relation to ***recovery training techniques*** for the specific activity. 1.3. Establish the symptoms and causes of stress in officials. 1.4. Conduct a ***training needs analysis*** in consultation with officials and according to ***organisational policies and procedures***. 1.5. Identify and access ***resources*** required for the program according to organisational policies and procedures. 1.6. Prepare and document a ***fitness and recovery program*** for the specific activity.
2. Implement and manage the training and recovery program.	2.1. Establish a process to monitor and manage ***issues*** related to the program in consultation with the official. 2.2. Apply ***components of fitness program*** for the official according to training needs analysis and ***relevant legislation***. 2.3. Monitor components of the program and modify as required. 2.4. Provide and coordinate ***support needs*** where adjustments to the program cause difficulty. 2.5. Assist officials to apply recovery techniques after training or officiating according to organisational policies and procedures.
3. Evaluate fitness and recovery program.	3.1. Develop and implement evaluation methods to review the program in consultation with officials, according to organisational policies and procedures. 3.2. Adjust the fitness and recovery program in response to recommendations to better meet the needs of officials. 3.3. Review own performance in conducting fitness and recovery programs and identify potential improvements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - build rapport with officials
  - elicit information to conduct a training needs analysis
  - conduct a fitness and recovery program using appropriate communication techniques
  - seek feedback from officials on the effectiveness of programs
- language and literacy skills to:
  - access and interpret information on responses to injury and recovery training principles,
  - document a training needs analysis
  - develop and document a suitable fitness and recovery program
- problem-solving skills to assess effectiveness of fitness and recovery programs for officials and to modify accordingly
- planning and organising skills to plan, resource and manage a fitness and recovery program within appropriate timelines
- self-management skills to:
  - review and reflect on own performance
  - identify required improvements.

Required knowledge

- principles of physical and psychological fitness training to enable an effective program to be designed to facilitate the development of these fitness components for officials
- principles of recovery training to implement effective programs to aid in recovery times to enable optimal officiating performances
- evaluation methods to enable the achievement of continuous improvement in programs for officials
- major body systems such as the body's energy systems, bones, joints muscles and their function to enable the selection, implementation and adjustment of appropriate recovery techniques to meet the needs of officials
- anatomical terminology when conveying information to officials about injury and recovery techniques and their impact on the body
- the safe and effective use of fitness and recovery equipment to enable incorporation of equipment use within the fitness and recovery program as appropriate
- organisational policies and procedures to enable the safe delivery of fitness and recovery programs
- information sources regarding injury and recovery to inform the development of appropriate programs
- conflict resolution strategies to enable appropriate responses to officials'

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frustrations
- performance parameters required to officiate in the specific activity to enable the development of an appropriate fitness and recovery program to meet performance requirements
- techniques to conduct a training needs analysis.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • acquires, selects and adapts information on fitness and recovery training techniques for specific sports • conducts a training needs analysis to inform the development of fitness and recovery programs to meet the needs of officials • organises resources to implement fitness and recovery programs for officials • monitors responses to the program and modifies relevant program components as appropriate.
Context of and specific resources for assessment	Assessment must ensure preparation, implementation and evaluation of a recovery program for officials that is relevant to the candidate's current or intended work environment and is of sufficient breadth and duration to demonstrate competency and consistency of performance Assessment must also ensure access to: • sport-specific training or competition setting or facility • officials and resources to implement fitness and recovery programs • sources of information about fitness and recovery methods and programs • current organisational policies and procedures that impact on the implementation of fitness and recovery programs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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- observation of interaction with officials, including discussions regarding fitness and recovery needs and implementation of fitness and recovery programs as part of training or following officiating duties
- observation of consultation with officials to review fitness and recovery programs and responses to support them to optimise subsequent officiating performances
- oral or written questioning to assess knowledge of fitness and recovery training techniques
- portfolio containing evidence of a training needs analysis and appropriate fitness and recovery program
- third-party reports from managers detailing examples of interactions and discussions with officials such as the implementation and monitoring of appropriate fitness and recovery programs.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Responses to injury may include:

- physiological
- psychological
- physical.

Sources may include:

- sporting bodies
- sponsors
- other coaches
- government bodies
- support services.

Recovery training techniques may include:

- hydrotherapy
- self-massage
- stretching
- physical relaxation
- emotional recovery.

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Training needs analysis may include:	• past performances • discussion with officials • physical ability tests and assessments • trial • performances in familiar environment • performances in unfamiliar environment.
Organisational policies and procedures may include:	• occupational health and safety (OHS) • codes of conduct • duty of care • confidentiality • resource allocation • ***industry codes and standards***.
Resources may include:	• physical • equipment • indoor or outdoor facilities • Australian Sports Commission fitness and recovery resources.
Fitness and recovery program may include:	• support required • goals identified • strategies for achievement of goals.
Issues may include:	• time availability • financial resources • interpersonal relationships • anger and stress management • detraining • health • loss of support • self-discipline.
Components of fitness program may include:	• strength • speed • endurance • power • flexibility • concentration • arousal levels • pressure control.
Relevant legislation may include:	• OHS • equal opportunity.
Support needs may include:	• training facilities • equipment • finance

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- transport
- management or specialist support
- counselling.

Unit Sector(s)

Sport

Competency Field

Officiating General Principles

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SISSRGL201A Use intermediate level Rugby League game skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required by players to participate in Rugby League competitions at an intermediate level according to the International Laws of Rugby League. It requires the ability to prepare for and participate in drills, activities and competition games at an intermediate level and to review and evaluate self and team performance.

Application of the Unit

This unit applies to Rugby League players who compete in youth teams at a high school and community level using the International Laws of Rugby League.

Players progress, from the modified games designed for juniors between the ages of six and twelve, at the age of thirteen to play Junior International Rugby League. They progressively achieve the intermediate Rugby League game skills described by this unit. They are closely guided by their coaches.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for Rugby League drills, activities, games and competitions.	1.1. Seek information on and comprehend the role of the coach and support staff in developing player skills at an intermediate level for Rugby League games. 1.2. Participate in discussions on individual and team ***strengths and weaknesses*** to improve individual and team skills to an intermediate level for games. 1.3. Seek and comprehend information on the ***basic biomechanical principles*** for Rugby League players and apply these in playing activities to avoid injury and improve performance. 1.4. Seek information on the ***intermediate level skills of Rugby League*** for team and individual player positions in attack and defence and use these skills in game-related activities and matches.
2. Participate in intermediate Rugby League drills, activities, games and competitions.	2.1. Safely participate in Rugby League ***drills and activities***, ***and games*** to an intermediate level. 2.2. Interpret the International Laws of Rugby League and the Australian Rugby League SafePlay Code, ***regulations***, ***policies and procedures*** and apply to Rugby League activities. 2.3. Link and use the skills of Rugby League to form a sequence of movements in competition conditions to an intermediate level. 2.4. Maintain ***effective communication*** with team members and coach during drills, activities, games and competitions.
3. Review performance of intermediate skills.	3.1. Participate in post-activity discussions and evaluate strengths and weaknesses of self and other players. 3.2. Review performance of intermediate skills utilised in drills, activities and games, identify areas requiring improvement and discuss with team and coach. 3.3. Identify own personal progress and satisfaction with performance of intermediate skills and provide feedback to team and coach. 3.4. Identify ***conditions and external influences*** affecting conduct of activities and identify contingency strategies to improve future sessions.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills on and off the Rugby League field to:
  - actively participate in pre and post-activity briefings
  - interpret play and predict other player's intentions and movements
  - use calls, hand signals, eye signals, signs and other communication methods to interact with players in-game
  - communicate with coaching staff to determine instructions and discuss skill development issues
  - discuss and clarify positions, required skills and the International Laws of Rugby League
  - seek feedback and instructions from team members, coaches, support staff and referees
  - provide feedback on self and team performance
- literacy skills to access, interpret and comprehend the International Laws of Rugby League and the content of relevant player policies and procedures
- numeracy skills to calculate effective time use during drills, activities and games
- teamwork skills to:
  - encourage and support team members
  - share the ball with others
  - respect other player's decisions
  - participate effectively in team training activities and games
- problem-solving skills to:
  - respond appropriately to changing conditions during training and game situations
  - resolve disputes related to the conduct or outcome of a game
- self-management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals
- analytical skills to discuss and evaluate strengths and weaknesses of self and other players and to monitor self progression
- player attack and defence skills to participate in Rugby League team activities at an intermediate level.

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Required knowledge

- the existence and basic aspects of occupational health and safety legislation
- terms and conditions that apply to player use of, and behaviour at, private and public Rugby League facilities and gyms
- the essential elements of player policies, procedures and codes for appropriate participation in Rugby League activities
- the complete content and differing interpretations of the International Laws of Rugby League
- the on-field roles and responsibilities of all Rugby League positions
- the essential features and use of intermediate level Rugby League skills
- the basic aspects of biomechanical principles to enable safe and effective performance of intermediate Rugby League skills
- the key characteristics and use of equipment used in intermediate level Rugby League drills, activities and games
- the essential elements and appropriate use of communication systems used by players, coaches, support staff and referees during Rugby League drills, activities and games
- self-reflection principles to enable effective self-evaluation for future improvement.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- performs skills at an intermediate level which are relevant to positional requirements and conditions on sufficient occasions to demonstrate competency and consistency of performance
- utilises knowledge of intermediate level Rugby League game skills and relevant rules, regulations and policies when playing at an intermediate level
- communicates appropriately with team members, coaches, referees and support staff throughout drills, activities, games and competitions, and responds to feedback
- reviews own and team's performance to identify strengths and areas requiring improvement or modifications.

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Context of and specific resources for assessment	Assessment must ensure access to: • Rugby League training and competition facilities • equipment such as senior Rugby League training or match balls, uniforms, appropriate footwear and personal protective equipment • groups of intermediate level Rugby League players to train with and play against • a coach to instruct and address players • support staff, such as physiotherapists and scorers • referees qualified to manage a match using the International Laws of Rugby League • International Laws of Rugby League • current relevant regulation, player policies, procedures and codes that apply to participation in Rugby League activities, games and competitions.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance of intermediate level Rugby League skills during drills, activities, games and competitions • oral or written questioning to assess knowledge of relevant laws, regulations and policies • evaluation of third-party reports from coaches or referees detailing player performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISSRGL202A Use intermediate level tactics and game strategy in Rugby League play • SISSRGL203A Participate in conditioning for Rugby League.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Strengths and weaknesses may relate to:

- fitness components:
  - speed
  - agility
  - balance
  - endurance
  - strength
  - power
  - flexibility
- height
- weight
- ability to successfully implement set team plays
- ability to use deception and predication
- skills in attack and defence .

Basic biomechanical principles may include:

- balance
- motion
- force
- momentum
- power
- speed
- agility
- flexibility

Intermediate level skills of Rugby League may include:

- game sense and decision making at an intermediate level
- body protection
- running
- ball handling:
  - catching
  - passing left and right
  - spin and pass
  - hit, spin and pass
  - running with and without the ball in possession
  - playing the ball
- ruck plays
- kicking:
  - drop kicks
  - place kicks
  - grubber
  - stab kicks
  - orthodox types punt kicks

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- scrummaging:
  - formation and or binding
  - feet placement
  - pushing
  - breaking
  - safe scrummaging play according to SafePlay Code
- attack skills:
  - dummy half running
  - evasion at contact, e.g. hit and spin
  - sidestep
  - swerve
  - change of pace
- tackling:
  - upright at contact (tackler or tacklee)
  - side-on
  - front-on (blocking)
  - from behind.

Drills, ***activities*** may include:

- developing skills to an intermediate level through appropriate sequencing of skills
- progressive skill acquisition
- breaking down skills
- modifying skill drills
- coordinated positional plays
- warm-ups and cool-downs.

Games may include:

- those using the ARL International Laws of Rugby League
- simulated games
- competition games
- games, modified from a variety of sources, to meet specific player and team needs
- practice matches to develop skills to an intermediate level.

Regulations may relate to:

- occupational health and safety (OHS) legislation
- terms and conditions of permits from land management authorities or local councils
- terms and conditions of authorities or permissions from Rugby League clubs or associations
- environmental protection regulations.

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Policies and procedures may involve:	• risk management • safety • management of past, current or recurring injuries and illnesses • conflict resolution • communication protocols • use, care and maintenance of equipment and field • training and scheduling commitments • Australian Sports Commission Harassment-free Sport policy • Australian Sports Commission Junior Sport policy • Australian Rugby League Anti-doping Policy • Australian Rugby League Codes of Conduct.
Effective communication may involve:	• calls • hand signals • eye signals • signs • nods • gestures.
Conditions and external influences may include:	• environmental and weather conditions • other facility users • spectators • parents • referees and administrators • other coaches.

Unit Sector(s)

Sport

Competency Field

Rugby League

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SISSRGL202A Use intermediate level tactics and game strategy in Rugby League play

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required by players to use overarching game strategy and player tactics in Rugby League activities at an intermediate level. It requires the ability to prepare for and participate in drills, activities and games using intermediate level game strategy and tactical skills and to review and evaluate self and team tactical performance.

Application of the Unit

This unit applies to Rugby League players who compete in youth teams at a high school and community level using the International Laws of Rugby League.

Players progress, from the modified games designed for juniors between the ages of six and twelve, at the age of thirteen to play Junior International Rugby League. They progressively achieve the intermediate Rugby League tactical skills described by this unit and are closely guided by their coaches.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Participate in pre-game preparation sessions.	1.1. Seek information on and comprehend the ***role of the coach*** and ***support staff*** in developing and implementing game strategies and tactics for Rugby League games. 1.2. Participate in discussions on individual and team ***strengths and weaknesses*** to improve individual and team performance in game strategy. 1.3. Participate in Rugby League ***drills and activities*** to develop player skills in ***game strategy*** and individual and team ***tactics*** to an intermediate level. 1.4. Participate in pre-game briefings to clarify and comprehend appropriate game strategy, individual and team tactics and ***communication systems***. 1.5. Discuss and evaluate the strengths and weaknesses of the opposition team and its individual players and identify counter tactics to be used during game play. 1.6. Prepare for intermediate level Rugby League games by using appropriate and effective pre-game ***psychological techniques***.
2. Implement the game strategy and use tactics during a Rugby League game.	2.1. Safely implement identified game strategy according to the International Laws of Rugby League and the Australian Rugby League SafePlay Code, ***regulations*** and ***policies and procedures***. 2.2. Use agreed attack and defence tactics to maximise own players' strengths and target weaknesses of opposition players. 2.3. Identify in-game ***statistics*** for team and players and implement required adjustments to in-game strategy and tactics at breaks in play. 2.4. Maintain effective communication with team members and coach in order to quickly and effectively implement game strategy and tactics.
3. Participate in post-game de-brief and evaluate the success of the game.	3.1. Participate in post-game discussions and evaluate ***strengths and weaknesses of own players and opposition players*** to improve future field positioning and use of improved team tactics. 3.2. Review the success of game strategy and tactics utilised in drills, activities and games, identify areas

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ELEMENT	PERFORMANCE CRITERIA
	requiring improvement and discuss with team and coach.
	3.3. Identify own personal progress and satisfaction with performance and provide feedback to team and coach.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills on and off the Rugby League field to:
  - actively participate in pre-activity briefings
  - discuss play and predict player's intentions and movements for own and opposition team members
  - use calls, hand signals, eye signals, signs and other communication methods to interact with players in-game
  - discuss overarching game strategy, team and individual player tactics with coaching staff to comprehend their use and implementation in Rugby League games
  - discuss and clarify the International Laws of Rugby League and how game strategies and tactics impact on compliant play
  - seek feedback and instructions from team members, coaches, support staff and referees
  - provide feedback on self and team performance in game strategy and player tactics
- literacy skills to access, interpret and comprehend the International Laws of Rugby League and the content of relevant player policies and procedures
- numeracy skills to:
  - calculate effective time use during drills, activities and games
  - calculate the time remaining to implement or adjust game strategy and tactics during games
  - interpret basic game statistics
- teamwork skills to:
  - encourage and support team members
  - share the ball with others
  - respect other player's decisions
  - participate effectively in team tactics during training activities and games
- problem-solving skills to:

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    - determine the strengths and weaknesses of the opposition and respond with appropriate tactics during a game
    - respond appropriately to changing conditions during training and game situations
    - to resolve disputes related to the conduct or outcome of a game
- self-management skills to:
    - review and reflect on own performance
    - organise time and priorities effectively
    - set short, medium and long term goals
- analytical skills to discuss and evaluate strengths and weaknesses of opposition team, self, other team players and to monitor self progression in the use of tactics
- player tactical skills in attack and defence to participate in tactical Rugby League activities and game strategy at an intermediate level.

Required knowledge

- the existence and basic aspects of occupational health and safety legislation
- terms and conditions that apply to player use of, and behaviour at, private and public Rugby League facilities and gyms
- the essential elements of player policies, procedures and codes to appropriately comply when participating in game strategy and tactical Rugby League activities
- the complete content of International Laws of Rugby League and how game strategies and tactics impact on compliant play
- the on-field roles and responsibilities of all Rugby League positions, their interrelationships in game strategy and the tactics that apply to particular positions
- the essential elements of overarching game strategy and the use of different strategies to meet differing intermediate game conditions
- the essential elements of team and player tactics and the use of different tactics to meet differing intermediate game conditions
- ***the key elements of psychological methods and techniques*** used for game preparation
- the key characteristics and use of equipment used in intermediate level Rugby League drills, activities and games to implement game strategy and tactics
- the key characteristics and use of Rugby League game statistics
- the essential elements and appropriate use of communication systems used by players, coaches, support staff and referees to interact during the implementation of game strategy and tactics in Rugby League play
- self-reflection principles to enable effective self-evaluation for future improvement of tactical skills.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • performs tactical skills at an intermediate level which are relevant to positional requirements and conditions on sufficient occasions to demonstrate competency and consistency of performance • utilises knowledge of intermediate level game strategy, tactical Rugby League skills and relevant rules, regulations and policies when playing at an intermediate level • determines strengths and weaknesses of individual players and teams and psychologically prepares to apply tactics and strategies accordingly • communicates appropriately with team members, coach, referees and support staff throughout activities and games, and responds to feedback • reviews own and team's performance to identify strengths and areas requiring improvement or modifications.
Context of and specific resources for assessment	Assessment must also ensure access to: • Rugby League training and competition facilities • equipment such as senior Rugby League training or match balls, uniforms, appropriate footwear and personal protective equipment • groups of intermediate level Rugby League players to train with and play against • a coach to instruct and address players • support staff, such as physiotherapists and scorers • referees qualified to manage a match using the International Laws of Rugby League • International Laws of Rugby League • current relevant regulation, player policies, procedures and codes that apply to participation in Rugby League game strategy and tactical Rugby League activities.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance of intermediate level Rugby League tactical skills during drills, activities

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and games
- oral or written questioning to assess knowledge of relevant rules, regulations and policies and how game strategies and tactics impact on compliant play
- evaluation of third-party reports from coaches or referees detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSRGL201A Use intermediate level Rugby League game skills.
- SISSRGL203A Participate in conditioning for Rugby League

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Strengths and weaknesses may relate to:

- fitness components:
  - speed
  - agility
  - balance
  - endurance
  - strength
  - power
  - flexibility
- height
- weight
- ability to successfully implement set team plays
- ability to use deception and predication
- skills in attack and defence .

Drills, ***activities*** may involve:

- developing tactical skills through appropriate sequencing of skills
- progressive skill acquisition in Rugby League tactics
- progressive development of team game

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	strategy • breaking down game strategy and tactical skills • coordinated positional plays • modifying game strategy and tactical skills • warm ups and cool downs • grid work.

Game strategy may involve:	• roles of individual players in the game strategy
	• patterns of play in attack and defence :
	  • up and in
	  • slide
	• attacking systems of play
	• defending systems of play
	• set team plays:
	  • orthodox
	  • unorthodox
	  • varying use of space - concepts of width and depth
	• situational plays
	• positions and match-ups
	• situational kicking in games
	• percentage football
	• identifying strengths and weaknesses of opposition game strategies and tactics and development of counter tactics.

Tactics may involve:	• attack and defence • impulse plays • use of structured plays • moving the ball wide • tackling types and styles • scrummaging tactics and set plays from a scrum • positional play in line of attack • positional play in defensive line • field positioning to generate a try • field positioning to generate a field goal • use of angles • use of fast or slow paced play-the-balls • plays to maximise weaknesses in opposition team plays • plays to counter strengths in frequently used opposition team plays

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	• counter tactics to diminish or negate opposition player strengths.
Communication systems may include:	• calls • hand signals • eye signals • signs • nods • gestures • codes for different plays.
Psychological techniques may include:	• goal setting • visualisation • imagery • relaxation techniques • intrinsic motivation • extrinsic motivation • focusing.
Regulations may relate to:	• occupational health and safety (OHS) legislation • terms and conditions of permits from land management authorities or local councils • terms and conditions of authorities or permissions from Rugby League clubs or associations • environmental protection regulations.
Policies and procedures may involve:	• risk management • safety • management of past, current or recurring injuries and illnesses • conflict resolution • communication protocols • use, care and maintenance of equipment and field • training and scheduling commitments • Australian Sports Commission Harassment-free Sport policy • Australian Sports Commission Junior Sport policy • Australian Rugby League Anti-doping Policy • Australian Rugby League Code of Conduct.

Statistics may include:	• playing statistics for own team and opposition
	  • penalties
	  • errors and turnovers

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- completion rates
- tries scored and manner in which tries are scored
- tackle counts.

Unit Sector(s)

Sport

Competency Field

Rugby League

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SISSRGL203A Participate in conditioning for Rugby League

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required for players to participate in conditioning for Rugby League activities. It requires the ability to comprehend information on physiological elements used in Rugby League activities, to follow the guidance of specialists, use techniques and equipment to improve speed, agility, endurance, strength, power and flexibility , use post-training recovery methods and evaluate self progress.

Application of the Unit

This unit applies to Rugby League players who compete at any level. It can also apply to those in sports development or Rugby League coaching roles. The player or coach works under the guidance of sports specialists such as doctors, physiotherapists, strength and conditioning coaches and personal trainers.

The player does not require specialist knowledge of physiology, conditioning and fitness regimes but can develop ongoing regimes after consultation with a specialist.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Access and interpret information on physiological elements used in Rugby League activities.	1.1. Seek and comprehend information on the features of ***energy systems and requirements for*** Rugby League players and apply this in conditioning and playing activities to avoid injury. 1.2. Access and interpret information on the major ***muscle groups*** to safely develop and use them when participating in conditioning and playing activities. 1.3. Seek information on ***fitness tests*** and their use in developing conditioning programs appropriate to different levels of play. 1.4. Source and comprehend information on suitable ***conditioning regimes*** for each ***major fitness component*** used in Rugby League. 1.5. Seek the advice of ***relevant specialists*** to interpret physiological elements and safely utilise conditioning regimes and techniques.
2. Participate in conditioning and fitness sessions.	2.1. Select and safely use appropriate ***conditioning equipment*** according to specialist instructions and the ***organisational procedures of the facility***. 2.2. Use ***basic conditioning techniques for the improvement of speed***, ***agility***, endurance, strength, power and flexibility, as advised by a specialist. 2.3. Participate in fitness and conditioning sessions, as planned and developed by a specialist. 2.4. Recognise, ***over-training symptoms*** and develop a recovery plan for ***over-training*** after seeking advice from a specialist. 2.5. Use post-training ***recovery methods***, as advised by a specialist.
3. Evaluate the conditioning sessions.	3.1. Review own performance in conditioning sessions and identify areas for improvement and a need for further advice. 3.2. Discuss and evaluate fitness test results and modify conditioning as advised by a specialist.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - discuss and determine fitness components requiring improvement with coaches and other specialists
  - seek and follow advice from specialists in developing conditioning programs and recovery plans for over-training
  - seek and follow advice from qualified facility personnel and other specialists on the safe use of equipment
  - discuss the results of fitness, remedial and rehabilitation tests
  - discuss and update progress throughout conditioning programs
- literacy skills to access and interpret information about basic energy systems and muscle groups to aid proper conditioning technique and help prevent injury
- numeracy skills to:
  - calculate weights used in conditioning programs
  - interpret and calculate repetitions used in fitness exercises
  - review fitness and other test results
- self-management skills to:
  - review and reflect on own conditioning and fitness performance
  - organise time and priorities effectively
  - set short, medium and long term goals
- analytical skills to evaluate fitness test results and monitor self progression.

Required knowledge

- facility procedures to enable safe use of equipment and facilities during conditioning sessions
- the role of specialists in developing initial conditioning regimes and in providing ongoing guidance and advice
- the key characteristics of ***fitness tests and their use in measuring initial and ongoing levels of fitness***
- the key characteristics of energy systems and requirements for Rugby League players and the importance of their role developing fitness and avoiding injury
- the key characteristics of muscle groups for Rugby League players, methods for muscle development and injury prevention techniques
- the essential features and correct and safe usage of conditioning equipment
- the role of fitness components such as ***speed***, ***agility***, endurance, strength, power and flexibility in Rugby League activities and conditioning techniques used to improve these components
- the essential elements of conditioning programs used in Rugby League training for different levels of play and different player positions

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- the key characteristics of over-training symptoms and appropriate response to these
- key features and use of post-training recovery methods
- self-reflection principles to enable effective self-evaluation for future improvement.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • participates in multiple and diverse conditioning sessions to improve ***speed***, ***agility***, ***endurance***, ***strength***, ***power and flexibility***, ***that are of*** a sufficient duration to demonstrate competence and consistency of performance • utilises knowledge of energy systems and muscle groups to determine appropriate conditioning techniques for different levels of play and player positions • recognises over training symptoms, seeks advice from specialists to plan and implement a recovery plan and utilises correct recovery methods • communicates appropriately with coaches and specialists throughout conditioning, and responds to feedback • evaluates conditioning sessions and reviews own performance to identify strengths and areas requiring improvement and or modifications.
Context of and specific resources for assessment	Assessment must ensure access to: • suitable facilities, such as gyms and playing fields • current testing equipment and facilities • a coach to give instructions and feedback • support staff, such as specialist conditioning coaches and dieticians • conditioning equipment, such as cardiovascular equipment, free weight equipment, hydraulic equipment, exercise balls and resistance equipment • recovery plans used to manage over-training and injury

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- current relevant organisational facility policies and procedures that impact on the conduct of conditioning sessions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance and improvement of fitness components, such as ***speed***, ***agility***, ***endurance***, ***strength***, ***power and flexibility*** during conditioning sessions and Rugby League games
- oral or written questioning to assess knowledge of physiological elements, such as energy systems and muscle groups and their relationship to performance in Rugby League activities
- observation of accurate discussions with specialists on topics such as over training symptoms, and conditioning techniques for the improvement of fitness components
- evaluation of third-party reports from coaches or specialists detailing conditioning performance and use of recovery methods.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSRGL201A Use intermediate level Rugby League game skills
- SISSRGL202A Use intermediate level tactics and game strategy in Rugby League play
- SISSRGL305A Use advanced level Rugby League game skills
- SISSRGL308A Use advanced level tactics and game strategy in Rugby League play.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Energy systems and requirements

- energy systems:

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may include:

- Alactic Anaerobic System
- Lactic Anaerobic System
- Aerobic System
- energy requirements:
  - carbohydrates
  - proteins
  - fats
- supply of chemical energy during muscular contraction.

Muscle groups may include:

- gluteal
- quadricep
- hamstring
- calf
- lower back
- abdominal
- pectoralis
- rhomboid
- trapezius
- deltoid
- achilles
- peroneal.

Fitness tests may include:

- laboratory tests
- field tests.

Conditioning regimes may involve:

- frequency and quantity of conditioning sessions
- time allocation
- type of conditioning required
- venue and equipment
- specialist availability
- dietary and energy requirements
- conditioning techniques used:
  - for individual player positions
  - to improve general fitness
  - to improve specific fitness components such as ***speed***, ***agility***, endurance, strength, power and flexibility.

Major fitness components may include:

- speed
- agility
- balance
- endurance
- strength

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	• power • flexibility • repeat sprint ability.
Relevant specialists may include:	• doctor • physiotherapist • strength and conditioning coach • skill coach • dietician • personal trainer.
Conditioning equipment may include:	• cardiovascular equipment • free weight equipment • hydraulic equipment • innovative equipment • exercise balls • bars • steps • bands • resistance equipment • pin-loaded equipment • electronically-braked equipment • air-braked equipment • pool-based equipment.
Organisational procedures of the facility may include:	• health and safety including injury prevention • conflict resolution • communication behaviour with facility staff and users • appropriate use of equipment • training schedules • codes of conduct.
Basic conditioning techniques may include:	• combination of arm and leg movement • contact time • body positioning • lateral movement • forward and back movement • evasion skills • stamina • weight training • resistance training • strength • force-velocity relationship • muscle power • peripheral neuromuscular facilitation

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	• dynamic stretching routine.
Over-training symptoms may include:	• tired or sore muscles • feeling unwell • fatigue • sleeplessness • stress • increase in injuries • poor performance.
Recovery methods may include:	• stretching • rehydration • carbohydrate and protein replenishment • massage • spa • ice plunge • pool activities • hot and cold immersion • flotation tanks • sleep

Unit Sector(s)

Sport

Competency Field

Rugby League

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SISSRGL204A Teach the skills of Rugby League for modified games

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach junior players fundamental Rugby League skills for modified games. It requires the ability to plan, conduct and evaluate drills, activities and games which focus on junior player development in the fundamental skills of Rugby League.

Application of the Unit

This unit applies to Modified Games Coaches who plan and implement drills, activities and games to develop fundamental Rugby League skills for players at a junior level. Players between the ages of 6 and 12 years are involved in games using modified Rugby League laws which intend to provide an opportunity for fun and participation in a team game that protects them from unnecessary anxiety or injury.

Modified Games Coaches include coaches of Rugby League club teams 6-12 years, teachers and coaches of primary school representative teams and players assisting at junior skills clinics and camps.

Licensing/Regulatory Information

The Australian Rugby League (ARL) governs the game of Rugby League in Australia through its network of affiliated Leagues and Clubs. Clubs of any type must adhere to prescribed ARL policies in order to participate in Rugby League competitions at any level. Clubs are required to engage only coaches who are accredited through the ARL's National Coaching Accreditation Scheme (NCAS).

The ARL has specific training and assessment requirements for the industry accreditation of coaches. Those developing training and assessment to support this unit should undertake consultation with the ARL, acting as the industry occupational registration body, to determine any specific requirements for courses, trainers and assessors and any partnership arrangements which could facilitate RPL for candidates to achieve coach registration status as a Modified Games Coach.

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Pre-Requisites

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan fundamental level Rugby League sessions.	1.1. Identify and assess ***participants' needs and characteristics*** to plan tailored Rugby League sessions. 1.2. Identify and assess participants' ***readiness*** and current knowledge of modified Rugby League games to determine ***session aims and objectives***. 1.3. Develop a ***plan*** to meet young participants' needs in accordance with relevant ***regulations***, ***organisational policies and procedures*** 1.4. Identify risks and incorporate ***safety procedures*** to manage the risks associated with fundamental Rugby League ***drills***, ***activities*** and ***modified games***. 1.5. Access and select ***location***, ***equipment*** and ***resources*** and check to ensure safety and suitability.
2. Brief young players.	2.1. Communicate instructions and ***relevant information*** about the fundamental Rugby League session in a manner understandable to young participants. 2.2. Inform participants of known and anticipated ***risks***, safety procedures, responsible, safe and appropriate behaviour and modified Rugby League ***rules***. 2.3. Discuss, clarify and establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games. 2.4. Advise of procedures for dealing with emergency and non-routine situations. 2.5. Encourage participants to ask questions and seek

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ELEMENT	PERFORMANCE CRITERIA
	feedback during the briefing and the session.
3. Conduct fundamental level Rugby League sessions.	3.1. Use ***teaching and coaching techniques*** appropriate to the needs of young participants to develop players' ***fundamental Rugby League skills*** in attack and defence and to impart ***required player knowledge***. 3.2. Conduct the coaching session according to ***accepted best practice in Rugby League coaching*** and appropriate ***endorsed standards promoted by sporting organisations***. 3.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury. 3.4. Maintain group control and engagement of all young participants throughout the session. 3.5. Monitor individual ***participant's performance*** and maintain effective communication during fundamental Rugby League drills, activities and games. 3.6. Provide positive encouragement and feedback to each participant throughout the session. 3.7. Observe participants during fundamental Rugby League drills, activities and games, and adjust or refine individual or group technique as required. 3.8. Allow time for, and conduct, cool down activities at the end of the session.
4. Complete post-session responsibilities.	4.1. Talk to young participants about opportunities to further develop their fundamental Rugby League skills. 4.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and encourage their feedback and questioning. 4.3. Evaluate ***relevant aspects*** of the Rugby League session and review the level of learning achieved. 4.4. Identify areas of improvement for future fundamental Rugby League sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - consult with participants to plan a fundamental level Rugby League session that meets their needs
  - fully brief participants in all aspects of the session
  - interact with participants to create a safe and positive team environment
  - provide proper and positive encouragement and feedback
  - receive and evaluate feedback from participants
- literacy skills to:
  - produce basic written plans for Rugby League sessions
  - complete simple written post-session evaluation reports on the quality of player and self-participation in the session
  - complete any required forms to apply for permission or permits to use a suitable location or Rugby League field
- numeracy skills to manage time within session timeframes when delivering a series of drills, activities and games
- problem-solving skills to:
  - plan suitable Rugby League sessions according to participant's needs and characteristics
  - address participant difficulties in developing fundamental skills and techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organisational skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - organise participants into manageable groups for Rugby League drills, activities and games
- analytical skills to:
  - monitor and evaluate player and self-progression
- teaching and coaching techniques to suit a range of young participant's needs, characteristics and learning styles
- personal Rugby League skills to:
  - understand progressive fundamental skill acquisition
  - demonstrate, explain and break down fundamental skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- regulations that apply to the use of private and public Rugby League facilities and gyms
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- the existence and basic aspects of occupational health and safety legislation

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- risks associated with training for, and playing, modified Rugby League and techniques to manage these risks
- emergency response and rescue procedures, appropriate for Rugby League, to ensure risk minimisation to self and group
- the key content of ***endorsed standards promoted by sporting organisations***
- organisational policies and procedures for conducting coaching sessions
- the complete content of Rugby League Laws of Mini Footy and Rugby League Laws of Mod League
- the roles and responsibilities of all junior Rugby League positions in modified games
- the key features of Rugby League-related injuries, the range of physical and motor performance abilities and the appropriate player fitness levels to analyse the readiness of young participants to engage in skills acquisition
- formats, styles for, and inclusions of, basic plans used by Modified Games' coaches and the organisation in particular
- the key features and usage of accepted best practice techniques for coaching Rugby League including K-O-O-C (knowledge -organising-observing-coaching) and D-E-P-E (demonstration - explanation-participation-evaluation)
- fundamental teaching and coaching techniques and practices applicable to a range of learning abilities and young participants between the ages of 6 and 12 years
- fundamental Rugby League skills and specific drills, activities and games that promote progressive skill acquisition in young individuals and groups
- the key characteristics and use of equipment and technological aids used in the development of fundamental Rugby League skills
- the essential elements and appropriate use of communication systems used by players, coaches, support staff and referees during fundamental Rugby League drills, activities and modified games.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts multiple and diverse safe drills, activities and modified games that reflect the needs and characteristics of a diverse range of young participants that are of sufficient duration and breadth to demonstrate competency and consistency of performance • plans and delivers information, explanations and

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	demonstrations for fundamental Rugby League sessions to ensure activities are conducted safely and according to young participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop player skills in Rugby League to a fundamental level • uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of individual learning styles and player differences • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure access to: • resources and information on participants and location to accurately plan, coach and document Rugby League sessions for junior participants of modified games • Rugby League training and competition facilities • equipment such as Rugby League balls, including balls modified for junior player, uniforms, appropriate footwear and personal protective equipment • groups of fundamental level Rugby League players to take part in the modified Rugby League sessions • support staff, such as first aiders, medicos and appropriate assistants • referees qualified to manage a match using the Rugby League Laws of Mini Footy and the Rugby League Laws of Mod League • Rugby League Laws of Mini Footy • Rugby League Laws of Mod League • International Laws of Rugby League • current relevant regulations, policies, procedures and codes that apply to coaching in fundamental and junior Rugby League skills.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning processes, such as talking with young participants to determine their needs and characteristics • oral or written questioning to assess knowledge of

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relevant rules, regulations and policies
- observation of safe Rugby League coaching at a fundamental level and monitoring and adjusting activities that meet participant's needs, characteristics and responses
- evaluation of portfolio of session plans and player and self-evaluations
- evaluation of third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants' needs and characteristics may relate to :	• age • maturity for age • gender • preferences or protocols of different cultures, nationalities and religions • player motivation for participation • compatibility between players in match situations.
Readiness may involve:	• previous experience in team sports, especially Rugby League • Rugby League skills and knowledge of applicable laws • emotional capability to deal with competing in a game • fitness levels and physical capabilities • motor performance factors • past, current or recurring injuries and illnesses.
Session aims and objectives may include:	• progressive skill acquisition during drills, activities and games • improvement of individual player skills • improvement of teamwork skills

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	• improvement of player fitness • management of player injury.
Plan may include:	• session aims and objectives • date, time and duration • location • coach and participant ratios • resources required • equipment required • tailored drills, activities and games.
Regulations may relate to:	• occupational health and safety (OHS) legislation • permits from land management authorities or local councils • authority or permission from Rugby League clubs or associations • privacy legislation • working with children checks • environmental protection regulations.
Organisational policies and procedures may involve:	• risk management • safety • management of players' past, current or recurring injuries and illnesses • conflict resolution • communication protocols • use, care and maintenance of equipment and field • training and scheduling commitments • coach to participant ratios • codes of safety, conduct and ethics • harassment-free sports policies.
Safety procedures may include:	• group management in emergency situations • prevention and first aid treatment of common Rugby League injuries • management of players' past, current or recurring injuries and illnesses • equipment checking and usage • field safety • safe and clear communication systems.
Drills, ***activities*** may involve:	• those described in Australian Rugby League *Coaching Rugby League* • developing skills to a fundamental level through appropriate sequencing of skills • progressive skill acquisition

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- breaking down skills
- modifying skill drills
- grid work
- coordinated positional plays
- warm-ups and cool downs.

Modified games may include:

- those using Rugby League Laws of Mini Footy
- those using Rugby League Laws of Mod League
- simulated games
- competition games
- games, modified from a variety of sources, to meet specific player and team needs
- practice matches to develop fundamental skills.

Location may include:

- Rugby League fields
- open fields
- off-field locations such as gyms and play areas where coaching may occur.

Equipment may include:

- Rugby League balls including approved balls modified for use of junior players
- uniforms
- appropriate footwear
- personal protective equipment
- stop watches
- whistles
- cones and other approved and appropriate organisational aids

Resources may include:

- teaching and coaching tools
- visual media equipment
- food and water and approved and safe containers
- first aid kit.

Relevant information may include:

- objectives of the session
- skills focus of the session
- equipment and resource requirements, selection and use
- responsible and safe behaviour

Risks may include:

- collisions
- injuries including:
  - fractures
  - dislocations
  - sprains

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- strains
- concussions
- exhaustion from exposure to extreme heat or cold weather
- dehydration.

Rules may include:

- Rugby League Laws of Mini Footy
- Rugby League Laws of Mod League.

Communication systems may include:

- calls
- hand and eye signals
- signs.

Teaching and coaching techniques may include:

- six levels of learning as identified by the Australian Rugby League
- demonstration
- breaking down fundamental skills into components
- progressing through, and linking, skills
- monitoring and observing progress
- fault detection
- assessment of participants' skills
- providing positive reinforcement and feedback during and after drills, activities and games.

Fundamental Rugby League skills may include:

- game sense and decision making at a fundamental level
- running with and without a ball
- footwork
- ball handling:
  - catching
  - passing
  - spin and pass
  - playing the ball
  - ruck play
- kicking:
  - drop kicks
  - place kicks
- scrummaging:
  - formations
  - binding
  - feet placement
- attack skills:
  - dummy half play
  - evading

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- sidestepping
- swerving
- changing pace

- defence and tackling skills:
  - - formations
  - preparation to defend
  - tackling
  - contact
  - multiple tackling
- tackling:
  - side-on
  - front-on (blocking)
  - from behind
- basic formations.

Required player knowledge may include:

- Rugby League Laws of Mini Footy
- Rugby League Laws of Mod League
- when to use different Rugby League skills
- role of player positions in modified Rugby League games
- strengths and weaknesses of opposition and own team
- equipment selection, use and maintenance
- communication systems used in modified Rugby League.

Accepted best practice in Rugby League coaching may include:

- positive role modelling
- good sportsmanship
- preventative practices to minimise safety risks and hazards
- positivity in providing constructive feedback on player performance.

Endorsed standards may include:

- Australian Sports Commission Harassment-free Sport policy
- Australian Sports Commission Junior Sport policy
- Australian Rugby League Anti-doping Policy
- Australian Rugby League Code of Conduct
- Australian Rugby League SafePlay Code.

Participant's performance may include:

- use of appropriate communication systems
- accuracy of skill, appropriate to individual player differences
- team participation
- attitude and behaviour

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	• ability to link and use the fundamental skills of Rugby League.
Relevant aspects may include:	• the quality of own performance in the coaching session • effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to, or by, participants. • initial and final assessment of participants' abilities • validity and reliability of coaching and assessment tools.

Unit Sector(s)

Sport

Competency Field

Rugby League

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SISSRGL305A Use advanced level Rugby League game skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required by players to participate in Rugby League competitions at an advanced level according to the International Laws of Rugby League. It requires the ability to prepare for and participate in drills, activities and competition games at an advanced level and to review and evaluate self and team performance.

Application of the Unit

This unit applies to senior and experienced Rugby League players who are involved in local, regional or state competitions using the using the International Laws of Rugby League.

These players compete in senior representative Rugby League teams (city, country, division, group, ages), state junior representative teams (15-17 years) and junior Rugby League club teams (under 15, 17 and 19 years in first division). They progressively achieve the advanced Rugby League game skills described by this unit and are closely guided by their coach.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for Rugby League drills, activities, games and competitions.	1.1. Seek information on and comprehend the role of the coach and support staff in developing player skills at an advanced level for Rugby League games. 1.2. Participate in discussions on individual and team ***strengths and weaknesses*** to improve individual and team skills to an advanced level for games. 1.3. Seek and comprehend information on the ***basic biomechanical principles*** for Rugby League players and apply these in playing activities to avoid injury and improve performance. 1.4. Seek information on the ***advanced level skills of Rugby League*** for team and individual player positions in attack and defence and use these skills in game-related activities and matches.
2. Participate in advanced Rugby League drills, activities, games and competitions.	2.1. Safely participate in Rugby League ***drills and activities***, ***and games*** to an advanced level. 2.2. Interpret the International Laws of Rugby League and the Australian Rugby League SafePlay Code, ***regulations***, ***policies and procedures*** and apply to Rugby League activities. 2.3. Link and use the skills of Rugby League to form a sequence of movements in competition conditions to an advanced level. 2.4. Maintain ***effective communication*** with team members and coach during drills, activities, games and competitions.
3. Review performance of advanced skills.	3.1. Participate in post-activity discussions and evaluate strengths and weaknesses of self and other players. 3.2. Review performance of advanced skills utilised in drills, activities and games, identify areas requiring improvement and discuss with team and coach. 3.3. Identify own personal progress and satisfaction with performance of advanced skills and provide feedback to team and coach. 3.4. Identify ***conditions and external influences*** affecting conduct of activities and identify contingency strategies to improve future sessions.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills on and off the Rugby League field to:
  - actively participate in pre-activity briefings
  - interpret play and predict other player's intentions and movements
  - use calls, hand signals, eye signals, signs and other communication methods to interact with players in-game
  - communicate with coaching staff to determine instructions and discuss skills development issues
  - discuss and clarify positions, required skills and the International Laws of Rugby League
  - seek feedback and instructions from team members, coaches, support staff and referees
  - provide feedback on self and team performance
- literacy skills to access, interpret and comprehend the International Laws of Rugby League and the content of relevant player policies and procedures
- numeracy skills to calculate effective time use during drills, activities and games
- teamwork skills to:
  - encourage and support team members
  - share the ball with others
  - respect other player's decisions
  - participate effectively in team training activities and games
- problem-solving skills to:
  - respond appropriately to changing conditions during training and game situations
  - resolve disputes related to the conduct or outcome of a game
- self-management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals
- analytical skills to discuss and evaluate strengths and weaknesses of self and other players and to monitor self progression
- player attack and defence skills to participate in Rugby League team activities at an advanced level.

Required knowledge

- the existence and basic aspects of occupational health and safety legislation
- terms and conditions that apply to player use of, and behaviour at, private and public Rugby League facilities and gyms

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- the essential elements of player policies, procedures and codes for appropriate participation in Rugby League activities
- the complete content and differing interpretations of the International Laws of Rugby League
- the on-field roles and responsibilities of all Rugby League positions
- the essential features and use of advanced level Rugby League skills
- the basic aspects of biomechanical principles to enable safe and effective performance of advanced Rugby League skills
- the key characteristics and use of equipment used in advanced level Rugby League drills, activities and games
- the essential elements and appropriate use of communication systems used by players, coaches, support staff and referees during Rugby League drills, activities and games
- self-reflection principles to enable effective self-evaluation for future improvement.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • performs skills at an advanced level which are relevant to positional requirements and conditions on sufficient occasions to demonstrate competency and consistency of performance • utilises knowledge of advanced level Rugby League game skills and relevant rules, regulations and policies when playing at an advanced level • communicates appropriately with team members, coaches, referees and support staff throughout drills, activities, games and competitions, and responds to feedback • reviews own and team's performance to identify strengths and areas requiring improvement or modifications.
Context of and specific resources for assessment	Assessment must ensure access to: • Rugby League training and competition facilities • equipment such as senior Rugby League training or match balls, uniforms, appropriate footwear and

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personal protective equipment
- groups of advanced level Rugby League players to train with and play against
- a coach to instruct and address players
- support staff, such as first aiders, physiotherapists, other medicos and experienced and qualified assistants
- referees qualified to manage a match using the International Laws of Rugby League
- International Laws of Rugby League
- current relevant regulation, player policies, procedures and codes that apply to participation in Rugby League activities, games and competitions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance of advanced level Rugby League skills during drills, activities, games and competitions
- oral or written questioning to assess knowledge of relevant laws, regulations and policies
- evaluation of third-party reports from coaches or referees detailing player performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSRGL308A Use advanced level tactics and game strategy in Rugby League play.
- SISSRGL203A Participate in conditioning for Rugby League.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Strengths and weaknesses may relate to:

- fitness components:
  - speed

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- agility
- balance
- endurance
- strength
- power
- flexibility

- height
- weight
- ability to successfully implement set team plays
- ability to use deception and predication
- skills in attack and defence .

Basic biomechanical principles may include:

- balance
- motion
- force
- speed, velocity and momentum
- power.
- agility
- flexibility

Advanced level skills of Rugby League may include:

- game sense and decision making at an advanced level
- body protection
- running:
  - with and without ball
  - in and out of traffic
- ball handling:
  - catching
  - passing left and right
  - draw and pass
  - spin and pass
  - running with and without the ball in possession
  - playing the ball
  - ruck plays
  - withholding the ball
  - feigning and dummying
- passing:
  - hit spin and pass
  - standing pass
  - from the ground
  - on run

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    - long
    - short
    - quick
    - spiral
    - reverse
    - run around
    - scissors, handing off
    - receiving
    - controlling
    - timing
- kicking:
    - drop kicks
    - place kicks
    - punt kicks
    - deception kicks
- scrummaging:
    - forming and binding
    - feet placement
    - pushing
    - breaking
    - safe scrummage play according to SafePlay codes
- attack skills:
    - attacking moves in all stationary and dynamic environments
    - anticipation
    - dummy half plays and ploys
    - evasion
    - sidestep
    - swerve
    - feint
    - change of pace
    - creating a gap
- defence skills:
    - forming defensive patterns
    - executing defensive plays
    - broken play defence
    - from kicks
    - ruck defence
- tackling:

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- upright at contact (tackler or tacklee)
- side-on
- front-on (blocking and driving)
- from behind

- spatial awareness
- field positioning
- positional skills

Drills, ***activities*** may include:

- developing skills to an advanced level through appropriate sequencing of skills
- progressive skill acquisition
- breaking down skills
- modifying skill drills
- coordinated positional plays
- warm-ups and cool-downs.

Games may include:

- those using the ARL International Laws of Rugby League
- simulated games
- competition games
- games, modified from a variety of sources, to meet specific player and team needs
- practice matches to develop skills to an advanced level.

Regulations may relate to:

- occupational health and safety (OHS) legislation
- terms and conditions of permits from land management authorities or local councils
- terms and conditions of authorities or permissions from Rugby League clubs or associations
- environmental protection regulations.

Policies and procedures may involve:

- risk management
- safety
- management of past, current or recurring injuries and illnesses
- conflict resolution
- communication protocols
- use, care and maintenance of equipment and field
- training and scheduling commitments
- Australian Sports Commission Harassment-free Sport policy
- Australian Sports Commission Junior Sport policy

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	• Australian Rugby League Anti-doping Policy • Australian Rugby League Codes of Conduct
Effective communication may involve:	• calls • hand signals • eye signals • signs • nods • gestures.
Conditions and external influences may include:	• environmental and weather conditions • other facility users • spectators • parents • referees and administrators • other coaches.

Unit Sector(s)

Sport

Competency Field

Rugby League

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SISSRGL306A Teach intermediate level Rugby League game skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach players Rugby League competition skills. It requires the ability to plan, conduct and evaluate drills, activities, and games which focus on the introduction and development of player skills to an intermediate level according to the International Laws of Rugby League.

Application of the Unit

This unit applies to those coaches known as International Games Coaches because they develop skills for players involved in Rugby League competitions using the International Laws of Rugby League. This level of coach, operating with some level of autonomy, would be involved with youth teams at a high school and community level.

International Games Coaches include coaches of Rugby League club teams 13 years to open age, teachers and coaches of high school representative teams and players assisting at skills clinics and camps.

Licensing/Regulatory Information

The Australian Rugby League (ARL) governs the game of Rugby League in Australia through its network of affiliated Leagues and Clubs. Clubs of any type must adhere to prescribed ARL policies in order to participate in Rugby League competitions at any level. Clubs are required to engage only coaches who are accredited through the ARL's National Coaching Accreditation Scheme (NCAS).

The ARL has specific training and assessment requirements for the industry accreditation of coaches. Those developing training and assessment to support this unit should undertake consultation with the ARL, acting as the industry occupational registration body, to determine any specific requirements for courses, trainers and assessors and any partnership arrangements which could facilitate RPL for candidates to achieve coach registration status as an International Games Coach.

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Pre-Requisites

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan intermediate level Rugby League sessions.	1.1. Identify and assess ***participants' needs and characteristics*** to plan tailored Rugby League sessions. 1.2. Identify and assess participants' ***readiness*** and current knowledge of the international game of Rugby League to determine ***session aims and objectives***. 1.3. Develop a ***plan*** to meet youth team participants' needs in accordance with relevant ***regulations***, ***organisational policies and procedures***. 1.4. Identify risks and incorporate ***safety procedures*** to manage the risks associated with intermediate level Rugby League ***drills***, ***activities*** and ***games***. 1.5. Access and select ***location***, ***equipment*** and ***resources*** and check to ensure safety and suitability.
2. Brief youth team participants.	2.1. Communicate instructions and ***relevant information*** about the Rugby League session in a manner understandable to youth team participants. 2.2. Inform participants of known and anticipated ***risks***; safety procedures; responsible, safe and appropriate behaviours; and the International Laws of Rugby League. 2.3. Discuss, clarify and establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games. 2.4. Advise of procedures for dealing with emergency

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ELEMENT	PERFORMANCE CRITERIA
	and non-routine situations.
	2.5. Encourage participants to ask questions and seek feedback during the briefing and the session.
3. Conduct intermediate level Rugby League sessions.	3.1. Use ***teaching and coaching techniques*** appropriate to the needs of participants to develop players' ***intermediate skills of Rugby League*** in attack and defence and to impart ***required player knowledge***.
	3.2. Conduct the coaching session according to ***accepted best practice in Rugby League coaching*** and appropriate ***endorsed standards promoted by sporting organisations***.
	3.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury.
	3.4. Monitor individual ***participant's performance*** and maintain effective communication during intermediate level Rugby League drills, activities and games.
	3.5. Provide positive encouragement and feedback to each participant throughout the session.
	3.6. Observe participants during intermediate level Rugby League drills, activities and games, and adjust or refine individual or group technique as required.
	3.7. Allow time for, and conduct, cool down activities at the end of the session.
4. Complete post-session responsibilities.	4.1. Inform participants of opportunities to further develop their Rugby League skills to an intermediate level.
	4.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and encourage their feedback and questioning.
	4.3. Evaluate ***relevant aspects*** of the Rugby League session and review the level of learning achieved.
	4.4. Identify areas of improvement for future intermediate level Rugby League sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - consult with participants to plan an intermediate level Rugby League session that meets their needs
  - fully brief participants in all aspects of the session
  - interact with participants to create a safe and positive team environment
  - provide proper and positive encouragement and feedback
  - receive and evaluate feedback from participants
- literacy skills to:
  - produce basic written plans for Rugby League sessions
  - complete simple written post-session evaluation reports on the quality of player and self-participation in the session
  - complete any required forms to apply for permission or permits to use a suitable location or Rugby League field
- numeracy skills to manage time within session timeframes when delivering a series of drills, activities and games
- problem-solving skills to:
  - plan suitable Rugby League sessions according to participant's needs and characteristics
  - address participant difficulties in developing intermediate level skills and techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organisational skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - organise participants into manageable groups for Rugby League drills, activities and games
- analytical skills to monitor and evaluate player and self-progression
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- personal Rugby League skills, to a high level of technical correctness, to:
  - understand progressive skill acquisition
  - demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- regulations that apply to the use of private and public Rugby League facilities and gyms
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- the existence and basic aspects of occupational health and safety legislation
- risks associated with training for, and playing, Rugby League according to the International Laws of Rugby League and techniques to manage these

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- emergency response and rescue procedures, appropriate for Rugby League, to ensure risk minimisation to self and group
- the complete content of endorsed standards promoted by sporting organisations
- organisational policies and procedures for conducting coaching sessions
- the complete content of the International Laws of Rugby League and Modified Games laws for junior players
- the roles and responsibilities of all player positions for Rugby League competitions using the International Laws of Rugby League
- the key features of Rugby League-related injuries, the range of physical and motor performance abilities and the appropriate player fitness levels to analyse the readiness of participants to engage in progressive skills acquisition
- formats, styles for, and inclusions of, basic plans used by International Rugby League games coaches and the organisation in particular
- the essential features and usage of accepted best practice techniques for coaching Rugby League including K-O-O-C (knowledge-organising-observing-coaching) and D-E-P-E (demonstration - explanation-participation-evaluation)
- the essential features and usage of teaching and coaching techniques and practices applicable to a range of learning abilities and youth team participants over the age of 13 years
- the essential features and use of Rugby League skills at an intermediate level and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- the key characteristics and use of equipment and technological aids used in the development of Rugby League skills to an intermediate level
- the essential elements and appropriate use of communication systems used between players, coaches, referees and support staff during intermediate level Rugby League drills, activities and games using the International Laws of Rugby League.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts multiple and diverse safe drills, activities and games that reflect the needs and characteristics of a diverse range of participants at an intermediate level that are of sufficient duration and breadth to demonstrate competency and consistency of performance • plans and delivers precise relevant information, explanations and demonstrations for intermediate level Rugby League sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop player skills in Rugby League to an intermediate level • uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of individual learning styles and player differences • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure access to: • resources and information on participants and location to accurately plan, coach and document Rugby League sessions for team participants at an intermediate level using the International Laws of Rugby League • Rugby League training and competition facilities • equipment such as senior Rugby League training or match balls, uniforms, appropriate footwear and, personal protective equipment • groups of intermediate level Rugby League players to take part in the Rugby League sessions • support staff, such as first aiders, medicos and, appropriate experienced and qualified assistants • referees qualified to manage a match using the International Laws of Rugby League • International Laws of Rugby League • current relevant regulations, policies, procedures and codes that apply to coaching teams in intermediate Rugby League skills.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- observation of planning processes, such as talking with youth team participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant rules, regulations and policies
- observation of safe Rugby League coaching at an intermediate level and monitoring and adjusting activities that meet participant's needs, characteristics and responses
- evaluation of portfolio of session plans and player and self-evaluations
- evaluation of third-party reports, e.g. from a supervisor, detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, f or example:

- SISSRGL307A Teach intermediate Rugby League tactics and game strategy.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants' needs and characteristics may relate to :

- age
- maturity for age
- preferences or protocols of different cultures, nationalities and religions
- player motivation for participation
- compatibility between players in match situations.

Readiness may involve:

- previous experience in team sports, especially Rugby League
- current Rugby League skills and knowledge of applicable laws
- emotional capability to deal with playing in a competitive game
- fitness levels and physical capabilities

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- motor performance factors
- past, current or recurring injuries and illnesses.

Session aims and objectives may include:

- progressive skill acquisition during drills, activities and games
- improvement of individual player skills
- improvement of teamwork skills
- improvement of player fitness
- management of player injury.

Plan may include:

- session aims and objectives
- date, time and duration
- location
- coach and participant ratios
- resources required
- equipment required
- tailored drills, activities and games.

Regulations may relate to:

- occupational health and safety (OHS) legislation
- permits from land management authorities or local councils
- authority or permission from Rugby League clubs or associations
- privacy legislation
- working with children checks
- environmental protection regulations.

Organisational policies and procedures may involve:

- risk management
- safety
- management of players' past, current or recurring injuries and illnesses
- conflict resolution
- communication protocols
- use, care and maintenance of equipment and field
- training and scheduling commitments
- coach to participant ratios
- codes of safety, conduct and ethics
- harassment-free sports policies.

Safety procedures may include:

- group management in emergency situations
- prevention and first aid treatment of common Rugby League injuries
- management of players' past, current or recurring injuries and illnesses
- equipment checking and usage

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	• field safety • safe and clear communication systems.
Drills, ***activities*** may involve:	• developing skills to an intermediate level through appropriate sequencing of skills • progressive skill acquisition • breaking down complex skills • modifying skill drills • grid work • coordinated positional plays • warm-ups and cool downs.
Games may include:	• those using the ARL International Laws of Rugby League • simulated games • competition games • games, modified from a variety of sources, to meet specific player and team needs • practice matches to develop skills to an intermediate level.
Location may include:	• Rugby League fields • open fields • off-field locations such as gyms and other venues where coaching may occur
Equipment may include:	• ARL-approved senior training and match Rugby League balls • uniforms • appropriate footwear • personal protective equipment • approved and safe ankle braces and thigh protectors • tackle bags • stop watches • whistles • cones and other approved and appropriate organisational aids.
Resources may include:	• teaching and coaching tools • visual media equipment • food and water and approved and safe containers • first aid kit.
Relevant information may include:	• objectives of the session • skills focus of the session • equipment and resource requirements, selection and use

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	• responsible and safe behaviour

Risks may include:	• collisions
	• injuries including:
	  • fractures
	  • dislocations
	  • sprains
	  • strains
	  • concussions
	• exhaustion from exposure to extreme heat or cold weather
	• dehydration.

Communication systems may include:	• calls • hand and eye signals • facial expressions • signs • nods • gestures
Teaching and coaching techniques may include:	• six levels of learning as identified by the Australian Rugby League • demonstration • breaking down intermediate level and complex skills into appropriate components • progressing through, and linking, skills • monitoring and observing progress • fault detection • assessment of participants' skills • providing positive reinforcement and feedback during and after drills, activities and games.

Intermediate skills of Rugby League may include:	• game sense and decision making at an intermediate level
	• body protection
	• ball handling:
	  • catching
	  • passing left and right
	  • spin and pass
	  • hit, spin and pass
	  • running with, and without, the ball in possession
	  • playing the ball
	  • ruck plays
	• kicking:

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- drop kicks
- place kicks
- grubber
- stab kicks
- orthodox type punt kicks

- scrummaging:
  - formation and binding
  - feet placement
  - pushing
  - breaking
  - safe scrummage play according to SafePlay Code

- attack skills:
  - dummy half running
  - evasion at contact, e.g. hit and spin
  - sidestep
  - swerve
  - change of pace
- tackling:
  - upright at contact (tackler or tacklee)
  - multiple tackles
  - side-on
  - front-on (blocking)
  - from behind.

Required player knowledge may include:

- the International Laws of Rugby League
- when to use different Rugby League skills
- role of player positions in the 13-a-side game
- basic biomechanical principles
- strengths and weaknesses of opposition and own team
- equipment selection, use and maintenance
- communication systems used in Rugby League
- safety and risk management.

Accepted best practice in Rugby League coaching may include:

- positive role modelling
- good sportsmanship
- preventative practices to minimise safety risks and hazards
- positivity in providing feedback on player performance.

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Endorsed standards may include:	• Australian Sports Commission Harassment-free Sport policy • Australian Sports Commission Junior Sport policy • Australian Rugby League Anti-doping Policy • Australian Rugby League Code of Conduct • Australian Rugby League SafePlay Code.
Participant's performance may include:	• use of appropriate communication systems • accuracy of skill, appropriate to individual player differences • team participation • attitude and behaviour • ability to link and use the skills of Rugby League to an intermediate level.
Relevant aspects may include:	• the quality of own performance in the coaching session • effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to, or by, participants • initial and final assessment of participants' abilities • validity and reliability of coaching and assessment tools.

Unit Sector(s)

Sport

Competency Field

Rugby League

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SISSRGL307A Teach intermediate level Rugby League tactics and game strategy

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop overarching game strategy and player tactics to an intermediate level. It requires the ability to plan, conduct and evaluate drills, activities, and games which focus on player development of the intermediate level tactics of Rugby League.

Application of the Unit

This unit applies to those coaches known as International Games Coaches because they develop Rugby League skills for players involved in Rugby League competitions using the using the International Laws of Rugby League. This level of coach, operating with some level of autonomy, plans and implements training sessions and games to develop intermediate level Rugby League tactics and game strategy for youth teams at a high school and community level.

International Games Coaches include coaches of Rugby League club teams 13 years to open age, teachers and coaches of high school representative teams and players assisting at skills clinics and camps.

Licensing/Regulatory Information

The Australian Rugby League (ARL) governs the game of Rugby League in Australia through its network of affiliated Leagues and Clubs. Clubs of any type must adhere to prescribed ARL policies in order to participate in Rugby League competitions at any level. Clubs are required to engage only coaches who are accredited through the ARL's National Coaching Accreditation Scheme (NCAS).

The ARL has specific training and assessment requirements for the industry accreditation of coaches. Those developing training and assessment to support this unit should undertake consultation with the ARL, acting as the industry occupational registration body, to determine any specific requirements for courses, trainers and assessors and any partnership arrangements which could facilitate RPL for candidates to achieve coach registration status as an International Games Coach.

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Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop a game strategy and plan player and team tactics.	1.1. Identify and assess ***participants' needs and characteristics*** to plan a tailored game strategy and player tactics. 1.2. Develop a ***game strategy*** suitable for intermediate level players which targets the ***strengths and weaknesses*** of the team and individual players. 1.3. Plan the use of individual and team ***tactics*** to counter strengths and maximise weaknesses of opposition players.
2. Plan Rugby League sessions to develop player tactics and game strategy to an intermediate level.	2.1. Identify and assess participants' ***readiness*** and current knowledge of Rugby League game strategy and tactics to determine ***session aims and objectives***. 2.2. Develop a ***session plan*** to meet the needs of players at an intermediate level in accordance with relevant ***regulations***, ***organisational policies and procedures***. 2.3. Identify risks and incorporate ***safety procedures*** to manage the risks associated with Rugby League ***drills***, ***activities*** and ***games***. 2.4. Select and access ***location***, ***equipment*** and ***resources*** according to organisational policies and procedures, and check to ensure safety and suitability.
3. Brief players in game strategy and tactics.	3.1. Communicate instructions and ***relevant information*** in a manner clearly understandable to participants at an intermediate level.

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Inform participants of known and anticipated ***risks***, safety procedures, responsible, safe and appropriate behaviour and the International Laws of Rugby League.
	3.3. Discuss, clarify and establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games.
	3.4. Advise procedures for dealing with emergency and non-routine situations.
	3.5. Prepare players for intermediate Rugby League games by using effective and appropriate ***psychological techniques*** for intermediate level players.
	3.6. Encourage participants to ask questions and seek feedback during the briefing and the session.
4. Conduct Rugby League drills, activities and games to develop player tactics and game strategy to an intermediate level.	4.1. Use ***teaching and coaching techniques*** appropriate to the needs of participants to develop players' tactical skills in intermediate attack and defence activities and to impart ***required player knowledge***.
	4.2. Conduct the coaching session according to ***accepted best practice in Rugby League coaching*** and appropriate ***endorsed standards promoted by sporting organisations***.
	4.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury.
	4.4. Monitor individual ***participant's performance*** and maintain effective communication during intermediate Rugby League drills, activities and games.
	4.5. Observe participants during intermediate Rugby League drills, activities and games, and adjust or refine individual or group technique as required.
	4.6. Conduct ***in-game analysis*** and implement relevant adjustments where required.
	4.7. Allow time for, and conduct, cool down activities at the end of the session.
5. De-brief players and evaluate the success of the session.	5.1. Inform participants of additional opportunities to further develop their player tactics to an intermediate level and improve participation in the game strategy.
	5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and encourage their feedback and questioning.

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ELEMENT	PERFORMANCE CRITERIA
	5.3. Evaluate ***relevant aspects*** of the intermediate Rugby League session and review the level of learning achieved.
	5.4. Analyse individual and team performance and identify areas for improvement in developing game strategies and players' tactical performance.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an intermediate Rugby League tactical session that meets their needs and expectations
  - read play and predict player's intentions and movements for own and opposition team members
  - convey information about the effective use of various game strategies and player and team tactics
  - fully brief players on the implementation of overarching game strategy, team and individual player tactics for Rugby League games
  - discuss and clarify the International Laws of Rugby League and how game strategies and tactics impact on compliant play
  - interact with participants to create a safe and positive team environment
  - seek feedback from team members, support staff and referees
  - provide feedback on self and team performance in game strategy and player tactics
- literacy skills to:
  - produce basic written outlines of game strategies and plans for Rugby League sessions
  - complete simple written post-session evaluation reports on the quality of player and self-participation in the session
  - complete any required forms to apply for permission or permits to use a suitable location or field
- numeracy skills to:
  - calculate effective time use during drills, activities and games
  - calculate the time remaining to implement or adjust game strategy and tactics during games
  - interpret basic game statistics

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- problem-solving skills to:
  - plan suitable intermediate level Rugby League drills, activities and games according to participant's needs and characteristics
  - address participant difficulties in developing tactics and understanding game strategies
  - Determine the strengths and weaknesses of the opposition and respond with appropriate tactics during a game
  - respond appropriately to changing conditions during training and game situations
  - resolve disputes related to the conduct or outcome of a game
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate short and long term player progress
  - teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
  - organise participants into manageable groups for intermediate Rugby League drills, activities and games
  - monitor and plan player and self-progression
- analytical skills to evaluate and discuss strengths and weaknesses of opposition team, self, own team players and to monitor team progression in the use of tactics
- first aid and emergency response skills appropriate to the location.

Required knowledge

- regulations that apply to the use of private and public Rugby League facilities and gyms
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- the existence and basic aspects of occupational health and safety legislation
- risks associated with training for, and playing, Rugby League according to International Laws of Rugby League and techniques to manage these risks
- emergency response and rescue procedures appropriate for intermediate Rugby League, to ensure risk minimisation to self and group
- the complete content of endorsed standards promoted by sporting organisations
- the complete content of organisational policies and procedures for conducting coaching sessions
- the complete content of International Laws of Rugby League and how game strategies and tactics impact on compliant play
- the on-field roles and responsibilities of all youth team Rugby League positions, their interrelationships in game strategy and the tactics that apply to particular positions
- the key features of Rugby League-related injuries, a range of physical and motor performance abilities and appropriate player fitness levels to analyse the readiness

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of participants to engage in progressive skill acquisition
- formats, styles for, and inclusions of, basic plans used by International Rugby League game coaches and the organisation in particular
- the essential features and usage of accepted best practice techniques for coaching Rugby League including K-O-O-C (knowledge-organising-observing-coaching) and D-E-P-E (demonstration - explanation-participation-evaluation)
- the essential features and usage of teaching and coaching techniques and practices applicable to a range of learning abilities and at an intermediate level
- the essential features and usage of overarching game strategies, such as patterns of play in attack and defence , to counteract the strengths of opposition teams and maximise the strengths of own team
- the essential features and use of team and player tactics and the use of different tactics to meet differing intermediate game conditions
- specific drills, activities and games that progressively develop intermediate skills in game strategies for teams and tactics for individual players and teams
- ***the key elements of psychological methods and techniques*** used in game preparation
- the essential features and use of equipment and technological aids used in the development of tactical Rugby League skills to an intermediate level
- the essential elements and appropriate use of communication systems used by players, coaches, support staff and referees to interact during the implementation of game strategies and tactics in Rugby League play
- the key characteristics and use of basic Rugby League game statistics.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts multiple and diverse safe drills, activities and games that reflect the needs and characteristics of participants at an intermediate level that are of sufficient duration and breadth to demonstrate competency and consistency of performance • plans and delivers precise relevant information, explanations and demonstrations to ensure all activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention

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to improve and develop attacking and defending tactics and game strategies to an intermediate level
- uses and modifies coaching techniques, drills, activities and games to cater for a range of individual learning styles and player differences
- evaluates and reflects on own coaching performance, game strategy and tactics to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must also ensure access to:

- resources and information on participants and location to accurately plan, coach and document Rugby League sessions for intermediate level participants of games using the International Laws of Rugby League
- Rugby League training and competition facilities
- equipment such as senior Rugby League training or match balls, uniforms, appropriate footwear and personal protective equipment
- groups of intermediate level Rugby League players to take part in the Rugby League sessions
- support staff, such as first aiders, medicos and, appropriate experienced and qualified assistants
- referees qualified to manage a match using the International Laws of Rugby League
- International Laws of Rugby League
- current relevant regulations, policies, procedures and codes that apply to coaching teams in game strategy and tactical Rugby League activities to an intermediate level.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as talking with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant laws, regulations and policies and how game strategies and tactics impact on compliant play
- observation of safe intermediate level Rugby League coaching and monitoring and adjusting activities that meet participant's needs, characteristics and responses
- evaluation of a portfolio of game strategies and training session plans and self or player evaluations

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- evaluation of third-party reports from a supervisor, detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSRGL306A Teach intermediate level Rugby League game skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants' needs and characteristics may relate to :

- age
- maturity for age
- preferences or protocols of different cultures, nationalities and religions
- player motivation for participation
- compatibility between players in match situations.

Game strategy may involve:

- roles of individual players in the game strategy
- patterns of play in attack and defence , e.g:
  - up and in
  - slide
- attacking systems of play
- defending systems of play
- set team plays:
  - orthodox
  - unorthodox
  - varying use of space -- concepts of width and depth
- situational plays
- positions and match-ups
- situational kicking in games
- percentage football
- identifying strengths and weaknesses of opposition game strategies and tactics and development of counter tactics.

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Strengths and weaknesses may relate to:	• fitness components:
	  • speed
	  • agility
	  • balance
	  • endurance
	  • strength
	  • power
	  • flexibility
	• height
	• weight
	• ability to successfully implement set team plays
	• ability to use deception and predication
	• skills in attack and defence .

Tactics may involve:	• attack and defence • impulse plays • use of structured plays • moving the ball wide • tackling types and styles • Scrummaging tactics set plays from a scrum • positional play in line of attack • positional play in defensive line • field positioning to generate a try • field positioning to generate a field goal • use of angles • use of fast or slow pace, e.g. at play-the-balls • plays to maximise weaknesses in opposition team tactical plans • plays to counter strengths in perceived opposition team plays • counter tactics to diminish or negate opposition player strengths.
Readiness may involve:	• current knowledge of intermediate Rugby League game strategy • current Rugby League tactical skills and knowledge of the International Laws of Rugby League • fitness levels and physical capabilities • emotional capability to deal with competing in a tactical game • motor performance factors • history of past, current or recurring injuries

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	and illnesses.
Session aims and objectives may include:	• progressive acquisition of skills in Rugby League tactics and game strategy during drills, activities and games • improvement of individual player tactical skills • improvement of teamwork tactical skills • improvement in variation of team game strategies • improvement of player motivation and confidence in game strategy and tactics • improvement of player fitness • management of player injury.
Session plan may include:	• session aims and objectives • date, time and duration • location • coach and participant ratios • resources required • equipment required • tailored drills, activities and games designed to develop team game strategy and player tactics.
Regulations may relate to:	• occupational health and safety (OHS) legislation • permits from land management authorities or local councils • authority or permission from Rugby League clubs or associations • privacy legislation • working with children checks • environmental protection regulations.
Organisational policies and procedures may involve:	• risk management • safety • management of players' histories of past, current or recurring injuries and illnesses • conflict resolution • communication protocols • use, care and maintenance of equipment and field • training and scheduling commitments • codes of safety, conduct and ethics • harassment-free sports policies.
Safety procedures may include:	• group management in emergency situations • prevention and first aid treatment of common

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	Rugby League injuries • management of players' past, current or recurring injuries and illnesses • equipment checking and usage • field safety • safe and clear communication systems.
Drills, ***activities*** may involve:	• developing tactical skills through appropriate sequencing of skills • progressive skill acquisition in Rugby League tactics • progressive development of team game strategy • breaking down game strategy and tactical skills • coordinated positional plays • modifying game strategy and tactical skills • warm -ups and cool downs • grid work.
Games may include:	• those using the ARL International Laws of Rugby League • simulated games to develop intermediate tactical skills and game strategy • competition games • games modified from a variety of sources to meet specific player and team needs • practice matches to develop intermediate tactical skills and game strategy.
Location may include:	• Rugby League fields • open fields • off-field training locations such as gyms and other venues where coaching may occur.
Equipment may include:	• ARL approved training and match Rugby League balls • uniforms • appropriate footwear • personal protective equipment • approved and safe ankle braces and thigh protectors • tackle bags • stop watches • whistles • cones and other approved and appropriate organisational aids.

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Resources may include:	• teaching and coaching tools • visual media equipment • food and water and approved and safe containers • first aid kit.
Relevant information may relate to:	• the game strategy • tactics to be developed and used • tailored drills, activities and games designed to develop team game strategy and player tactics. • objectives of the session • equipment and resource requirements, selection and use • responsible and safe behaviour

Risks may include:	• collisions
	• injuries including:
	  • fractures
	  • dislocations
	  • sprains
	  • strains
	  • concussions
	• exhaustion from exposure to extreme heat or cold weather
	• dehydration.

Communication systems may include:	• calls • hand and eye signals • signs • nods • gestures • codes for different plays.
Psychological techniques may include:	• goal setting • visualisation • imagery • relaxation techniques • intrinsic motivation • extrinsic motivation • focusing.
Teaching and coaching techniques may include:	• six levels of learning as identified by the Australian Rugby League • demonstration • explanation • use of diagrams and drawings

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	• focusing on the game strategy as a whole • focusing on single or multiple tactics • breaking down game strategy and tactics into components • breaking down complex tactics • progressing through, and linking skills • monitoring and observing progress • fault detection • assessment of participants' skills • providing positive reinforcement and feedback during and after drills, activities and games.
Required player knowledge may include:	• the International Laws of Rugby League • the essential features of the game strategy • the characteristics of Rugby League tactics and when to use various tactics • role of player positions • basic biomechanical principles • strengths and weaknesses of opposition and own team • equipment selection, use and maintenance • communication systems used in Rugby League • safety and risk management.
Accepted best practice in Rugby League coaching may include:	• positive role modelling • good sportsmanship • preventative practices to minimise safety risks and hazards • positivity in providing feedback on player performance
Endorsed standards may include:	• Australian Sports Commission Harassment-free Sport policy • Australian Sports Commission Junior Sport policy • Australian Rugby League Anti-doping Policy • Australian Rugby League Codes of Conduct • Australian Rugby League SafePlay Code.
Participant's performance may include:	• use of appropriate communication systems • accuracy of skill, appropriate to individual player differences • implementation of the overall game strategy • participation in team and individual tactics • attitude and behaviour • ability to link, and use, the tactics and cooperate with other team members.

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In-game analysis may include:	• playing statistics for own team and opposition:
	  • penalties
	  • errors and turnovers
	  • completion rates
	  • tries scored and manner in which tries are scored
	  • tackle counts
	• psychological and motivational wellbeing of players
	• strengths and weaknesses of own and opposition players during match.

Relevant aspects may include:	• the quality of own performance in the coaching session • effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to, or by, participants • initial and final assessment of participants' abilities • validity and reliability of coaching and assessment tools.

Unit Sector(s)

Sport

Competency Field

Rugby League

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SISSRGL308A Use advanced level tactics and game strategy in Rugby League play

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required by players to use overarching game strategy and player tactics in Rugby League activities at an advanced level. It requires the ability to prepare for and participate in drills, activities and games using advanced level game strategy and tactical skills and to review and evaluate self and team tactical performance.

Application of the Unit

This unit applies to senior and experienced Rugby League players who are involved in local, regional or state competitions using the International Laws of Rugby League.

These players compete in senior representative Rugby League teams (city, country, division, group, ages), state junior representative teams (15-17 years) and junior Rugby League club teams (under 15, 17 and 19 years in first division). They progressively achieve the advanced Rugby League tactical skills described by this unit and are closely guided by their coach.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Participate in pre-game preparation sessions.	1.1. Seek information on and comprehend the ***role of the coach*** and ***support staff*** in developing and implementing game strategies and tactics for Rugby League games. 1.2. Participate in discussions on individual and team ***strengths and weaknesses*** to improve individual and team performance in game strategy. 1.3. Participate in Rugby League ***drills and activities*** to develop player skills in ***game strategy*** and individual and team ***tactics*** to an advanced level. 1.4. Participate in pre-game briefings to clarify and comprehend appropriate game strategy, individual and team tactics and ***communication systems***. 1.5. Discuss and evaluate the strengths and weaknesses of the opposition team and its individual players and identify counter tactics to be used during game play. 1.6. Prepare for advanced level Rugby League games by using appropriate and effective pre-game ***psychological techniques***.
2. Implement the game strategy and use tactics during a Rugby League game.	2.1. Safely implement identified game strategy according to the International Laws of Rugby League and the Australian Rugby League SafePlay Code, ***regulations*** and ***policies and procedures***. 2.2. Use agreed attack and defence tactics to maximise strengths of own players and target weaknesses of opposition players. 2.3. Identify in-game ***statistics*** for team and players to be recorded and implement required adjustments to in-game strategy and tactics at breaks in play. 2.4. Maintain effective communication with team members and coach in order to quickly and effectively implement game strategy and tactics.

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ELEMENT	PERFORMANCE CRITERIA
3. Participate in post-game de-brief and evaluate the success of the game.	3.1. Participate in post-game discussions and evaluate ***strengths and weaknesses of own players and opposition players*** to improve future field positioning and use of improved team tactics. 3.2. Review the success of game strategy and tactics utilised in drills, activities and games, identify areas requiring improvement and discuss with team and coach. 3.3. Identify own personal progress and satisfaction with performance and provide feedback to team and coach.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills on and off the Rugby League field to:
  - actively participate in pre-activity briefings
  - discuss play and predict player's intentions and movements for own and opposition team members
  - use calls, hand signals, eye signals, signs and other communication methods to interact with players in-game
  - discuss overarching game strategy, team and individual player tactics with coaching staff to comprehend their use and implementation in Rugby League games
  - discuss and clarify the International Laws of Rugby League and how game strategies and tactics impact on compliant play
  - seek feedback and instructions from team members, coaches, support staff and referees
  - provide feedback on self and team performance in game strategy and player tactics
- literacy skills to access, interpret and comprehend the International Laws of Rugby League and the content of relevant player policies and procedures
- numeracy skills to:
  - calculate effective time use during drills, activities and games
  - calculate the time remaining to implement or adjust game strategy and tactics during games
  - interpret complex game statistics
- teamwork skills to:

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  - encourage and support team members
  - share the ball with others
  - respect other player's decisions
  - participate effectively in team tactics during training activities and games
- problem-solving skills to:
  - determine the strengths and weaknesses of the opposition and respond with appropriate tactics during a game
  - respond appropriately to changing conditions during training and game situations
  - to resolve disputes related to the conduct or outcome of a game
- self-management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals
- analytical skills to discuss and evaluate strengths and weaknesses of opposition team, self, other team players and to monitor self progression in the use of tactics
- player tactical skills in attack and defence to participate in tactical Rugby League activities and game strategy at an advanced level.

Required knowledge

- the existence and basic aspects of occupational health and safety legislation
- terms and conditions that apply to player use of, and behaviour at, private and public Rugby League facilities and gyms
- the essential elements of player policies, procedures and codes to appropriately comply when participating in game strategy and tactical Rugby League activities
- the complete content of International Laws of Rugby League and how game strategies and tactics impact on compliant play
- the on-field roles and responsibilities of all Rugby League positions, their interrelationships in game strategy and the tactics that apply to particular positions
- the essential elements of overarching game strategy and the use of different strategies to meet differing advanced game conditions
- the essential elements of team and player tactics and the use of different tactics to meet differing advanced game conditions
- ***the key elements of psychological methods and techniques*** used in game preparation
- the key characteristics and use of equipment used in advanced level Rugby League drills, activities and games to implement game strategy and tactics
- the key characteristics and use of complex Rugby League game statistics
- the essential elements and appropriate use of communication systems used by players, coaches, support staff and referees to interact during the implementation of game strategy and tactics in Rugby League play
- self-reflection principles to enable effective self-evaluation for future improvement of tactical skills.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential. • performs tactical skills at an advanced level which are relevant to positional requirements and conditions on sufficient occasions to demonstrate competency and consistency of performance • utilises knowledge of advanced level game strategy, tactical Rugby League skills and relevant rules, regulations and policies when playing at an advanced level • determines strengths and weaknesses of individual players and teams and psychologically prepares to apply tactics and strategies accordingly • communicates appropriately with team members, coach, referees and support staff throughout activities and games, and responds to feedback • reviews own and team's performance to identify strengths and areas requiring improvement or modifications.
Context of and specific resources for assessment	Assessment must also ensure access to: • Rugby League training and competition facilities • equipment such as senior Rugby League training or match balls, uniforms, appropriate footwear and personal protective equipment • groups of advanced level Rugby League players to train with and play against • a coach to instruct and address players • support staff, such as physiotherapists and scorers • referees qualified to manage a match using the International Laws of Rugby League • International Laws of Rugby League • current relevant regulation, player policies, procedures and codes that apply to participation in Rugby League game strategy and tactical Rugby League activities.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance of advanced Rugby League tactical skills during drills, activities and games
- oral or written questioning to assess knowledge of relevant rules, regulations and policies and how game strategies and tactics impact on compliant play
- evaluation of third-party reports from coaches or referees detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSRGL305A Use advanced level Rugby League game skills
- SISSRGL203A Participate in conditioning for Rugby League

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Strengths and weaknesses may relate to:

- fitness components:
  - speed
  - agility
  - balance
  - endurance
  - strength
  - power
  - flexibility
- height
- weight
- ability to successfully implement set team plays
- ability to use deception and predication
- skills in attack and defence .

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Drills, ***activities*** may involve:

- developing tactical skills through appropriate sequencing of skills
- progressive skill acquisition in Rugby League tactics
- progressive development of team game strategy
- breaking down game strategy and tactical skills
- coordinated positional plays
- modifying game strategy and tactical skills
- warm ups and cool downs
- grid work.

Game strategy may involve:

- roles of individual players in the game strategy
- patterns of play in attack and defence:
  - up and in
  - slide
- adjusting attacking systems of play in different field zones
- appropriate defending systems of play in each field zone
- set team plays:
  - orthodox
  - unorthodox
  - spacial concepts of width and depth
- situational plays, e.g. following turnovers
- positional plays where unequal match-ups occur
- kicking games - long, short, into goal zones
- percentage football
- identifying strengths and weaknesses of opposition game strategies and tactics and the development of coping counter tactics.

Tactics may involve:

- attack and defence considerations in different field zones
- impulse plays
- phases of play coming off incompleted structured plays
- moving the ball wide: how wide and how quickly
- tackling types and duties of each tackler
- scrummaging tactics and set plays from a scrum
- positional play in line of attack

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- positional play in defensive line
- field positioning to generate a try in the attacking zone
- field positioning to generate a field goal
- use of angles and switch plays
- use of fast or slow paced play-the-balls
- plays to maximise perceived weaknesses in opposition team plays
- plays to counter perceived strengths in frequently used opposition team plays
- counter tactics to diminish or negate opposition player skill or fitness strengths.

Communication systems may include:

- calls
- hand signals
- eye signals
- signs
- nods
- gestures
- codes for different plays.

Psychological techniques may include:

- goal setting
- visualisation
- imagery
- relaxation techniques
- intrinsic motivation
- extrinsic motivation
- motivation techniques
- focusing and concentration.

Regulations may relate to:

- occupational health and safety (OHS) legislation
- terms and conditions of permits from land management authorities or local councils
- terms and conditions of authorities or permissions from Rugby League clubs or associations
- environmental protection regulations.

Policies and procedures may involve:

- risk management
- safety
- management of past, current or recurring injuries and illnesses
- conflict resolution
- communication protocols
- use, care and maintenance of equipment and court

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- training and scheduling commitments
- Australian Sports Commission Harassment-free Sport policy
- Australian Sports Commission Junior Sport policy
- Australian Rugby League Anti-doping Policy
- Australian Rugby League Code of Conduct.

Statistics may include:

- playing statistics for own team and opposition:
  - penalties
  - errors and turnovers
  - completion rates
  - tries scored and manner in which tries are scored
  - tackle counts.

Unit Sector(s)

Sport

Competency Field

Rugby League

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SISSRGL409A Teach advanced level Rugby League game skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach players Rugby League competition skills. It requires the ability to plan, conduct and evaluate drills, activities, and games which focus on the introduction and development of player skills to an advanced level according to the International Laws of Rugby League.

Application of the Unit

This unit applies to those coaches known as Senior Club Coaches who develop Rugby League skills to an advanced level for senior and experienced players who are involved in local, regional or state competitions using the International Laws of Rugby League. They operate with significant autonomy and supervise and mentor other coaches.

Senior Club Coaches include head coaches of all clubs, club coaching coordinators, coaches of senior representative Rugby League teams (city, country, division, group, ages), state junior representative teams (15-17 years) and junior Rugby League club teams (under 15, 17 and 19 years in first division).

Licensing/Regulatory Information

The Australian Rugby League (ARL) governs the game of Rugby League in Australia through its network of affiliated Leagues and Clubs. Clubs of any type must adhere to prescribed ARL policies in order to participate in Rugby League competitions at any level. Clubs are required to engage only coaches who are accredited through the ARL's National Coaching Accreditation Scheme (NCAS).

The ARL has specific training and assessment requirements for the industry accreditation of coaches. Those developing training and assessment to support this unit should undertake consultation with the ARL, acting as the industry occupational registration body, to determine any specific requirements for courses, trainers and assessors and any partnership arrangements which could facilitate RPL for candidates to achieve coach registration status as a Senior Club Coach.

Pre-Requisites

Nil

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan advanced level Rugby League sessions.	1.1. Identify and assess ***participants' needs and characteristics*** to plan tailored Rugby League sessions. 1.2. Identify and assess participants' ***readiness*** and current knowledge of the international game of Rugby League to determine ***session aims and objectives***. 1.3. Develop a ***plan*** to meet senior team participants' needs in accordance with relevant ***regulations***, ***organisational policies and procedures***. 1.4. Identify risks and incorporate ***safety procedures*** to manage the risks associated with advanced level Rugby League ***drills***, ***activities*** and ***games***. 1.5. Access and select ***location***, ***equipment*** and ***resources*** and check to ensure safety and suitability.
2. Brief senior team participants.	2.1. Communicate instructions and ***relevant information*** about the Rugby League session in a manner understandable to senior team participants. 2.2. Inform participants of known and anticipated ***risks***; safety procedures; responsible, safe and appropriate behaviours; and, the International Laws of Rugby League. 2.3. Discuss, clarify and establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games. 2.4. Advise procedures for dealing with emergency and non-routine situations. 2.5. Encourage participants to seek clarification,

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ELEMENT	PERFORMANCE CRITERIA
	information and feedback during the briefing and the session.
3. Conduct advanced level Rugby League sessions.	3.1. Use ***teaching and coaching techniques*** appropriate to the needs of participants to develop players' ***advanced skills of Rugby League*** in attack and defence and to impart ***required player knowledge***. 3.2. Conduct the coaching session according to ***accepted best practice in Rugby League coaching*** and appropriate ***endorsed standards promoted by sporting organisations***. 3.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury. 3.4. Monitor individual ***participant's performance*** and maintain effective communication during advanced level Rugby League drills, activities and games. 3.5. Provide positive encouragement and feedback to each participant throughout the session. 3.6. Observe participants during advanced level Rugby League drills, activities and games, and adjust or refine individual or group technique as required. 3.7. Allow time for, and conduct, cool down activities at the end of the session.
4. Complete post-session responsibilities.	4.1. Inform participants of opportunities to further develop their Rugby League skills to an advanced level. 4.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and encourage their feedback and questioning. 4.3. Evaluate ***relevant aspects*** of the Rugby League session and review the level of learning achieved. 4.4. Identify areas of improvement for future advanced level Rugby League sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:

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    - consult with participants to plan an advanced level Rugby League session that meets their needs
    - fully brief participants in all aspects of the session
    - interact with participants to create a safe and positive team environment
    - provide detailed, proper and specific feedback
    - receive and evaluate feedback from participants
- Literacy skills to:
    - produce detailed written plans for Rugby League sessions
    - complete in-depth written post-session evaluation reports on the quality of player and self- participation in the session
    - complete any required forms to apply for permission or permits to use a suitable location or Rugby League field
- Numeracy skills to manage time within session timeframes when delivering a series of drills, activities and games
- Problem-solving skills to:
    - plan suitable Rugby League sessions according to participant's needs, characteristics and expectations
    - address participant difficulties in developing advanced level skills and techniques
    - anticipate and respond appropriately to non-routine situations
- Planning and organisational skills to:
    - source, allocate and coordinate resources, equipment and a suitable location
    - organise participants into manageable groups for Rugby League drills, activities and games
- Analytical skills to monitor and evaluate player and self progression
- Teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- Personal Rugby League skills, to a high level of technical correctness, to:
    - understand progressive skill acquisition
    - demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- regulations that apply to the use of private and public Rugby League facilities and gyms
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- the primary components of occupational health and safety legislation in order to monitor OHS practices as a supervisory coach function. This would include the basic aspects of the club's responsibilities to comply with relevant state or territory OHS laws, especially its requirement to:
    - consult with players and other coaching staff

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  - identify hazards, conduct risk assessments and control risks
  - keep records of any incidents
  - provide OHS information and safety training to players and other coaching staff
- the full content of the organisation's OHS policies, procedures and reporting processes, in order to supervise their implementation and the legal ramifications of failure to observe these
- risks associated with training for, and playing, Rugby League according to the International Laws of Rugby League and techniques to manage these risks
- emergency response and rescue procedures, appropriate for Rugby League, to ensure risk minimisation to self and group
- the complete content of endorsed standards promoted by sporting organisations
- the complete content of organisational policies and procedures for conducting coaching sessions
- the complete content of the International Laws of Rugby League
- the roles and responsibilities of all player positions for Rugby League competitions using the International Laws of Rugby League
- the key features of Rugby League-related injuries, a range of physical and motor performance abilities and appropriate player fitness levels to analyse the readiness of participants to engage in progressive skills acquisition
- formats; styles for, and inclusions of complex plans used by Rugby League advanced level coaches and the organisation in particular
- the essential features and usage of accepted best practice techniques for coaching Rugby League including K-O-O-C (knowledge-organising-observing-coaching) and D-E-P-E (demonstration - explanation-participation-evaluation)
- the intricacies and usage of teaching and coaching techniques and practices applicable to a range of learning abilities and advanced level participants of 15 years and over
- the intricacies and usage of Rugby League skills at an advanced level and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- the essential features and use of equipment and technological aids used in the development of Rugby League skills to an advanced level
- the intricacies and appropriate usage of communication systems used between players, coaches referees and support staff during advanced level Rugby League drills, activities and games using the International Laws of Rugby League

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts multiple and diverse safe drills, activities and games that reflect the needs and characteristics of a diverse range of participants at an advanced level that are of sufficient duration and breadth to demonstrate competency and consistency of performance • plans and delivers precise relevant information, explanations and demonstrations for advanced level Rugby League sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop player skills in Rugby League to an advanced level • uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of individual learning styles and player differences • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure access to: • resources and information on participants and location to accurately plan, coach and document Rugby League sessions for participants at an advanced level using the International Laws of Rugby League • Rugby League training and competition facilities • equipment such as senior Rugby League balls, uniforms, appropriate footwear and personal protective equipment • groups of advanced level Rugby League players to take part in the Rugby League sessions • support staff, such as first aiders, physiotherapists, other medicos and experienced and qualified assistants • referees qualified to manage a match using the International Laws of Rugby League • International Laws of Rugby League • current relevant regulations, policies, procedures and codes that apply to coaching teams in advanced Rugby League skills.
Method of assessment	A range of assessment methods should be used to assess

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practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as talking with senior team participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant rules, regulations and policies
- observation of safe Rugby League coaching at an advanced level and monitoring and adjusting activities that meet participant's needs, characteristics and responses
- evaluation of portfolio of session plans and player and self -evaluations
- evaluation of third-party reports, e.g. from a supervisor, detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSRGL410A Teach advanced level Rugby League tactics and game strategy.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants' needs and characteristics may relate to :

- age
- maturity for age
- preferences or protocols of different cultures, nationalities and religions
- player motivation for participation
- compatibility between players in match situations.

Readiness may involve:

- previous experience in team sports, especially Rugby League
- level of current Rugby League skills and knowledge of applicable laws
- emotional capability to deal with playing a competitive game at an advanced level

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- fitness levels and physical capabilities
- motor performance factors
- past, current or recurring injuries and illnesses.

Session aims and objectives may include:

- progressive skill acquisition during drills, activities and games
- improvement of individual player skills
- improvement of teamwork skills
- improvement of player fitness
- management of player injury.

Plan may include:

- session aims and objectives
- date, time and duration
- location
- coach and participant ratios
- resources required
- equipment required
- tailored drills, activities and games.

Regulations may relate to:

- occupational health and safety (OHS) legislation
- permits from land management authorities or local councils
- authority or permission from Rugby League clubs or associations
- privacy legislation
- working with children checks
- environmental protection regulations.

Organisational policies and procedures may involve:

- risk management
- safety
- management of players' past, current or recurring injuries and illnesses
- conflict resolution
- communication protocols
- use, care and maintenance of equipment and field
- training and scheduling commitments
- coach to participant ratios
- codes of safety, conduct and ethics
- harassment-free sports policies.

Safety procedures may include:

- group management in emergency situations
- prevention and first aid treatment of common Rugby League injuries
- management of players' past, current or recurring injuries and illnesses

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	• equipment checking and usage • field safety • safe and clear communication systems.
Drills, ***activities*** may involve:	• developing skills to an advanced level through appropriate sequencing of skills • progressive skill acquisition • breaking down complex skills • modifying skill drills • grid work • coordinated positional plays • warm-ups and cool downs.
Games may include:	• those using the ARL International Laws of Rugby League • simulated games • competition games • games, modified from a variety of sources, to meet specific player and team needs • practice matches to develop skills to an advanced level.
Location may include:	• Rugby League fields • open fields • off-field locations such as gyms and other facilities where coaching may occur.
Equipment may include:	• ARL-approved training and match Rugby League balls • uniforms • appropriate footwear • personal protective equipment • approved and safe ankle braces and thigh protectors • tackle bags • stop watches • whistles • cones and other approved and appropriate organisational aids.
Resources may include:	• teaching and coaching tools • visual media equipment • food and water and approved and safe containers • first aid kit.
Relevant information may include:	• objectives of the session • skills focus of the session • equipment and resource requirements,

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	selection and use • responsible and safe behaviour

Risks may include:	• collisions
	• injuries including:
	  • fractures
	  • dislocations
	  • sprains
	  • strains
	  • concussions
	• exhaustion from exposure to extreme heat or cold weather
	• dehydration.

Communication systems may include:	• calls • hand and eye signals • facial expressions • signs • nods • gestures.
Teaching and coaching techniques may include:	• six levels of learning as identified by the Australian Rugby League • demonstration • breaking down complex and advanced level skills into appropriate components • progressing through, and linking, skills • monitoring and observing progress • fault detection • assessment of participants' skills • providing positive reinforcement and feedback during and after drills, activities and games.

Advanced skills of Rugby League skills may include:	• game sense and decision making at an advanced level
	• body protection
	• running:
	  • with and without the ball
	  • in and out of traffic
	• ball handling:
	  • catching
	  • passing left and right
	  • draw and pass
	  • spin and pass
	  • running with and without the ball in

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possession
    - playing the ball
    - ruck plays
    - withholding the ball
    - feigning and dummying
- passing:
    - hit, spin and pass
    - standing pass
    - from the ground
    - on run
    - long
    - short
    - quick
    - spiral
    - reverse
    - run around
    - scissors, handing off
    - receiving
    - controlling
    - timing
- kicking:
    - drop kicks
    - place kicks
    - punt kicks
    - deception kicks
- scrummaging:
    - forming and binding
    - feet placement
    - pushing
    - breaking
    - safe scrummage play according to SafePlay codes
- attack skills:
    - attacking moves in all stationary and dynamic environments
    - anticipation
    - dummy half plays and ploys
    - evasion
    - sidestep
    - swerve

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- feint
- change of pace
- creating a gap

- defence skills:
  - forming defensive patterns
  - executing defensive plays
  - broken play defence
  - from kicks
  - ruck defence
- tackling:
  - upright at contact (tackler or tacklee)
  - side-on
  - front-on (blocking and driving)
  - from behind
- spatial awareness
- field positioning
- positional skills

Required player knowledge may include:

- the International Laws of Rugby League
- when to use different Rugby League skills
- role of all-13 player positions
- basic biomechanical principles
- strengths and weaknesses of opposition and own team
- equipment selection, use and maintenance
- communication systems used in Rugby League
- safety and risk management.

Accepted best practice in Rugby League coaching may include:

- positive role modelling
- good sportsmanship
- preventative practices to minimise safety risks and hazards
- positivity in providing feedback on player performance.

Endorsed standards may include:

- Australian Sports Commission Harassment-free Sport policy
- Australian Sports Commission Junior Sport policy
- Australian Rugby League Anti-doping Policy
- Australian Rugby League Code of Conduct
- Australian Rugby League SafePlay Code.

Participant's performance may include:

- use of appropriate communication systems
- speed and accuracy of skill

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	• team participation • attitude and behaviour • ability to link, and use, the skills of Rugby League to an advanced level.
Relevant aspects may include:	• the quality of own performance in the coaching session • effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to, or by, participants • initial and final assessment of participants' abilities • validity and reliability of coaching and assessment tools.

Unit Sector(s)

Sport

Competency Field

Rugby League

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SISSRGL410A Teach advanced level Rugby tactics and game strategy

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop overarching game strategy and player tactics to an advanced level. It requires the ability to plan, conduct and evaluate drills, activities, and games which focus on player development of the advanced tactics of Rugby League.

Application of the Unit

This unit applies to those coaches known as Senior Club Coaches who develop advanced level Rugby League tactics and game strategy skills for senior and experienced players who are involved in local, regional or state competitions using the International Laws of Rugby League. They operate with significant autonomy and supervise and mentor other coaches.

Senior Club Coaches include head coaches of all clubs, club coaching coordinators, coaches of senior representative Rugby League teams (city, country, division, group, ages), state junior representative teams (15-17 years) and junior Rugby League club teams (under 15, 17 and 19 years in first division).

Licensing/Regulatory Information

The Australian Rugby League (ARL) governs the game of Rugby League in Australia through its network of affiliated Leagues and Clubs. Clubs of any type must adhere to prescribed ARL policies in order to participate in Rugby League competitions at any level. Clubs are required to engage only coaches who are accredited through the ARL's National Coaching Accreditation Scheme (NCAS).

The ARL has specific training and assessment requirements for the industry accreditation of coaches. Those developing training and assessment to support this unit should undertake consultation with the ARL, acting as the industry occupational registration body, to determine any specific requirements for courses, trainers and assessors and any partnership arrangements which could facilitate RPL for candidates to achieve coach registration status as a Senior Club Coach.

Pre-Requisites

Nil

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop a game strategy and plan player and team tactics	1.1. Identify and assess ***participants' needs***, ***characteristics*** to plan a tailored game strategy and player tactics. 1.2. Develop a ***game strategy*** suitable for advanced level players which targets the ***strengths and weaknesses*** of the team and individual players. 1.3. Plan the use of individual and team ***tactics*** to counter strengths and maximise weaknesses of opposition players.
2. Plan Rugby League sessions to develop player tactics and game strategy to an advanced level.	2.1. Identify and assess participants' ***readiness*** and current knowledge of Rugby League game strategy and tactics to determine ***session aims and objectives***. 2.2. Develop a ***session plan*** to meet the needs of players at an advanced level in accordance with relevant ***regulations***, ***organisational policies and procedures***. 2.3. Identify risks and incorporate ***safety procedures*** to manage the risks associated with Rugby League ***drills***, ***activities*** and ***games***. 2.4. Select and access ***location***, ***equipment*** and ***resources*** according to organisational policies and procedures, and check to ensure safety and suitability.
3. Brief players in game strategy and tactics.	3.1. Communicate instructions and ***relevant information*** in a manner clearly understandable to participants at an advanced level. 3.2. Inform participants of known and anticipated ***risks***, safety procedures, responsible, safe and appropriate behaviour and the International Laws of Rugby

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ELEMENT	PERFORMANCE CRITERIA
	League. 3.3. Discuss, clarify and establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games. 3.4. Advise procedures for dealing with emergency and non-routine situations. 3.5. Prepare players for advanced Rugby League games by using effective and appropriate ***psychological techniques*** for advanced level players. 3.6. Encourage participants to ask questions and seek feedback during the briefing and the session.
4. Conduct Rugby League drills, activities and games to develop player tactics and game strategy to an advanced level.	4.1. Use ***teaching and coaching techniques*** appropriate to the needs of participants to develop senior players' tactical skills in advanced attack and defence activities and to impart ***required player knowledge***. 4.2. Conduct the coaching session according to ***accepted best practice in Rugby League coaching and appropriate endorsed standards promoted by sporting organisations***. 4.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury. 4.4. Monitor individual ***participant's performance*** and maintain effective communication during advanced Rugby League drills, activities and games. 4.5. Observe participants during advanced Rugby League drills, activities and games, and adjust or refine individual or group technique as required. 4.6. Conduct ***in-game analysis*** and implement relevant adjustments where required. 4.7. Allow time for, and conduct, cool down activities at the end of the session.
5. De-brief players and evaluate the success of the session.	5.1. Inform team participants of opportunities to further develop their player tactics to an advanced level and improve participation in the game strategy. 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and encourage their feedback and questioning. 5.3. Evaluate the ***relevant aspects*** of each advanced Rugby League session and review the level of learning achieved. 5.4. Analyse individual and team performance and identify areas for improvement in developing game

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ELEMENT	PERFORMANCE CRITERIA
	strategies and players' tactical performance.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an advanced Rugby League tactical session that meets their needs and expectations
  - read play and predict player's intentions and movements for own and opposition team members
  - convey information about the effective use of various game strategies and player and team tactics
  - fully brief players on the implementation of overarching game strategy, team and individual player tactics for Rugby League games
  - discuss and clarify the International Laws of Rugby League and how game strategies and tactics impact on compliant play
  - interact with participants to create a safe and positive team environment
  - seek feedback from team members, support staff, and referees
  - provide detailed feedback on self and team performance in game strategy and player tactics
- literacy skills to:
  - produce in-depth written game strategies and plans for Rugby League sessions
  - complete detailed written post-session evaluation reports on the quality of player and self- participation in the session
  - complete any required forms to apply for permission or permits to use a suitable location or field
- numeracy skills to:
  - calculate and effectively use all available time during drills, activities and games
  - calculate the time remaining to implement or adjust game strategy and tactics during games
  - interpret detailed statistics
- problem-solving skills to:
  - plan suitable advanced level Rugby League drills, activities and games according to participants' needs and characteristics
  - address participant difficulties in developing tactics and understanding game strategies

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    - determine the strengths and weaknesses of the opposition and respond with appropriate tactics during a game
    - respond appropriately to changing conditions during training and game situations
    - resolve disputes related to the conduct or outcome of a game
- planning and organising skills to:
    - source, allocate and coordinate resources, equipment and a suitable location
    - monitor and evaluate short and long term player progress
    - organise participants into manageable groups for advanced Rugby League drills, activities and games
    - monitor and plan player and self- progression
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- analytical skills to discuss and evaluate strengths and weaknesses of opposition team, self, own team players and to monitor team progression in the use of tactics
- first aid and emergency response skills appropriate to the location.

Required knowledge

- regulations that apply to the use of all private and public Rugby League facilities
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- the primary components of occupational health and safety legislation in order to monitor OHS practices as a supervisory coach function. This would include the basic aspects of the club's responsibilities to comply with relevant state or territory OHS laws, especially its requirement to:
    - to consult with players and other coaching staff
    - identify hazards, conduct risk assessments and control risks
    - keep records of any incidents
    - provide OHS information and safety training to players and other coaching staff
- the full content of the organisation's OHS policies, procedures and reporting processes, in order to supervise their implementation and the legal ramifications of failure to observe these
- risks associated with training, for and playing, Rugby League according to International Laws of Rugby League and techniques to manage these risks.
- emergency response and rescue procedures appropriate for advanced Rugby League, to ensure risk minimisation to self and group
- the complete content of endorsed standards promoted by sporting organisations
- the complete content of organisational policies and procedures for conducting coaching sessions
- the complete content of International Laws of Rugby League and how game strategies and tactics impact on compliant play
- the on-field roles and responsibilities of all senior Rugby League positions, their interrelationships in game strategy and the tactics that apply to particular positions
- the key features of Rugby League-related injuries, a range of physical and motor

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performance abilities and the appropriate player fitness levels to analyse the readiness of participants to engage in progressive skill acquisition
- formats, styles, for and inclusions of, complex plans used by international Rugby League game coaches and the organisation in particular
- the essential features and usage of accepted best practice techniques for coaching Rugby League including K-O-O-C (knowledge-organising-observing-coaching) and D-E-P-E (demonstration - explanation-participation-evaluation)
- the intricacies and usage of teaching and coaching techniques and practices applicable to a range of learning abilities and senior team participants of 15 years and over
- the intricacies and usage of overarching game strategies, such as patterns of play in attack and defence , to counteract the strengths of opposition teams and maximise the strengths of own team
- the intricacies and usage of team and player tactics and the use of different tactics to meet differing advanced competition game conditions
- the intricacies and usage of specific advanced level drills, activities and games that progressively develop advanced skills in game strategy for teams and tactics for individual players and teams
- specific drills, activities and games that progressively develop advanced skills in game strategy for teams and tactics for individual players and teams
- ***the key elements of psychological methods and techniques*** used in game preparation
- the essential features and use of equipment and technological aids used in the development of advanced level tactical Rugby League skills
- the intricacies and appropriate usage of communication systems used by players, coaches, support staff and referees to interact during the implementation of game strategy and tactics in advanced Rugby League play
- the key characteristics and use of detailed Rugby League game statistics.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- conducts multiple and diverse safe drills, activities and games that reflect the needs and characteristics of participants at an advanced level that are of sufficient duration and breadth to demonstrate competency and consistency of performance.
- plans and delivers precise relevant information,

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explanations and demonstrations to ensure all activities are conducted safely according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop attacking and defending tactics and game strategies to an advanced level
- uses and modifies coaching techniques, drills, activities and games to cater for a range of individual learning styles and player differences
- evaluates and reflects on own coaching performance, game strategy and tactics to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must also ensure access to:

- resources and information on participants and location to accurately plan, coach and document Rugby League sessions for advanced level participants of games using the International Laws of Rugby League
- Rugby League training and competition facilities
- equipment such as Rugby League balls, uniforms, appropriate footwear, and personal protective equipment
- groups of advanced level Rugby League players to take part in the Rugby League sessions
- support staff, such as first aiders, physiotherapists, other medicos and experienced and qualified assistants
- referees qualified to manage a match using the International Laws of Rugby League
- International Laws of Rugby League
- current relevant regulations, policies, procedures and codes that apply to coaching teams in game strategy and tactical Rugby League activities to an advanced level.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as talking with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant laws, regulations and policies and how game strategies and tactics impact on compliant play

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- observation of safe advanced level Rugby League coaching and monitoring and adjusting activities that meet participant's needs, characteristics and responses
- evaluation of a portfolio of game strategies and training session plans, self or player evaluations
- evaluation of reports, from a supervisor, detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSRGL409A Teach advanced level Rugby League game skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants' needs and characteristics may relate to :

- age
- maturity for age
- preferences or protocols of different cultures, nationalities and religions
- player motivation for participation
- compatibility between players in match situations.

Game strategy may involve:

- roles of individual players in the game strategy
- advanced patterns of play in attack and defence, e.g:
  - up and in
  - slide
- adjusting attacking systems of play quickly according to field zones
- appropriate defending systems of play in each field zone
- set team plays:
  - orthodox
  - unorthodox

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- spacial concepts of width and depth
- situational plays, e.g. following turnovers
- positional plays where unequal match-ups occur
- kicking games - long, short, into goal zones
- percentagefootball
- identifying strengths and weaknesses of opposition game strategies and tactics and the development of coping counter tactics.

Strengths and weaknesses may relate to:

- fitness components:
  - speed
  - agility
  - balance
  - endurance
  - strength
  - power
  - flexibility
- height
- weight
- ability to successfully implement set team plays
- ability to use deception and predication
- skills in attack and defence .

Tactics may involve:

- attack and defence considerations in different field zones
- impulse plays
- phases of play coming off incomplete structured plays
- moving the ball wide: how wide and how quickly
- tackling types and duties of each tackler
- scrummaging tactics and set plays from a scrum
- positional play in line of attack
- positional play in defensive line
- field positioning in to generate a try in the attacking zone
- field positioning to generate a field goal
- use of angles and switch plays
- use of fast or slow paced play-the-balls
- plays to maximise perceived weaknesses in opposition team plays
- plays to counter strengths in "frequently used"

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	opposition team plays • counter tactics to diminish or negate opposition player skill or fitness strengths.
Readiness may involve:	• current knowledge of advanced Rugby League game strategies • current Rugby League tactical skills • knowledge of the International Laws of Rugby League and various interpretations • fitness levels and physical capabilities • emotional capability to deal with competing in a fast-moving advanced tactical game • motor performance factors • history of current or recurring injuries and illnesses
Session aims and objectives may include:	• progressive acquisition of skills in Rugby League tactics and game strategy during drills, activities and games • improvement of individual player tactical skills • improvement of teamwork tactical skills • improvement of player motivation and confidence in game strategy and tactics • improvement of player fitness • management of player injury
Session plan may include:	• session aims and objectives • date, time and duration • location • coach and participant ratios • resources required • equipment required • tailored drills, activities and games designed to develop team game strategy and player tactics.
Regulations may relate to:	• occupational health and safety (OHS) legislation • permits from land management authorities or local councils • authority or permission from Rugby League clubs or associations • privacy legislation • working with children checks • environmental protection regulations.
Organisational policies and procedures may involve:	• risk management • safety

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	• management of players' past, current or recurring injuries and illnesses • conflict resolution • communication protocols • use, care and maintenance of equipment and field • training and scheduling commitments • codes of safety, conduct and ethics • harassment-free sports policies.
Safety procedures may include:	• group management in emergency situations • prevention and first aid treatment of common Rugby League injuries • management of players' past, current or recurring injuries and illnesses • equipment checking and usage • field safety • safe and clear communication systems.
Drills, ***activities*** may involve:	• advanced drills performed consistently at speed • developing tactical skills through appropriate sequencing of skills • progressive skill acquisition in Rugby League tactics • progressive development of team game strategy • breaking down game strategy and tactical skills • coordinated positional plays • modifying game strategy and tactical skills • warm-ups and cool downs • grid work.
Games may include:	• those using the ARL International Laws of Rugby League • simulated games to develop advanced tactical skills and game strategy • competition games • modified games to meet specific player and team needs • practice matches to develop advanced tactical skills and game strategy.
Location may include:	• Rugby League fields • open fields • any off-field location such as gyms and other

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	facilities where coaching may occur.
Equipment may include:	• ARL approved training and match Rugby League balls • uniforms • appropriate footwear • personal protective equipment • approved and safe ankle braces and thigh protectors • tackle bags • stop watches • whistles • cones and other approved and appropriate organisational aids.
Resources may include:	• teaching and coaching tools • visual media equipment • food and water and approved and safe containers • first aid kit.
Relevant information may relate to:	• the game strategy • tactics to be developed and used • tailored drills, activities and games designed to develop team game strategy and player tactics. • objectives of the session • equipment and resource requirements, selection and use • responsible and safe behaviour.

Risks may include:	• collisions
	• injuries including:
	  • fractures
	  • dislocations
	  • sprains
	  • strains
	  • concussions
	• exhaustion from exposure to extreme heat or cold weather
	• dehydration.

Communication systems may include:	• calls • hand signals • eye signals • signs • nods • gestures

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	• codes for different plays.
Psychological techniques may include:	• goal setting • visualisation • imagery • relaxation techniques • intrinsic motivation • extrinsic motivation • motivation techniques • focusing and concentration
Teaching and coaching techniques may include:	• six levels of learning as identified by the Australian Rugby League • demonstration • explanation • use of diagrams and drawings • reciprocal or peer tutoring • focusing on the game strategy as a whole • focusing on single or multiple tactics • breaking down game strategy and tactics into components • breaking down complex tactics • progressing through, and linking, skills • monitoring and observing progress • fault detection • assessment of participants' skills • providing positive reinforcement and feedback during and after drills, activities and games.
Required player knowledge may include:	• International Laws of Rugby League • the essential features of game strategy • the characteristics of Rugby League tactics and when to use various tactics • role of player positions • basic biomechanical principles • strengths and weaknesses of opposition and own team • equipment selection, use and maintenance • communication systems used in Rugby League • safety and risk management.
Accepted best practice in Rugby League coaching may include:	• positive role modelling • good sportsmanship • preventative practices to minimise safety risks and hazards • positivity in providing feedback on player

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performance.

Endorsed standards may include:

- Australian Sports Commission Harassment-free Sport policy
- Australian Sports Commission Junior Sport policy
- Australian Rugby League Anti-doping Policy
- Australian Rugby League Codes of Conduct
- Australian Rugby League SafePlay Code.

Participant's performance may include:

- use of appropriate communication systems
- speed and accuracy of skill
- implementation of the overall game strategy
- participation in team and individual tactics
- attitude and behaviour
- ability to link and use the tactics and cooperate with other team members.

In-game analysis may include:

- playing statistics for own team and opposition:
  - penalties
  - errors and turnovers
  - completion rates
  - tries scored and manner in which tries are scored
  - tackle counts
- psychological and motivational wellbeing of players
- strengths and weaknesses of own and opposition players.

Relevant aspects may include:

- the quality of own performance in the coaching session
- effectiveness of the teaching and coaching session
- suitability of teaching and coaching methods
- feedback provided to, or by, participants
- initial and final assessment of participants' abilities
- validity and reliability of coaching and assessment tools.

Unit Sector(s)

Sport

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Competency Field

Rugby League

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SISSRGL511A Teach high performance Rugby League game skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach players Rugby League competition skills. It requires the ability to plan, conduct and evaluate drills, activities, and games which focus on the development of player skills to a high performance level according to the International Laws of Rugby League.

Application of the Unit

This unit applies to those coaches known as High Performance Coaches who develop Rugby League skills to a high performance level for semi-professional and professional players who are involved in state or national competitions using the International Laws of Rugby League. They operate with complete autonomy and supervise and mentor other coaches.

High Performance Coaches include head coaches of National Rugby League (NRL) professional club teams, national and state coaching directors and coaches of national and state representative teams.

In this unit professional team participants also refers to semi-professional high performance players.

Licensing/Regulatory Information

The Australian Rugby League (ARL) governs the game of Rugby League in Australia through its network of affiliated Leagues and Clubs. Clubs of any type must adhere to prescribed ARL policies in order to participate in Rugby League competitions at any level. Clubs are required to engage only coaches who are accredited through the ARL's National Coaching Accreditation Scheme (NCAS).

The ARL has specific training and assessment requirements for the industry accreditation of coaches. Those developing training and assessment to support this unit should undertake consultation with the ARL, acting as the industry occupational registration body, to determine any specific requirements for courses, trainers and assessors and any partnership arrangements which could facilitate RPL for candidates to achieve coach registration status as a High Performance Coach.

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Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan high performance Rugby League sessions.	1.1. Identify and assess ***participants' needs and characteristics*** to plan tailored Rugby League sessions. 1.2. Identify and assess participants' ***readiness*** and current knowledge of the international game of Rugby League to determine ***session aims and objectives***. 1.3. Develop a ***plan*** to meet ***professional*** team participants' needs in accordance with relevant ***regulations***, ***organisational policies and procedures***. 1.4. Identify risks and incorporate ***safety procedures*** to manage the risks associated with high performance level Rugby League ***drills***, ***activities*** and ***games***. 1.5. Access and select ***location***, ***equipment*** and ***resources*** and check to ensure safety and suitability.
2. Brief professional team participants.	2.1. Communicate instructions and ***relevant information*** about the Rugby League session in a detailed manner understandable to professional team participants. 2.2. Inform participants of known and anticipated ***risks***; safety procedures; responsible, safe and appropriate behaviours; and, the International Laws of Rugby League. 2.3. Discuss, clarify and establish a suitably cooperative

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ELEMENT	PERFORMANCE CRITERIA
	communication system to promote teamwork while participating in drills, activities and games.
	2.4. Advise procedures for dealing with emergency and non-routine situations.
	2.5. Encourage participants to seek clarification, information and feedback during the briefing and the session.
3. Conduct high performance Rugby League sessions.	3.1. Use ***teaching and coaching techniques*** appropriate to the needs of participants to develop players' ***high performance skills of Rugby League*** in attack and defence and to impart ***required player knowledge***.
	3.2. Conduct the coaching session according to ***accepted best practice in Rugby League coaching*** and appropriate ***endorsed standards promoted by sporting organisations***.
	3.3. Conduct specific warm-up and introductory activities for participants to reduce any escalation of injury or the risk of new injury.
	3.4. Monitor individual ***participant's performance*** and maintain effective communication during high performance Rugby League drills, activities and games.
	3.5. Liaise with other ***coaches and specialist staff*** to monitor and deliver high performance Rugby League drills, activities and games.
	3.6. Provide positive encouragement and feedback to each participant throughout the session.
	3.7. Observe participants during high performance Rugby League drills, activities and games, and adjust or refine individual or group technique as required.
	3.8. Allow time for, and conduct, adequate cool down activities at the end of the session.
4. Complete post-session responsibilities.	4.1. Inform participants of opportunities to further develop their Rugby League skills to a high performance level.
	4.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and encourage their feedback and questioning.
	4.3. Evaluate ***relevant aspects*** of the Rugby League session and review the level of learning achieved.
	4.4. Identify areas of improvement for future high performance Rugby League sessions.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan a high performance Rugby League session that satisfies their needs
  - fully brief participants in all aspects of the session
  - interact with participants to create a safe and positive team environment
  - provide detailed, proper and specific feedback
  - receive and evaluate feedback from participants
- literacy skills to:
  - produce detailed, in-depth written plans for Rugby League sessions
  - complete full written post-session evaluation reports on the quality of player and self- participation in the session
  - complete any required forms to apply for permission or permits to use a suitable location or Rugby League field
- numeracy skills to manage time within session timeframes when delivering a series of drills, activities and games
- problem-solving skills to:
  - plan suitable Rugby League sessions according to participant's needs, characteristics and expectations
  - address participant difficulties in developing high performance skills and techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organisational skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - organise participants into manageable groups for Rugby League drills, activities and games
- analytical skills to monitor and evaluate player and self-progression
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- personal Rugby League skills, to a very high level of technical correctness, to:
  - understand progressive skill acquisition
  - demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- regulations that apply to the use of private and public Rugby League facilities and

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gyms
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- the primary components of occupational health and safety legislation in order to monitor OHS practices as a coach management function. This would include the basic aspects of the club's responsibilities to comply with relevant state or territory OHS laws, especially its requirement to:
  - develop systematic OHS practices inclusive of policies and procedures
  - consult with players and other coaching staff
  - identify hazards, conduct risk assessments and control risks
  - keep records of any incidents
  - provide OHS information and safety training to players and other coaching staff
- the full content of the organisation's OHS policies, procedures and reporting processes in order to manage their implementation and the legal ramifications of failure to observe these
- risks associated with training for, and playing Rugby League, according to International Laws of Rugby League and techniques to manage these risks
- emergency response and rescue procedures, appropriate for Rugby League, to ensure risk minimisation to self and group
- the complete content and intricacies of endorsed standards promoted by sporting organisations
- the complete content of organisational policies and procedures for conducting coaching sessions
- the complete content and intricate interpretations of the International Laws of Rugby League
- the roles and responsibilities of all player positions for Rugby League competitions using the International Laws of Rugby League
- the key features of Rugby League related injuries, a range of physical and motor performance abilities and appropriate player fitness levels to analyse the readiness of participants to engage in progressive skills acquisition at this high level
- formats, styles for and inclusions of complex plans used by high performance Rugby League coaches and the organisation in particular
- the essential features and usage of accepted best practice techniques for coaching Rugby League to players at a high performance level.
- the intricacies and usage of adult teaching and coaching techniques and practices applicable to a range of learning abilities and adult, or near adult, aged professional team participants
- the intricacies and usage of Rugby League skills at a high performance level and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- the essential features and use of equipment and technological aids used in the development of Rugby League skills to a high performance level
- the intricacies and appropriate usage of complex communication systems used between players, coaches, referees and support staff during high performance Rugby League drills, activities and games using the international rules of the game

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of Rugby League.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts multiple and diverse safe drills, activities and games that reflect the needs and characteristics of a diverse range of participants at a high performance level that are of sufficient duration and breadth to demonstrate competency and consistency of performance • plans and delivers precise relevant information, explanations and demonstrations for high performance Rugby League sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop player skills in Rugby League to a high performance level • uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of individual learning styles and player differences • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure access to: • resources and information on participants and location to accurately plan, coach and document Rugby League sessions for participants at a high performance level using the International Laws of Rugby League • Rugby League training and competition facilities • equipment such as Rugby League balls, uniforms, appropriate footwear and personal protective equipment • groups of high performance level Rugby League

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	players to take part in the Rugby League sessions • support staff, such as first aiders, physiotherapists, other medicos and experienced and qualified assistants all support staff • referees qualified to manage a high performance match using the International Laws of Rugby League • International Laws of Rugby League • current relevant regulations, policies, procedures and codes that apply to coaching teams in high performance Rugby League skills.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning processes, such as talking with participants at a high performance level to determine their needs and characteristics • oral or written questioning to assess knowledge of relevant rules, regulations and policies • observation of safe Rugby League coaching at an high performance level and monitoring and adjusting activities that meet participant's needs, characteristics and responses • evaluation of portfolio of session plans and self-evaluations • evaluation of third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISSRGL512A Teach high performance Rugby League tactics and game strategy.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants' needs and	• age • maturity for age

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characteristics may relate to :	• preferences or protocols of different cultures, nationalities and religions • player motivation for participation • compatibility between players in match situations.
Readiness may involve:	• previous experience in team sports, especially Rugby League at an advanced level • level of current Rugby League skills and knowledge of applicable laws • emotional capability to deal with competitive emotional stability at a professional and high performance game level • fitness levels and physical capabilities • motor performance factors • history of injuries and illnesses.
Session aims and objectives may include:	• progressive skill acquisition during drills, activities and games • improvement of individual player skills • improvement of teamwork skills • improvement of player fitness • management of player injury.
Professional team participants also refers to:	• semi-professional high performance players

Plan may include:	• session aims and objectives
	• date, time and duration
	• location
	• coaches, participants and squad ratios
	• required:
	  • resources
	  • assistants
	  • equipment
	• tailored drills, activities and games.

Regulations may relate to:	• occupational health and safety (OHS) legislation • permits from land management authorities or local councils • authority or permission from Rugby League clubs or associations • privacy legislation • working with children checks applicable to players under the age of 18 • environmental protection regulations.

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Organisational policies and procedures may involve:	• risk management • safety • management of players' past, current or recurring injuries and illnesses • conflict resolution • communication protocols • use, care and maintenance of equipment and field • training and scheduling commitments • coaches, participants and squad ratios • codes of safety, conduct and ethics • harassment-free sports policies.
Safety procedures may include:	• group management in emergency situations • prevention and first aid treatment of common Rugby League injuries • management of players' past, current and recurring injuries and illnesses • equipment checking and usage • field safety • safe and clear communication systems.
Drills, ***activities*** may involve:	• developing skills to a high performance level through appropriate sequencing of skills • progressive skill acquisition • breaking down complex skills • modifying skill drills • grid work • coordinated positional plays • speed and accuracy skills training • weight, strength and conditioning training • warm-ups and cool downs.
Games may include:	• those using the ARL International Laws of Rugby League • simulated games • high performance level competition games • modified games to meet specific player and team needs • practice matches to develop skills to a high performance level.
Location may include:	• Rugby League fields • open fields • any off-field location such as gyms and other facilities where coaching may occur.

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Equipment may include:	• ARL approved training and match Rugby League balls • uniforms • appropriate footwear • personal protective equipment • approved and safe ankle braces and thigh protectors • tackle bags • stop watches • whistles • cones and other approved and appropriate organisational aids.
Resources may include:	• teaching and coaching tools • visual media equipment • food and water, as advised by nutritionists, and approved and safe containers • first aid kit.
Relevant information may include:	• objectives of the session • skills focus of the session • equipment and resource requirements, selection and use • responsible and safe behaviour.

Risks may include:	• collisions
	• injuries including:
	  • fractures
	  • dislocations
	  • sprains
	  • strains
	  • concussions
	• exhaustion from exposure to extreme heat or cold weather
	• dehydration.

Communication systems may involve:	• calls • hand signals • eye signals • signs • nods • gestures • electronic communication media used by various coaches • messages delivered on field by trainers.
Teaching and coaching	• six levels of learning as identified by the

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techniques may include:

Australian Rugby League

- demonstration
- breaking down high performance skills into components
- progressing through and linking skills
- monitoring and observing progress
- fault detection
- assessment of participants' skills
- providing positive reinforcement and feedback during and after drills, activities and games.

High performance skills in Rugby League may include:

- game sense and decision making at a high performance level
- body protection
- running with and a without ball
- running in and out of traffic
- ball handling:
  - catching
  - passing left and right
  - draw and pass
  - running with the ball in possession before contact
  - quick playing of the ball
  - ruck play
  - holding and controlling the ball
- passing:
  - hit spin and pass
  - standing pass in static and dynamic situations
  - off ground
  - on run - in clear and in traffic
  - long
  - short
  - quick
  - spiral
  - reverse
  - run around
  - scissors
  - receiving and controlling the ball
  - timing
- kicking:
  - drop kicks

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- place kicks
- punt kicks
- deception kicks
- line kicks
- scrummaging:
  - forming and binding
  - feet placement
  - steadying and stability for safety
  - breaking
  - safe post-scrummaging plays
- attack skills:
  - attacking moves in stationary and dynamic environments
  - attacking
  - anticipation
  - dummy half
  - evasion
  - sidestep
  - swerve
  - feint
  - change of pace
  - creating a gap
- defence skills:
  - defensive patterns
  - anticipation
  - situational defence
  - at or near goal line
  - from broken play
- tackling:
  - contact (tackler or tacklee)
  - side on
  - front-on (blocking and driving)
  - from behind
  - multiple players in tackle
- spatial awareness
- timing
- field positioning
- positional skills.

Required player knowledge may include:

- the International Laws of Rugby League
- when to use different Rugby League skills

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	• role of player positions • basic biomechanical principles • strengths and weaknesses of opposition and own team • equipment selection, use and maintenance • communication systems used in high performance Rugby League games • safety and risk management.
Accepted best practice in Rugby League coaching may include:	• positive role modelling • good sportsmanship • preventative practices to minimise safety risks and hazards • positivity in providing feedback on player performance.
Endorsed standards may include:	• Australian Sports Commission Harassment-free Sport policy • Australian Sports Commission Junior Sport policy • Australian Rugby League Anti-doping Policy • Australian Rugby League Code of Conduct • Australian Rugby League SafePlay Code.
Participant's performance may include:	• use of appropriate communication systems • team participation • attitude and behaviour • ability to link and use the skills of Rugby League to a high performance level.
Coaches and specialist staff may include:	• assistant and specialist coaches • trainers • medical assistants • biomechanics and science specialists • strength and conditioning specialist.
Relevant aspects may include:	• the quality of own performance in the coaching session • effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to, or by, participants • initial and final assessment of participants' abilities • validity and reliability of coaching and assessment tools.

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Unit Sector(s)

Sport

Competency Field

Rugby League

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SISSRGL512A Teach high performance Rugby League tactics and game strategy

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop overarching game strategy and player tactics to a high performance level. It requires the ability to plan, conduct and evaluate drills, activities, and games which focus on player development of the high performance tactics of Rugby League.

Application of the Unit

This unit applies to those coaches known as High Performance Coaches who develop Rugby League tactics and game strategy to a high performance level for semi-professional and professional players who are involved in state or national competitions using the International Laws of Rugby League. They operate with complete autonomy and supervise and mentor other coaches.

High Performance Coaches include head coaches of National Rugby League (NRL) professional club teams, national and state coaching directors and coaches of national and state representative teams.

In this unit professional team participants also refers to semi-professional high performance players.

Licensing/Regulatory Information

The Australian Rugby League (ARL) governs the game of Rugby League in Australia through its network of affiliated Leagues and Clubs. Clubs of any type must adhere to prescribed ARL policies in order to participate in Rugby League competitions at any level. Clubs are required to engage only coaches who are accredited through the ARL's National Coaching Accreditation Scheme (NCAS).

The ARL has specific training and assessment requirements for the industry accreditation of coaches. Those developing training and assessment to support this unit should undertake consultation with the ARL, acting as the industry occupational registration body, to determine any specific requirements for courses, trainers and assessors and any partnership arrangements which could facilitate RPL for candidates to achieve coach registration status as a High Performance Coach.Not Applicable

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Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop a game strategy and plan player and team tactics.	1.1. Identify and assess elite ***participants' needs and characteristics*** to plan a tailored game strategy and player tactics. 1.2. Develop a ***game strategy*** suitable for high performance level players which is underpinned by the ***strengths and weaknesses*** of the team and individual players. 1.3. Plan the use of individual and team ***tactics*** to counter strengths and maximise weaknesses of opposition players.
2. Plan Rugby League sessions to develop player tactics and game strategy to a high performance level.	2.1. Identify and assess participants' ***readiness*** and current knowledge of Rugby League game strategy and tactics to determine ***session aims and objectives***. 2.2. Develop a ***session plan*** to meet the needs of players at a high Performance level in accordance with relevant ***regulations***, ***organisational policies and procedures***. 2.3. Identify risks and incorporate ***safety procedures*** to manage the risks associated with Rugby League ***drills***, ***activities*** and ***games***. 2.4. Select and access ***locations***, ***equipment*** and ***resources*** according to organisational policies and procedures, and check to ensure safety and suitability.

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ELEMENT	PERFORMANCE CRITERIA
3. Brief players in game strategy and tactics.	3.1. Communicate instructions and ***relevant information*** in a manner clearly understandable to participants at a high performance level. 3.2. Inform participants of known and anticipated ***risks***, safety procedures, responsible, safe and appropriate behaviour and the International Laws of Rugby League. 3.3. Discuss, clarify and establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games. 3.4. Advise procedures for dealing with emergency and non-routine situations. 3.5. Prepare players, individually and as a team, for high performance Rugby League games by using effective and appropriate ***psychological techniques*** which meet the ongoing needs of high performance players. 3.6. Encourage participants to seek clarification, information and feedback during the briefing and the session.
4. Conduct Rugby League drills, activities and games to develop player tactics and game strategy to a high performance level.	4.1. Use ***teaching and coaching techniques*** appropriate to the needs of participants to develop players' tactical skills in high performance attack and defence activities and to impart ***required player knowledge***. 4.2. Conduct the coaching session according to ***accepted best practice in Rugby League coaching*** and ***endorsed standards promoted by sporting organisations***. 4.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury. 4.4. Monitor individual ***participant's performance*** and maintain effective communication during high performance Rugby League drills, activities and games. 4.5. Observe participants during high performance Rugby League drills, activities and games, and adjust or refine individual or group technique as required. 4.6. Liaise with other ***coaches and specialist staff*** to develop players' tactical skills in attack and defence to a high performance level. 4.7. Liaise with other ***coaches and specialist staff*** to monitor and deliver high performance Rugby League drills, activities and games. 4.8. Conduct ***in-game analysis*** and implement relevant

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ELEMENT	PERFORMANCE CRITERIA
	adjustments where required.
	4.9. Allow time for, and conduct, cool down activities at the end of the session.
5. De-brief players and evaluate the success of the session.	5.1. Inform team participants of opportunities to further develop their player tactics to a high performance level and improve participation in the game strategy.
	5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and encourage their feedback and questioning.
	5.3. Evaluate ***relevant aspects*** of high performance Rugby League session and determine the level of learning achieved.
	5.4. Analyse individual and team performance and identify areas for improvement in developing game strategies and players' tactical performance.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan a high performance Rugby League tactical session that meets their needs and expectations.
  - from on-going play, predict player's intentions and movements for own and opposition team members
  - convey information about the effective use of various game strategies and player and team tactics
  - fully brief players on the implementation of overarching game strategy, team and individual player tactics for Rugby League games
  - discuss and clarify the International Laws of Rugby League and how game strategies and tactics impact on compliant play
  - interact with participants to create a safe and positive team environment
  - seek detailed feedback from team members, support staff and referees
  - provide detailed feedback on self and team performance in game strategy and player tactics
- literacy skills to:
  - produce in-depth written game strategies and plans for Rugby League sessions
  - complete detailed written post-session evaluation reports on the quality of

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player and self participation in the session
    - complete all required forms to apply for permission or permits to use a suitable location or field
- numeracy skills to:
    - calculate and effectively use all available time use during drills, activities and games
    - calculate the time remaining to implement or adjust game strategy and tactics during games
    - interpret complex statistics
- problem-solving skills to:
    - plan suitable high performance level Rugby League drills, activities and games according to participant's needs and characteristics
    - address participant difficulties in developing tactics and understanding game strategies
    - determine the strengths and weaknesses of the opposition and respond with appropriate tactics during a game
    - respond appropriately to changing conditions during training and game situations
    - resolve disputes related to the conduct or outcome of a game
- planning and organising skills to:
    - source, allocate and coordinate resources, equipment and a suitable location
    - monitor and evaluate short and long term player progress
    - organise participants into manageable groups for high performance Rugby League drills, activities and games
    - monitor and plan player and self- progression
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- analytical skills to discuss and evaluate strengths and weaknesses of opposition team, self, own team players and to monitor team progression in the use of tactics
- personal high performance level tactical skills in attack and defence to a high level of technical correctness to:
    - plan progressive skill acquisition
    - demonstrate, explain and break down game strategy and tactical skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- regulations that apply to the use of private and public Rugby League facilities and gyms
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- the primary components of occupational health and safety legislation in order to monitor OHS practices as a coach management function. This would include the

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basic aspects of the club's responsibilities to comply with relevant state or territory OHS laws, especially its requirement to:
  - develop systematic OHS practices inclusive of policies and procedures
  - consult with players and other coaching staff
  - identify hazards, conduct risk assessments and control risks
  - keep records of any incidents
  - provide OHS information and safety training to players and other coaching staff
- the full content of the organisation's OHS policies, procedures and reporting processes in order to manage their implementation and legal ramifications of failure to observe these
- risks associated with training for and playing Rugby League according to International Laws of Rugby League and techniques to manage these risks
- emergency response and rescue procedures appropriate for high performance Rugby League, to ensure risk minimisation to self and group
- the complete content and intricacies of endorsed standards promoted by sporting organisations
- the complete content of organisational policies and procedures for conducting coaching sessions
- the complete content and differing interpretations of International Laws of Rugby League and how game strategies and tactics impact on compliant play
- the on-field roles and responsibilities of all professional Rugby League positions, their interrelationships in game strategy and the tactics that apply to particular positions
- the key features and effects of Rugby League related injuries, a range of physical abilities, fitness and motor performance to ensure readiness of participants to engage in progressive skill acquisition
- formats, styles for, and inclusions of complex plans used by international Rugby League game coaches and the organisation in particular.
- the essential features and usage of accepted best practice techniques for coaching Rugby League at the high performance level
- the intricacies and usage of adult teaching and coaching techniques and practices applicable to a range of learning abilities and adult, or near adult, aged participants
- the intricacies and usage of overarching game strategies, such as patterns of play in attack and defence , to counteract the strengths of opposition teams and maximise the strengths of own team
- the intricacies and usage of team and player tactics and the use of different tactics to meet differing high performance game conditions
- the intricacies and usage of specific drills, activities and games that progressively develop high performance skills in game strategy for teams and tactics for individual players and teams
- ***the key elements of effective psychological methods and techniques*** used in game preparation
- the essential features and use of equipment and technological aids used in the development of tactical Rugby League skills to a high performance level
- the intricacies and appropriate usage of complex communication systems used by

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players, coaches, referees and support staff to interact during the implementation of game strategy and tactics in high performance Rugby League play
- the key elements and use of detailed Rugby League game statistics.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts multiple and diverse safe drills, activities and games that reflect the needs and characteristics of participants at a high performance level that are of sufficient duration and breadth to demonstrate competency and consistency of performance. • plans and delivers precise relevant information, explanations and demonstrations to ensure all activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop attacking and defending tactics and game strategies to a high performance level • uses and modifies coaching techniques, drills, activities and games to cater for a range of individual learning styles and player differences • evaluates and reflects on own coaching performance, game strategy and tactics to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must also ensure access to: • resources and information on participants and location to accurately plan, coach and document Rugby League sessions for high performance level participants of games using the International Laws of Rugby League • Rugby League training and competition facilities • equipment such as Rugby League balls, uniforms, appropriate footwear and personal protective

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equipment
- groups of high performance level Rugby League players to take part in the Rugby League sessions
- support staff, such as first aiders, physiotherapists, other medicos and experienced and qualified assistants
- referees qualified to manage a high performance match using the International Laws of Rugby League
- International Laws of Rugby League
- current relevant regulations, policies, procedures and codes that apply to coaching teams in game strategy and tactical Rugby League activities to a high performance level.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as talking with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant laws, regulations and policies and how game strategies and tactics impact on compliant play
- observation of safe high performance level Rugby League coaching and monitoring and adjusting activities that meet participant's needs, characteristics and responses
- evaluation of a portfolio of game strategies and training session plans, self or player evaluations
- evaluation of third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSRGL511A Teach high performance Rugby League game skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Participants' needs and characteristics may relate to :	• age • maturity for age • preferences or protocols of different cultures, nationalities and religions • player motivation for participation • compatibility between players in match situations.

Game strategy may involve:	• roles of individual players in the game strategy
	• advanced patterns of play in attack and defence, e.g:
	  • "up and in"
	  • slide
	• attacking systems of play in different field zones
	• defending systems of play in different field zones
	• set team plays:
	  • orthodox
	  • unorthodox
	  • spatial concepts of width and depth
	• situational plays, e.g. following turnovers
	• positional play where unequal match-ups occur
	• kicking games - long; short; into goal zones
	• percentage football
	• identifying strengths and weaknesses of opposition game strategies and tactics and development of counter tactics.

Strengths and weaknesses may relate to:	• fitness components:
	  • speed
	  • agility
	  • balance
	  • endurance
	  • strength
	  • power
	  • flexibility
	• height
	• weight
	• ability to successfully implement set team plays
	• ability to use deception and predication

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	• skills in attack and defence .
Tactics may involve:	• attack and defence considerations in different field zones • impulse plays • phases of play coming off incomplete structured plays • moving the ball wide: how wide and how quickly • tackling types and duties of tacklers • scrummaging tactics and set plays from a scrum • positional play in line of attack • positional play in defensive line • speed to position and moving forward • field positioning in attacking zone to generate or negate a try • field positioning to generate a field goal • use of angles and switches of play • use of fast or slow paced play-the-balls • plays to maximise observed weaknesses in opposition team plays • plays to counter perceived strengths in opposition team plays • counter tactics to diminish or negate opposition player skill or fitness strengths.
Readiness may involve:	• current knowledge of high performance Rugby League game strategy • current Rugby League tactical skills • knowledge of the International Laws of Rugby League and various interpretations • fitness levels and physical capabilities • emotional capability to deal with competing in a high performance tactical game • motor performance factors • history of past, current or recurring injuries and illnesses.
Session aims and objectives may include:	• progressive acquisition of skills in Rugby League tactics and game strategy during drills, activities and games • improvement of individual player tactical skills • improvement of teamwork tactical skills • improvement of team game strategy • improvement of player motivation and

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	confidence in game strategy and tactics • improvement of player fitness • management of player injury.
Professional team participants also refers to:	• semi-professional high performance players
Session plan may include:	• session aims and objectives • date, time and duration • location • coaches, participants and squad ratios • resources required • equipment required • tailored drills, activities and games designed to develop team game strategy and player tactics.
Regulations may relate to:	• occupational health and safety (OHS) legislation • permits from land management authorities or local councils • authority or permission from Rugby League clubs or associations • privacy legislation • working with children checks • environmental protection regulations.
Organisational policies and procedures may involve:	• risk management • safety • management of players' past, current or recurring injuries and illnesses • conflict resolution • communication protocols • use, care and maintenance of equipment and field • training and scheduling commitments • codes of safety, conduct and ethics • harassment-free sports policies.
Safety procedures may include:	• group management in emergency situations • prevention and first aid treatment of common Rugby League injuries • management of players' past, current or recurring injuries and illnesses • equipment checking and usage • field safety • safe and clear communication systems.

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Drills, ***activities*** may involve:	• high performance drills performed at speed • developing tactical skills through appropriate sequencing of skills • progressive skill acquisition in Rugby League tactics • progressive development of team game strategy • breaking down game strategy and tactical skills • coordinated positional plays • modifying game strategy and tactical skills • warm-ups and cool downs • grid work.
Games may include:	• those using the ARL International Laws of Rugby League • simulated games to develop high performance tactical skills and game strategy • high performance level competition games • modified games to meet specific player and team needs • practice matches to develop high performance tactical skills and game strategy.
Location may include:	• Rugby League fields • open fields • any off-field location such as gyms and other facilities where coaching may occur.
Equipment may include:	• ARL approved training and match Rugby League balls • uniforms • appropriate footwear • personal protective equipment • approved and safe ankle braces and thigh protectors • tackle bags • stop watches • whistles • cones and other approved and appropriate organisational aids.
Resources may include:	• teaching and coaching tools • visual media equipment • food and water, as advised by nutritionists, and approved and safe containers • first aid kit.

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Relevant information may relate to:	• the game strategy • tactics to be developed and used • tailored drills, activities and games designed to develop team game strategy and player tactics. • objectives of the session • equipment and resource requirements, selection and use • responsible and safe behaviour.

Risks may include:	• collisions
	• injuries including:
	  • fractures
	  • dislocations
	  • sprains
	  • strains
	  • concussions
	• exhaustion from exposure to extreme heat or cold weather
	• dehydration.

Communication systems may include:	• calls • hand signals • eye signals • signs • nods • gestures • codes for different plays • electronic communication media used by various coaches • messages delivered on field by trainers.
Psychological techniques may include:	• goal setting • visualisation • imagery • relaxation techniques • intrinsic motivation • extrinsic motivation • motivation techniques • focusing and concentration.
Teaching and coaching techniques may include:	• six levels of learning as identified by the Australian Rugby League • demonstration • explanation • use of diagrams and drawings • reciprocal or peer tutoring

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	• focusing on the game strategy as a whole • focusing on single or multiple tactics • breaking down game strategy and tactics into components • breaking down complex tactics • progressing through and linking skills • monitoring and observing progress • fault detection • assessment of participants' skills • providing positive reinforcement and feedback during and after drills, activities and games.
Required player knowledge may include:	• International Laws of Rugby League • the essential features of the game strategy • the characteristics of Rugby League tactics and when to use various tactics • role of player positions • basic biomechanical principles • strengths and weaknesses of opposition and own team • equipment selection, use and maintenance • communication systems used in Rugby League • safety and risk management.
Accepted best practice in Rugby League coaching may include:	• positive role modelling • good sportsmanship • preventative practices to minimise safety risks and hazards • positivity in providing feedback on player performance.
Endorsed standards may include:	• Australian Sports Commission Harassment-free Sport policy • Australian Sports Commission Junior Sport policy • Australian Rugby League Anti-doping Policy • Australian Rugby League Codes of Conduct.
Participant's performance may include:	• use of appropriate communication systems • speed and accuracy of skill • implementation of the overall game strategy • participation in team and individual tactics • attitude and behaviour • ability to link and use the tactics and cooperate with other team members.
Coaches and specialist staff may	• assistant and specialist coaches • trainers and other medicos

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include:

- biomechanics and science specialists
- strength and conditioning specialist

In-game analysis may include:

- playing statistics for own team and opposition:
  - penalties
  - errors and turnovers
  - completion rates
  - tries scored and manner in which tries are scored
  - tackle counts
- psychological and motivational wellbeing of players
- strengths and weaknesses of own and opposition players.

Relevant aspects may include:

- the quality of own performance in the coaching session
- effectiveness of the teaching and coaching session
- suitability of teaching and coaching methods
- feedback provided to, or by, participants
- initial and final assessment of participants' abilities
- validity and reliability of coaching and assessment tools.

Unit Sector(s)

Sport

Competency Field

Rugby League

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SISSRGU201A Perform foundation level Rugby Union skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the foundation skills of Rugby Union. This unit focuses on the development and performance of Rugby Union skills at a foundation level during drills, activities, games and competitions.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in Rugby Union at a local or regional level. It may also apply to those in sports development or Rugby Union coaching roles.s

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Prepare for drills, activities, games and competitions.	1.1. Access and interpret Rugby Union ***rules***, ***regulations and policies***. 1.2. Determine ***basic biomechanical principles*** as they apply to Rugby Union. 1.3. Identify ***foundation level skills of Rugby Union*** and determine observable body movements for each stage of these skills in priority of importance when performing the skills. 1.4. Identify the foundation level skills of Rugby Union players applicable to each position and player, and their purpose.
2. Participate in Rugby Union drills, activities, games and competitions.	2.1. Undertake ***drills***, ***activities***, ***games and competitions*** in a safe manner, according to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Link and perform the foundation level skills of Rugby Union to form a sequence of movements in competition conditions. 2.3. Maintain ***effective communication*** with team members and coach during drills, activities, games and competitions.
3. Review foundation level skills performance.	3.1. Review skills practiced throughout drills, activities, games and competitions, and identify strengths and areas requiring improvement. 3.2. Identify ***conditions and external influences*** affecting conduct of activities and identify contingency strategies to improve future sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills on and off the Rugby Union field to:
  - determine other player's intentions and movements
  - communicate with coaches and clarify positions, rules and play setups
  - seek feedback and instructions from team members, coaches, support staff and umpires
- teamwork skills to:

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  - encourage and support team members
  - share the ball with others
  - respect other player's decisions
  - participate effectively in training activities
- language and literacy skills to access, interpret and apply information about the rules and regulations of Rugby Union games and competitions
- problem-solving skills to respond appropriately to changing conditions during training and game situations
- self-management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation during Rugby Union drills, activities, games and competitions
- rules, regulations and policies of the Australian Rugby Union including laws of the game and best practice codes to enable appropriate participation
- self-reflection principles to enable effective self-evaluation for future improvement
- positions and players of Rugby Union and their roles and responsibilities on the field during games
- relevant equipment and technological aids used in Rugby Union drills, activities, games and competitions to enhance foundation level skill development
- communication systems used between players, coaches, support staff and referees during Rugby Union drills, activities, games and competitions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • determines observable body movements for each stage of foundation skills performance and links together and practices these during drills, activities, games and competitions • performs skills relevant to position requirements and conditions at an accuracy rate of 60-70% • communicates appropriately with team members,

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	coach, umpires and other support staff throughout drills, activities, games and competitions, and responds to feedback • reviews own and team's performance to identify strengths and areas requiring improvement or modifications.
Context of and specific resources for assessment	Assessment must ensure performance of skills relevant to position and conditions at an accuracy rate of 60-70% on sufficient occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • Rugby Union training and competition facilities, with marked out fields • groups or teams of foundation Rugby Union players to play with and against • a coach to instruct and address players • suitably qualified umpires • support staff, such as trainers • Rugby Union equipment, such as a Rugby Union balls and posts • access to rules and regulations such as the Australian Rugby Union laws book and the Australian Rugby Union Code of Conduct • access to current relevant legislation and organisational policies and procedures that impact on the conduct of drills, activities, games and competitions.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance of foundation skills at an accuracy rate of 60-70% during drills, activities, games and competitions • oral or written questioning to assess knowledge of relevant rules, regulations and policies of the Australian Rugby Union , and their application to performance at a foundation level • third-party reports from coaches or umpires detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISSRGU202A Perform foundation level Rugby

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Union tactics and strategies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules, ***regulations and policies*** may include:

- International Rugby Board laws
- best practice codes of conducts, such as Australian Rugby Union Code of Conduct
- Australian Rugby Union Anti-doping policy
- Australian Sports Commission Harassment-free Sport policy.

Basic biomechanical principles may include:

- balance
- stability
- motion
- force
- momentum
- power.

Foundation level skills of Rugby Union may include:

- attacking skills
- defensive skills
- re-start skills
- scrum skills
- line out skills
- continuity skills
- individual skills
- positional skills.

Drills, ***activities*** may include:

- foundation skill drills
- warm-ups and cool-downs
- grid work
- manual work.

Games and competitions may include:

- modified games
- practice matches:
  - specific skill focus
  - specific play focus
- inter-club or team games
- competition games.

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Relevant legislation may include:	• occupational health and safety (OHS) • permits from land management authorities or local council • authority or permission from land owners or Rugby Union clubs • anti-doping policy • harassment-free sports policies.
Organisational policies and procedures may include:	• OHS • conflict resolution • communication protocols • use, care and maintenance of equipment and field • training and scheduling commitments • code of ethics.
Effective communication may include:	• calls • hand signals • eye signals • signs • nods • codes for player's names • codes for different plays.
Conditions and external influences may include:	• environmental and weather conditions • other facility users • support staff • spectators • parents • referees and administrators • other coaches.

Unit Sector(s)

Sport

Competency Field

Rugby Union

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SISSRGU202A Perform foundation level Rugby Union tactics and strategies

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the tactics and strategies of Rugby Union at a foundation level. This unit focuses on the development and performance of Rugby Union tactics and strategies at a foundation level through participation in activities, discussions and games.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in Rugby Union at a local or regional level. It may also apply to those in sports development or Rugby Union coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Participate in pre-game preparation sessions.	1.1. Identify the ***foundation tactics and strategies*** to be developed in consultation with the coach and other players. 1.2. Determine appropriate ***psychological methods and techniques*** in pre-game preparation. 1.3. Analyse ***strengths and weaknesses*** of individual opposition players and identify counter strategies. 1.4. Develop individual and team ***game plans***. 1.5. Identify the ***role of the coach*** and ***support staff*** regarding tactics for training, team preparation, game situations and the ***Rugby Union environment***.
2. Implement tactics during a Rugby Union game.	2.1. Apply agreed tactics and strategies to counter strengths and weaknesses of own players and opposition players. 2.2. Implement identified ***game plans in a safe manner***, ***according to*** Rugby Union ***rules***, ***regulations and policies***, ***relevant legislation*** and ***organisational policies and procedures***. 2.3. Identify ***statistics*** for team and players and implement relevant adjustments where required. 2.4. Maintain ***effective communication*** with team members and coach in order to develop own and team performance.
3. Participate in post-game analysis and follow-up.	3.1. Review foundation tactics and strategies practiced throughout activities and games, and identify strengths and areas requiring improvement. 3.2. Debrief on game and analyse ***strengths and weaknesses of own players and opposition players*** in relation to field positioning and match-ups for future referral. 3.3. Record and analyse game and players ***statistics***, ***and use to inform future training and preparation for games***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

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- communication skills on and off the field to:
  - determine other player's intentions and movements
  - communicate with the coach and clarify positions, tactics and strategies
  - seek feedback and instructions from team members, coaches, support staff and umpires
- teamwork skills to:
  - encourage, support and back up team members
  - share the ball with others
  - respect other player's decisions
  - participate effectively in training activities
- language and literacy skills to access, interpret and apply information about the rules and regulations of Rugby Union games and competitions
- problem-solving skills to:
  - read play
  - predict the actions of other players
  - determine the strengths and weaknesses of the opposition and respond with appropriate tactics and strategies during a game
- self-management skills to:
  - review and reflect on own foundation Rugby Union performance
  - organise time and priorities effectively
  - set short, medium and long term goals.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation during Rugby Union activities and games
- rules, regulations and policies of the Australian Rugby Union , including laws of the game and best practice codes
- communication systems used between players, coaches, support staff and umpires during Rugby Union activities and games
- self-reflection principles to enable effective self-evaluation for future improvement of tactics and strategies
- foundation tactics and strategies of Rugby Union and how to use them in a game situation
- ***psychological methods and techniques*** used in game preparation
- positions and players of Rugby Union and their roles and responsibilities on the field, during games
- equipment used in Rugby Union activities and games to enhance the development of tactics and strategies.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • utilises knowledge and interpretation of tactics and strategies of Rugby Union , rules, regulations and policies to develop and follow game plans, and apply the tactics and strategies applicable to different positions at a foundation level • determines strengths and weaknesses of individual players and teams and psychologically prepares to apply tactics and strategies accordingly • performs tactics and strategies relevant to position and conditions at an accuracy rate of at least 70% • communicates appropriately with team members, coach, umpires and support staff throughout activities and games, and responds to feedback • reviews own and team's Rugby Union performance to identify strengths and areas requiring improvement and or modifications.
Context of and specific resources for assessment	Assessment must ensure performance of tactics and strategies relevant to position and conditions at an accuracy rate of at least 70% on sufficient occasions to demonstrate competence and consistency of performance. Assessment must also ensure access to: • Rugby Union training and competition facilities, with marked out fields • groups or teams of foundation Rugby Union players to play with and against • a coach to instruct and address players • suitably qualified umpires • support staff, such as trainers • equipment, such as a Rugby Union ball, rugby posts, uniforms, mouthguards and pads • rules and regulations such as the Australian Rugby Union laws book and the Australian Rugby Union Code of Conduct • current relevant legislation and organisational policies and procedures that impact on the conduct of activities and games.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance of tactics and strategies at an accuracy rate of at least 70% during activities and games
- oral or written questioning to assess knowledge of rules, regulations and policies of the Australian Rugby Union and their application to performance
- reports from a coach or umpire detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSRGU201A Perform foundation level Rugby Union skills
- SISSRGU203A Participate in conditioning for Rugby Union .

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Foundation tactics and strategies may include:

- line outs
- scrums
- re-starts
- starter moves
- penalties
- free kicks
- patterns of play in attack and defence
- decision making
- statistics and decision making
- game plans for teams and individuals
- influence of weather and ground conditions.

Psychological methods and techniques may include:

- goal setting
- visualisation
- relaxation techniques

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- motivation techniques
- focusing
- creating values.

Strengths and weaknesses may include:

- height
- weight
- speed
- passing
- accuracy
- ability to successfully implement team plays
- ability to use deception and prediction.

Game plans may include:

- go forward
- support
- continuity
- defence
- individual or team
- set plays
- targeting opposition players
- style of play
- situational plays.

Rules, ***regulations and policies*** may include:

- International Rugby Board laws
- best practice codes of conducts, such as Australian Rugby Union Code of Conduct
- policies of the Australian Rugby Union , such as anti-doping policy
- Australian Sports Commission Harassment-free Sport policy.

Relevant legislation may include:

- occupational health and safety (OHS)
- permits from land management authorities and or local council
- authority or permission from land owners and or Rugby Union clubs
- anti-doping policy
- harassment-free sports policies.

Organisational policies and procedures may include:

- OHS
- conflict resolution
- communication protocols
- use, care and maintenance of equipment and field
- training and scheduling commitments
- code of ethics.

Statistics may include:

- penalties
- errors or turnovers

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- line-outs
- scrums
- turnovers
- tackles
- missed tackles
- penalties
- metres gained or lost
- defence or missed tackles
- off loads
- number of rucks
- number of mauls
- number of phases.

Effective communication may include:

- calls
- hand signals
- eye signals
- signs
- nods
- codes for player's names
- codes for different plays.

Unit Sector(s)

Sport

Competency Field

Rugby Union

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SISSRGU203A Participate in conditioning for Rugby Union

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in conditioning for Rugby Union. This unit focuses on the development and understanding of fitness and conditioning programs relating to Rugby Union, including techniques to improve speed, agility, endurance, strength, power and flexibility.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in Rugby Union at a local, state and or national level. It may also apply to those in sports development or Rugby Union coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Identify physiological elements of Rugby Union.	1.1. Identify the ***basic energy systems and requirements*** for Rugby Union players in different positions. 1.2. Determine the major ***muscle groups*** required for playing Rugby Union. 1.3. Identify ***fitness tests*** appropriate to different levels of play. 1.4. Identify ***suitable conditioning regimes*** for each ***major fitness component*** used in Rugby Union.
2. Identify and perform basic conditioning techniques.	2.1. Select and safely utilise appropriate ***conditioning equipment*** according to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Identify ***basic conditioning techniques*** for the improvement of speed, agility, endurance, strength, power and flexibility, as advised by a ***specialist***. 2.3. Participate in fitness and conditioning sessions as identified by specialist. 2.4. Determine over training symptoms. 2.5. Develop a recovery plan for ***over training*** after seeking advice from a specialist.
3. Evaluate the conditioning sessions.	3.1. Review own performance and identify potential improvements. 3.2. Evaluate fitness test results and modify conditioning as required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - discuss and determine fitness components requiring improvement with coaches and other specialists
  - seek and follow advice from specialists in developing recovery plans for over training
  - communicate and update progress during conditioning
- language and literacy skills to access, interpret and apply information about the basic energy systems and muscle groups to help prevent injury
- self-management skills to:

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- review and reflect on own conditioning and fitness performance
- organise time and priorities effectively
- set short, medium and long term goals.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation during conditioning
- positions and players of Rugby Union and their roles and responsibilities on the field, and the relevant conditioning techniques suitable for different positions
- communication systems used between players, coaches and specialists to maintain a common understanding
- energy systems, muscle groups and correct use of equipment to prevent injury
- fitness components required to improve and maintain physical conditioning for playing Rugby Union
- self-reflection principles to enable effective self-evaluation for future improvement.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • utilises knowledge of energy systems and muscle groups to interpret how different conditioning applies to individual Rugby Union positions • participates in conditioning sessions to improve speed, agility, endurance, strength, power and flexibility required for Rugby Union games • identifies over training symptoms and seeks advice from specialists to plan and implement a recovery plan • communicates appropriately with coaches and specialists throughout conditioning and responds to feedback • evaluates conditioning sessions and reviews own performance to identify strengths and areas requiring improvement and or modifications.
Context of and specific resources for assessment	Assessment must ensure participation in conditioning sessions to improve ***speed***, ***agility***, ***endurance***, ***strength***,

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power and flexibility that are of a sufficient duration to demonstrate competence, consistency of performance.

Assessment must also ensure access to:

- suitable facilities, such as gyms and training fields
- up-to-date testing equipment and facilities
- a coach to give instructions and feedback
- support staff, such as specialist conditioning coaches and dieticians
- conditioning equipment, such as cardiovascular and free weight equipment
- resources and information on the energy systems and muscle groups associated with Rugby Union
- to current legislation and organisational policies and procedures that impact on the conduct of conditioning sessions

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- coaches or specialists detailing conditioning performance observation of performance and improvement of fitness components, including ***speed***, ***agility***, ***endurance***, ***strength***, ***power and flexibility*** during conditioning sessions and Rugby Union games
- oral or written questioning to assess knowledge of the impact of physiological elements of Rugby Union , such as energy systems and muscle groups on performance
- discussions with specialists on topics such as over training symptoms and conditioning techniques for the improvement of fitness components
- third-party reports from.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSRGU201A Perform foundation level Rugby Union skills
- SISSRGU202A Perform foundation level Rugby Union tactics and strategies.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic energy systems and requirements may include:

- energy systems:
  - Alactic Anaerobic System
  - Lactic Anaerobic System
  - Aerobic System
- energy requirements:
  - carbohydrates
  - proteins
  - fats
- supply of chemical energy during muscular contraction.

Muscle groups may include:

- gluteus
- quadriceps
- hamstrings
- calves
- lower back
- abdominals
- pectoralis
- rhomboids
- trapezius
- deltoids
- biceps
- triceps.

Fitness tests may include:

- laboratory tests
- field tests.

Conditioning regimes may include:

- frequency and quantity of conditioning sessions
- position specific requirements
- specific fitness components requiring improvement
- player's needs
- time allocation
- venue and equipment
- specialist availability
- dietary and energy requirements.

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Major fitness component may include:	• speed • agility • endurance • strength • power • flexibility.
Conditioning equipment may include:	• cardiovascular equipment • free weight equipment • hydraulic equipment • exercise balls • bars • steps • bands • resistance equipment • pin loaded equipment • electronically braked equipment • air braked equipment • pool based equipment.
Relevant legislation may include:	• occupational health and safety (OHS) • anti-doping policy • harassment-free sports policies.
Organisational policies and procedures may include:	• OHS • use of venues • communication protocols • training and scheduling commitments • code of ethics.
Basic conditioning techniques may include:	• combination of arm and leg movement • contact time • body positioning • leg drive • lateral movement • forward and back movement • evasion skills • stamina • weight training • resistance training • muscle size and strength • force-velocity relationship • peripheral neuromuscular facilitation • dynamic stretching routine • muscle balance and imbalance.

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Specialists may include:

- doctor
- physiotherapist
- coach
- strength and conditioning coach
- skill coach
- dietician
- personal trainer.

Over training may include:

- tired or sore muscles
- feeling unwell
- fatigue
- stress
- increase in injuries
- disturbed sleep patterns
- poor performance.

Unit Sector(s)

Sport

Competency Field

Rugby Union

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SISSRGU204A Officiate junior level Rugby Union

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to officiate Rugby Union at a junior level. This unit focuses on the ability to apply the laws of Rugby Union , use communication strategies, demonstrate correct positioning and develop reports on junior matches.

Application of the Unit

This unit applies to current or aspiring Rugby Union referees who are responsible for officiating Rugby Union matches at a junior level.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Apply the laws of Rugby Union at a junior level.	1.1. Assess suitability of players, other ***officials*** and ***external influences*** according to the requirements of the ***junior level*** match, ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Observe match and identify ***information*** on which to base fundamental decisions. 1.3. Observe players and club officials to ensure the match is conducted according to the ***laws and regulations*** of Rugby Union. 1.4. Identify and note breaches of laws and regulations by players and other officials. 1.5. Interpret and apply laws and regulations for the given situation according to the spirit of the laws of Rugby Union. 1.6. Make accurate and consistent decisions based on impartiality, participant safety and spirit of the laws.
2. Apply communication strategies.	2.1. Communicate decisions and manage the outcomes of decision making while refereeing the match according to the fundamental laws and regulations of Rugby Union. 2.2. Explain and convey decisions, using fundamental indications, to players, other officials, spectators, scorers and or timekeepers. 2.3. Respond to players and other officials according to the given situation. 2.4. Interpret signals from other officials and work as a team according to laws and regulations. 2.5. Use fundamental ***auditory devices*** when refereeing to assist in decision making and signalling. 2.6. Perform the complete range of whistle commands to convey decisions in an authoritative manner.
3. Demonstrate positioning skills to referee Rugby Union.	3.1. Adopt appropriate positioning for the start or recommencement of play, for set plays and general play situations according to ***environmental conditions*** and external influences. 3.2. Move appropriately to maintain optimal position to view play throughout the game. 3.3. Adjust position according to the direction and or movement of play according to the laws and regulations.
4. Provide reports and	4.1. Complete ***relevant paperwork*** according to

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ELEMENT	PERFORMANCE CRITERIA
obtain feedback.	association or controlling body requirements. 4.2. Forward written reports to the association or controlling body according to local guidelines. 4.3. Provide formal and informal oral reports to controlling body, mentor, adviser or other relevant person. 4.4. Attend to ***reportable offences*** and follow ***procedures for reporting*** on players sent off. 4.5. Discuss feedback provided by others and analyse in a rational and constructive way. 4.6. Implement changes to improve the quality of officiating based on formal and informal feedback provided by mentors, advisers, other officials, parents or other relevant persons.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - indicate decisions to players and other officials
  - confirm decisions of other officials
  - develop rapport with players and other officials
  - resolve conflict with and between players
- problem-solving skills to:
  - respond to flow of games
  - maintain positioning
- self-management skills to respond appropriately to criticism
- literacy skills to:
  - record game outcome
  - complete reports
- numeracy skills to record game score.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of Rugby Union games
- laws and regulations and spirit of the laws of Rugby Union to referee effectively
- presentation requirements, including use of fundamental auditory devices, whistle

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commands and body language to enable clear and effective communication of decisions
- roles and responsibilities of other officials to enable clear decision making and communication to players
- refereeing game plans at a junior level to enable coordination with other officials
- signals and indicators used to convey decisions to players, other officials, spectators, scorers and timekeepers
- reporting procedures to complete necessary paperwork and reports efficiently
- positioning principles to maintain optimal position to view play.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assesses suitability of players and other officials to participate in the match, and interprets and applies the laws and regulations of Rugby Union for the given situation • makes accurate and consistent decisions and communicates decisions to players, other officials, coaches and spectators • conveys a confident and friendly manner and maintains optimal position to view play throughout the game • completes written and oral formal and informal reports for junior level game, and implements changes to improve the quality of officiating based on formal and informal feedback.
Context of and specific resources for assessment	Assessment must ensure demonstration of officiating multiple junior level Rugby Union games to demonstrate competency and consistency of performance Assessment must also ensure access to: • a Rugby Union competition facility, with marked out fields • groups or teams of participants playing Rugby Union at the junior or beginner level • officiating equipment and resources

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- laws and regulations of Rugby Union
- convened judiciary hearing or a mock judiciary hearing.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of identifying breaches of laws and regulations by players and other officials
- oral and or written questioning to assess knowledge of the laws and regulations of Rugby Union as they apply to games played at the junior level
- observation of applying positioning techniques to communicate with other officials and identify and signal breaches
- a portfolio containing written reports, evidence or documentation of oral reports, relevant paperwork and analysis of feedback where required
- third-party reports from a supervisor detailing officiating performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Officials may include:

- timekeepers
- touch judges
- team managers
- controlling body official
- coaches.

External influences may include:

- ground and facility conditions
- weather conditions
- spectators and parents
- coaches bench
- hazards and risks.

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Junior level may include:	• officials with limited or no referring experience • players ranging from under age to open competition.
Relevant legislation may include:	• occupational health and safety (OHS) • environmental regulations • working with children.
Organisational policies and procedures may include:	• OHS • communication protocols • refereeing guidelines • code of ethics.
Information may include:	• infringements • player reactions • signals from other officials • player injury.
Laws and regulations may include:	• laws of Rugby Union • laws of modified Rugby Union • Australian Rugby Union Code of Conduct • Australian Rugby Union policy for junior rugby • International Rugby Board regulations • Australian Sports Commission Harassment-free Sport policy.
Auditory devices may include:	• whistle • siren • horn • bell.
Environmental conditions may include:	• sun • wind • rain • location on the ground.
Relevant paperwork may include:	• best and fairest votes • report of player forms • timekeepers cards • team sheets • controlling body match report.
Procedures for reporting may include:	• on ground • post match • tribunal.

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Unit Sector(s)

Sport

Competency Field

Rugby Union

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SISSRGU205A Officiate local or district level Rugby Union

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to officiate Rugby Union at a local or district level. This unit focuses on the ability to apply the laws of Rugby Union, use communication strategies, demonstrate correct positioning and develop reports for local or district matches.

Application of the Unit

This unit applies to current or aspiring Rugby Union referees who are responsible for officiating Rugby Union matches at a local or district level.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Apply the laws of Rugby Union at a local level.	1.1. Assess suitability of players, other ***officials*** and ***external influences*** according to the requirements of the ***local or district level*** match, ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Observe match and identify ***information*** on which to base decisions. 1.3. Observe players and club officials to ensure match is conducted according to the ***laws and regulations*** of Rugby Union. 1.4. Identify and note breaches of laws and regulations by players and other officials. 1.5. Interpret and apply laws and regulations for the given situation according to the spirit of the laws of Rugby Union. 1.6. Make accurate and consistent decisions based on fairness, participant safety and spirit of the laws.
2. Apply communication strategies.	2.1. Communicate decisions and manage the outcomes of decision making while refereeing the match according to the laws and regulations of Rugby Union. 2.2. Explain and convey decisions to players, other officials, spectators, scorers and or timekeepers. 2.3. Respond to players and other officials according to the ***given situation***. 2.4. Interpret signals from other officials and work as a team according to laws and regulations. 2.5. Use ***auditory devices*** when refereeing to assist in decision making and signalling. 2.6. Perform the complete range of whistle commands using a strong whistle to convey decisions in an authoritative manner.
3. Apply positioning skills.	3.1. Adopt ***appropriate positioning*** for the start of play, scoring, set plays, observing contests, and when ball is in possession and attack is about to begin, according to ***environmental conditions*** and external influences. 3.2. Adopt the appropriate position when working as a team with other officials. 3.3. Move appropriately to maintain optimal position to view play throughout the game. 3.4. Adjust position according to the direction and or

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ELEMENT	PERFORMANCE CRITERIA
	movement of play according to the laws and regulations.
4. Provide reports and give feedback.	4.1. Complete ***relevant paperwork*** according to association or controlling body requirements. 4.2. Forward written reports to the association or controlling body according to local guidelines. 4.3. Provide formal and informal oral reports to controlling body, mentor, adviser or other relevant person. 4.4. Attend to reportable offences and follow ***reporting procedures*** on players sent off. 4.5. Discuss feedback provided by others and analyse to determine required improvements. 4.6. Implement changes to improve the quality of officiating based on formal and informal feedback provided by mentors, advisers, other officials, parents or other relevant persons.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - indicate decisions to players and other officials
  - confirm decisions of other officials
  - develop rapport with players and other officials
  - resolve conflict with and between players
- problem-solving skills to:
  - respond to flow of games
  - maintain positioning
- self-management skills to respond appropriately to criticism
- literacy skills to:
  - record game outcome
  - complete reports
- numeracy skills to record game score.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of

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Rugby Union games

- laws and regulations and spirit of the laws of Rugby Union to referee effectively
- presentation requirements, including use of auditory devices, whistle commands and body language to enable clear and effective communication of decisions
- roles and responsibilities of other officials to enable clear decision making and communication to players
- refereeing game plans at a local or district level to enable coordination with other officials
- signals and indicators used to convey decisions to players, other officials, spectators, scorers and timekeepers
- reporting procedures to complete necessary paperwork and reports efficiently
- positioning principles to maintain optimal position to view play.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assesses suitability of players and other officials to participate in the match, and interprets and applies the laws and regulations of Rugby Union for the given situation • makes accurate and consistent decisions and communicates decisions to players, other officials, coaches and spectators • conveys a confident manner and maintains optimal position to view play throughout the game • provides written and oral formal and informal reports for local or district level game, and implements changes to improve the quality of officiating based on formal and informal feedback.
Context of and specific resources for assessment	Assessment must ensure officiating multiple local or district level Rugby Union games to demonstrate competency and consistency of performance Assessment must also ensure access to: • a Rugby Union competition facility, with marked out fields • groups or teams of participants playing Rugby Union

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	at the local or district level • officiating equipment and resources • convened judiciary hearing or a mock judiciary hearing.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of identifying breaches of laws and regulations by players and other officials • oral and or written questioning to assess knowledge of the laws and regulations of Rugby Union • observation of applying a variety of communication and positioning techniques while officiating local or district level Rugby Union • a portfolio containing written reports, evidence or documentation of reports, relevant paperwork and analysis of feedback where required • third-party reports from a supervisor detailing officiating performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Officials may include:	• timekeepers • touch judges • team managers • controlling body official • coaches.
External influences may include:	• ground and facility conditions • weather conditions • spectators and parents • coaches bench • hazards and risks.

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Relevant legislation may include:	• occupational health and safety (OHS) • working with children.
Organisational policies and procedures may include:	• OHS • communication protocols • refereeing guidelines • ***procedures for reporting on players sent off*** • code of ethics.
Information may include:	• infringements • player reactions • signals from other officials • player injury
Laws and regulations may include:	• laws of Rugby Union • Australian Rugby Union Code of Conduct • Australian Rugby Union policies • International Rugby Board regulations • Australian Sports Commission Harassment-free Sport policy.
Auditory devices may include:	• whistle • siren • horn • bell.
Appropriate positioning may include:	• distance from set play • distance from likely contest.
Relevant paperwork may include:	• best and fairest votes • report of player forms • timekeepers cards • team sheets • controlling body match report.
Reporting procedures may include:	• on ground • post match • tribunal.

Unit Sector(s)

Sport

Competency Field

Rugby Union

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SISSRGU306A Perform advanced level Rugby Union skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the skills of Rugby Union at an advanced level. This unit focuses on the development and performance of Rugby Union skills at an advanced level during drills, activities, games and or competitions.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in Rugby Union at a State and or national level. It may also apply to those in sports development or Rugby Union coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISSRGU201A Perform foundation level Rugby Union skills

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Prepare for drills, activities, games and competitions.	1.1. Access and interpret Rugby Union ***rules***, ***regulations and policies***. 1.2. Determine ***biomechanical principles*** as they apply to Rugby Union. 1.3. Identify ***advanced skills of Rugby Union*** and determine observable body movements for each stage of these skills in priority of importance when performing the skills. 1.4. Identify the advanced skills of Rugby Union applicable to each position and or player, and their purpose.
2. Participate in drills, activities, games and competitions.	2.1. Undertake ***drills***, ***activities***, ***games and competitions*** in a safe manner, according to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Link and perform the advance skills of Rugby Union to form a sequence of movements in competition conditions. 2.3. Maintain ***effective communication*** with team members and coach during drills, activities, games and competitions.
3. Review advanced skills performance.	3.1. Review advanced skills practiced throughout drills, activities, games and competitions, and identify strengths and areas requiring improvement. 3.2. Identify ***conditions and external influences*** affecting conduct of activities and identify contingency strategies to improve future sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills on and off the Rugby Union field to:
  - determine other player's intentions and movements
  - communicate with coaches and clarify positions, rules and play setups
  - seek feedback and instructions from team members, coaches, support staff and umpires
- teamwork skills to:

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  - encourage and support team members
  - share the ball with others
  - respect other player's decisions
  - participate effectively in training activities
- language and literacy skills to access, interpret and apply information about the rules and regulations of Rugby Union games and competitions
- problem-solving skills to:
  - respond appropriately to changing conditions during training and game situations
  - apply strategies to resolve disputes related to the conduct or outcome of a game
- self-management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation during Rugby Union drills, activities, games and competitions
- rules, regulations and policies of the Australian Rugby Union , including laws of the game and best practice codes to participate appropriately
- positions and players of Rugby Union and their roles and responsibilities on the field, during games
- communication systems used between players, coaches, support staff and umpires during Rugby Union drills, activities, games and competitions
- self-reflection principles to enable effective self-evaluation for future improvement.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • determines observable body movements for each stage of advanced skills performance and links together and practices these during drills, activities, games and competitions • performs skills relevant to position requirements and conditions at an accuracy rate of at least 80%

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- communicates appropriately with team members, coach, umpires and other support staff throughout drills, activities, games and competitions, and responds to feedback
- reviews own and team's performance to identify strengths and areas requiring improvement and or modifications.

Context of and specific resources for assessment

Assessment must ensure performance of skills relevant to position and conditions at an accuracy rate of at least of 80% to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- Rugby Union training and competition facilities, with marked out fields
- groups or teams of advanced Rugby Union players to play with and against
- a coach to instruct and address players
- suitably qualified umpires
- support staff, such as trainers and scorers
- equipment, such as a Rugby Union balls and posts
- rules and regulations such as the Australian Rugby Union laws book and the Australian Rugby Union Code of Conduct
- current relevant legislation and organisational policies and procedures that impact on the conduct of drills, activities, games and competitions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance of skills at an accuracy rate of at least 80% during drills, activities, games and competitions
- oral or written questioning to assess knowledge of relevant rules, regulations and policies of the Australian Rugby Union , and their application to performance at an advanced level
- third-party reports from coaches or umpires detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSRGU307A Perform advanced level Rugby Union tactics and strategies.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules, ***regulations and policies*** may include:	• International Rugby Board laws • best practice codes of conducts, such as Australian Rugby Union Code of Conduct • policies of the Australian Rugby Union, such as anti-doping policy • Australian Sports Commission Harassment-free Sport policy.
Biomechanical principles may include:	• balance • stability • motion • force • momentum • power.
Advanced skills of Rugby Union may include:	• attacking skills • defensive skills • re-start skills • scrum skills • line out skills • continuity skills • individual skills • positional skills.
Drills, ***activities*** may include:	• those showing a sequential progression to an 'on field' situation or starting with the 'on field' situation and then breaking down skills • advanced skill drills • warm-ups and cool downs • grid work • manual work.

Games and competitions may include:	• modified games
	• practice matches:
	  • specific skill focus
	  • specific play focus

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	• inter-club or team games • competition games.
Relevant legislation may include:	• occupational health and safety (OHS) • permits from land management authorities and or local council • authority or permission from land owners and or Rugby Union clubs • anti-doping policy • harassment-free sports policies.
Organisational policies and procedures may include:	• OHS • conflict resolution • communication protocols • use, care and maintenance of equipment and field • training and scheduling commitments • code of ethics.
Effective communication may include:	• calls • hand signals • eye signals • signs • nods • codes for player's names • codes for different plays.
Conditions and external influences may include:	• environmental or weather conditions • other facility users • support staff • spectators • parents • referees and administrators • other coaches.

Unit Sector(s)

Sport

Competency Field

Rugby Union

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SISSRGU307A Perform advanced level Rugby Union tactics and strategies

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the tactics and strategies of Rugby Union at an advanced level. This unit focuses on the development and performance of Rugby Union tactics and strategies at an advanced level through participation in activities, discussions and games.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in Rugby Union at a state and or national level. It may also apply to those in sports development or Rugby Union coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Participate in pre-game preparation sessions.	1.1. Identify the ***advanced tactics and strategies*** to be developed in consultation with the coach and other players. 1.2. Determine appropriate ***psychological methods and techniques*** during pre-game preparation. 1.3. Analyse ***strengths and weaknesses*** of individual opposition players and identify counter strategies. 1.4. Develop individual and team ***game plans***. 1.5. Identify the role of the coach and ***support staff*** regarding tactics for training, team preparation, game situations and the Rugby Union environment.
2. Implement tactics during a Rugby Union game.	2.1. Apply agreed tactics and strategies to counter strengths and weaknesses of own player or players and opposition player or players. 2.2. Implement identified game plans in a safe manner, according to Rugby Union ***rules***, ***regulations and policies***, ***relevant legislation*** and ***organisational policies and procedures***. 2.3. Identify ***statistics*** for team and players and implement relevant adjustments where required. 2.4. Maintain ***effective communication*** with team members and coach in order to develop own and team performance.
3. Participate in post-game analysis and follow-up.	3.1. Review advanced tactics and strategies practiced throughout activities and games and identify strengths and areas requiring improvement. 3.2. Debrief on game and analyse strengths and weaknesses of own players and opposition players in relation to field positioning and match-ups for future referral. 3.3. Record and analyse game and players statistics to inform future training and preparation for games.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills on and off the Rugby Union field to:
  - determine other player's intentions and movements

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    - communicate with coaches and clarify positions, tactics and strategies
    - seek feedback and instructions from team members, coaches, support staff and umpires
- teamwork skills to:
    - encourage and support team members
    - share the ball with others
    - respect other player's decisions
    - participate effectively in training activities
- language and literacy skills to access, interpret and apply information about the rules and regulations of Rugby Union games and competitions
- problem-solving skills to:
    - read play
    - predict the actions of other players
    - determine the strengths and weaknesses of the opposition and respond with appropriate tactics and strategies during a game
- self-management skills to:
    - review and reflect on own performance
    - organise time and priorities effectively
    - set short, medium and long term goals.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation during Rugby Union activities and games
- rules, regulations and policies of the Australian Rugby Union , including laws of the game and best practice codes to enable appropriate participation
- psychological methods and techniques used in game preparation
- positions and players of Rugby Union and their roles and responsibilities on the field, during games
- equipment used in Rugby Union activities and games to enhance development of tactics and strategies at an advanced level
- communication systems used between players, coaches, support staff and umpires during Rugby Union activities and games
- self-reflection principles to enable effective self-evaluation for future improvement of tactics and strategies.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- determines strengths and weaknesses of individual players and teams and psychologically prepares to apply tactics and strategies accordingly
- performs tactics and strategies relevant to position and conditions at an accuracy rate of at least 80%
- communicates appropriately with team members, coach, umpires and support staff throughout activities and games, and responds to feedback
- reviews own and team's Rugby Union performance to identify strengths and areas requiring improvement and or modifications.

Context of and specific resources for assessment

Assessment must ensure performance of tactics and strategies relevant to position and conditions at an accuracy rate of at least 80% on sufficient occasions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- Rugby Union training and competition facilities, with marked out fields
- groups or teams of advanced, senior Rugby Union players to play with and against
- a coach to instruct and address players
- suitably qualified umpires
- support staff, such as trainers and scorers
- equipment, such as a Rugby Union balls and posts
- access to rules and regulations such as the Australian Rugby Union laws book and the Australian Rugby Union Code of Conduct
- current relevant legislation and organisational policies and procedures that impact on the conduct of activities and games.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance of tactics and strategies at an accuracy rate of at least 80% during activities and games
- oral or written questioning to assess knowledge of relevant rules, regulations and policies of the Australian Rugby Union , and their application to

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performance
- third-party reports from coaches or umpires detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSRGU306A Perform advanced level Rugby Union skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Advanced tactics and strategies may include:

- line outs
- scrums
- re-starts
- penalties
- free kicks
- patterns of play in attack and defence
- decision making
- match analysis
- statistics and decision making
- game plans for teams and individuals
- influence of weather and ground conditions.

Psychological methods and techniques may include:

- goal setting
- visualisation
- relaxation techniques
- motivation techniques
- focusing
- creating values.

Strengths and weaknesses may include:

- height
- weight
- speed
- passing
- accuracy
- ability to successfully implement team plays

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	• ability to use deception and prediction.
Game plans may include:	• go forward • support • continuity • defence • individual or team • set plays • targeting opposition players • style of play • situational plays.
Support staff may include:	• operations manager • physiotherapist or strapper • sports trainer • doctor • skills coach • sports conditioner • weight coach • sprint coach • statistician.
Rules, ***regulations and policies*** may include:	• International Rugby Board laws • best practice codes of conducts, such as Australian Rugby Union Code of Conduct • policies of the Australian Rugby Union , such as anti-doping policy • Australian Sports Commission Harassment-free Sport policy.
Relevant legislation may include:	• occupational health and safety (OHS) • permits from land management authorities and or local council • authority or permission from land owners and or Rugby Union clubs • anti-doping policy • harassment-free sports policies.
Organisational policies and procedures may include:	• OHS • conflict resolution • communication protocols • use, care and maintenance of equipment and field • training and scheduling commitments • code of ethics.
Statistics may include:	• penalties • errors or turnovers

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- line-outs
- scrums
- turnovers
- tackles
- missed tackles
- penalties
- metres gained or not gained
- defence or missed tackles
- off loads
- number of rucks
- number of mauls
- number of phases.

Effective communication may include:

- calls
- hand signals
- eye signals
- signs
- nods
- codes for player's names
- codes for different plays.

Unit Sector(s)

Sport

Competency Field

Rugby Union

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SISSRGU308A Teach Rugby Union tactics and strategies at a foundation level

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the tactics and strategies of Rugby Union at a foundation level. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the tactics and strategies of Rugby Union at a foundation level.

Application of the Unit

This unit applies to individuals operating as a Rugby Union coach at a local, club or school representative level. This includes instructing, planning, conducting and evaluating training sessions and games. This also involves supervising practice sessions, preparing for games and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan foundation Rugby Union sessions	1.1. Assess participant's ***readiness*** and current knowledge of ***foundation Rugby Union tactics and strategies*** in order to determine ***session aims and objectives***. 1.2. Develop a plan according to participant's ***needs and characteristics***, ***relevant legislation***, ***organisational policies and procedures*** and ***endorsed standards promoted by Rugby Union***. 1.3. Identify ***safety procedures*** associated with Rugby Union ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.4. Select and access ***location***, ***equipment*** and ***resources*** according to organisational policies and procedures.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about Rugby Union drills, activities and games in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and foundation Rugby Union ***rules and regulations***. 2.4. Establish a suitable communication system to promote teamwork while participating in drills, activities and games. 2.5. Develop individual and team ***game plans*** which include tactics and strategies to counter strengths and weaknesses of own players and opposition players. 2.6. Prepare players ***psychologically*** to participate in Rugby Union games at a foundation level.
3. Conduct Rugby Union drills, activities and games.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the tactics and strategies to be developed. 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.3. Conduct warm-up and or introductory activities for participants to reduce the risk of injury.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Monitor individual ***participant's performance*** and maintain effective communication during foundation Rugby Union drills, activities and games.
	3.5. Provide positive encouragement and or feedback to each participant and encourage feedback and questioning throughout sessions.
	3.6. Conduct ***in-game analysis*** and implement relevant adjustments where required.
	3.7. Allow time for cooling down at the end of the session and inform participants of ***opportunities*** to further develop their foundation Rugby Union tactics and strategies.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with drills, activities and or game, and give feedback as required.
	4.2. Analyse performances of individuals and the team and develop relevant ongoing coaching strategies to enhance performance.
	4.3. Evaluate ***relevant aspects*** of foundation Rugby Union game and determine the level of learning achieved.
	4.4. Identify potential areas of improvement for future foundation Rugby Union games.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan, conduct and evaluate foundation Rugby Union drills, activities and games that meet their needs
  - convey information about safety aspects
  - clarify positions, tactics and strategies
  - interact with participants to create a safe and positive team environment
- problem-solving skills to:
  - plan suitable Rugby Union drills, activities and games according to participant's needs and characteristics
  - determine player's intentions, movements, strengths and weaknesses

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  - read and predict play
  - address participant difficulties in developing tactics and strategies
  - anticipate and respond appropriately to non-routine situations
- planning and organisation skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate short and long term progress
  - organise participants into manageable groups for Rugby Union drills, activities and games
- language and literacy skills to:
  - produce a plan for Rugby Union sessions
  - complete post-game participant and self-evaluations
  - give and receive feedback
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to deliver drills, activities and games within timeframes
- personal foundation Rugby Union tactics and strategies to a high level of technical correctness to demonstrate, explain and break down tactics and strategies for participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules and regulations of foundation Rugby Union to enable safe conduct of all activities
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- equipment types, characteristics and technology used for foundation Rugby Union
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- a range of physical abilities, fitness and motor performance to ensure readiness of participants
- Rugby Union tactics and strategies at the foundation level, such as patterns of play in attack and defence and game plans for team and individuals to develop specific drills, activities and games that promote the learning of tactics and strategies
- communication systems used between players, coaches, umpires and support staff during foundation Rugby Union
- psychological methods and techniques used in game preparation
- positions and players of Rugby Union and their roles and responsibilities on the field, during games
- emergency response procedures appropriate for Rugby Union to ensure risk minimisation to self and group.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers precise relevant information, explanations and demonstrations to ensure Rugby Union activities are conducted safely, according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop attacking and defending tactics and strategies at a foundation level • uses and modifies coaching techniques, drills, activities and or games to cater for a range of individual learning styles • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure conducts safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance Assessment must also ensure access to: • resources and information regarding participants and location to accurately plan, coach and evaluate Rugby Union drills, activities and games for a variety of participants at the foundation level • rules and regulations such as the Australian Rugby Union laws book and the Australian Rugby Union Code of Conduct • current relevant legislation and organisational policies and procedures that impact on the conduct of drills, activities and games • suitable location, field or facility • a group of participants to take part in foundation Rugby Union sessions and games • access to suitably qualified umpires • access to support staff, such as trainers and scorers • equipment, such as Rugby Union balls and posts.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of Rugby Union to enable safe conduct of all drills, activities and games
- observation of safe Rugby Union coaching to a foundation level and monitoring and adjusting activities according to participant's needs, characteristics and responses
- portfolio of plans, self and or player evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSRGU309A Teach Rugby Union skills at a foundation level.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Readiness may include:

- fitness levels
- motor performance factors
- compatibility between players in match situations
- level of arousal which will enhance performance.

Foundation Rugby Union tactics and or strategies may include:

- principles of team play
- attacking skills or back play
- continuity general play
- line-out tactics

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- re-starts
- tactical thinking
- attacking opposition ball
- scrum.

Sessions aims and objectives may include:

- self-improvement
- basic movements
- physical fitness
- individual player techniques
- group skills
- team skills.

Needs and characteristics may include:

- age
- cultural factors
- situational factors
- previous experience
- fitness level
- knowledge of Rugby Union tactics and strategies
- physical capabilities
- injuries and illnesses.

Relevant legislation may include:

- occupational health and safety (OHS)
- permits from land management authorities and or local council
- authority or permission from land owners and or Rugby Union clubs
- privacy
- working with children
- environmental regulations
- anti-doping policy
- harassment-free sports policies.

Organisational policies and procedures may include:

- OHS
- conflict resolution
- communication protocols
- use, care and maintenance of equipment and field
- training and scheduling commitments
- code of ethics.

Endorsed standards promoted by Rugby Union may include:

- the Australian Rugby Union Code of Conduct policy
- the culture of Rugby Union
- Australian Rugby Union policies, such as the anti-doping and blood policies
- Australian Sports Commission

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	Harassment-free Sport policy
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common Rugby Union injuries • equipment checking and usage • clear communication systems.
Drills, ***activities*** may include:	• those described in Australian *Rugby Union Level 2* Accreditation Manual • foundation drills • warm-ups and cool downs • small group practices • team practices • offensive or defensive situations • grid work.

Games may include:	• simulated game conditions
	• coordinated positional plays
	• modified games
	• practice matches:
	  • tactic focused
	  • play focused.

Location may include:	• Rugby Union fields • open fields • indoor facilities.
Equipment may include:	• Rugby Union balls • personal protective equipment • witches hats • tackle bags • bump pads • Rugby Union posts.
Resources may include:	• teaching and coaching tools • video equipment • stop-watch • sports science testing equipment • personal clothing and footwear.
Relevant information may include:	• tactic and strategy focus • equipment and resource requirements, selection and use • safety procedures • communication systems • objectives • rules and regulations of Rugby Union

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- responsible and safe behaviour.

Risks may include:

- injuries
- illness
- collisions
- hazardous objects on the ground
- inappropriate behaviour and or fighting.

Rules and regulations may include:

- Walla, modified and international laws of Rugby Union
- Australian Rugby Union Code of Conduct
- Australian Rugby Union anti-doping policy
- Australian Sports Commission Harassment-free Sport policy
- age restrictions.

Game plans may include:

- individual or team
- set plays
- targeting opposition players
- identifying weaknesses in opposition team
- style of play
- situational plays.

Psychologically may include:

- goal setting
- visualisation
- relaxation techniques
- motivation techniques
- focusing
- creating values.

Teaching and coaching techniques may include:

- demonstration
- explanation
- discussion
- focusing on single and or multiple tactics and strategies
- breaking down complex tactics and strategies
- diagrams and drawings
- slow motion
- individual, pair, small group and large group work
- monitoring, observing and adjusting coaching methods according to progress
- assessment and evaluation.

Required knowledge may include:

- rules and regulations of Rugby Union
- Rugby Union tactics and strategies
- psychological methods involved in Rugby Union

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	• counteractive strategies encountered during competition • basic biomechanical principles involved in foundation level Rugby Union • factors affecting tactic and strategy acquisition • strengths and weaknesses of opposition and own team • equipment selection, use and maintenance.
Participant's performance may include:	• use of appropriate communication systems • team participation • speed and accuracy of performance • attitude and behaviour.
In-game analysis may include:	• game statistics • game performances • psychological and motivational wellbeing of players • tactical strengths and weaknesses.
Opportunities may include:	• locations suitable to foundation level Rugby Union • range of Rugby Union equipment available • Rugby Union clubs or groups in the local area.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to and or by participants • initial and final assessment of participant's abilities • validity and reliability of assessment and evaluation tools.

Unit Sector(s)

Sport

Competency Field

Rugby Union

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SISSRGU309A Teach Rugby Union skills at a foundation level

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the foundation level skills of Rugby Union. This unit focuses on planning, conducting and evaluating drills, activities and games to develop Rugby Union skills at a foundation level.

Application of the Unit

This unit applies to individuals operating as a Rugby Union coach at a local, club or school representative level. This includes instructing, planning, conducting and evaluating training sessions and games. This also involves supervising practice sessions, preparing for games and completing post competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan foundation Rugby Union sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of Rugby Union in order to determine ***session aims and objectives***. 1.3. Develop a plan according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures*** and ***endorsed standards promoted by Rugby Union***. 1.4. Identify ***safety procedures*** associated with foundation Rugby Union ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.5. Select and access ***location***, ***equipment*** and ***resources*** according to organisational policies and procedures.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the Rugby Union session in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and Rugby Union ***rules and regulations***. 2.4. Establish a suitable communication system to promote teamwork while participating in drills, activities and games.
3. Conduct foundation Rugby Union sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and ***foundation skills of Rugby Union*** to be developed. 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.3. Conduct warm-up and or introductory activities for participants to reduce the risk of injury. 3.4. Monitor individual ***participant's performance*** and maintain effective communication during foundation Rugby Union drills, activities and games. 3.5. Observe participants during foundation Rugby Union drills, activities and games, and adjust or refine individual and or group technique as required.

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ELEMENT	PERFORMANCE CRITERIA
	3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their foundation Rugby Union skills.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required.
	4.2. Evaluate ***relevant aspects*** of Rugby Union session and determine the level of learning achieved.
	4.3. Identify potential areas of improvement for future Rugby Union sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- communication skills to:
  - consult with participants to plan Rugby Union sessions that meet their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive team environment
- problem-solving skills to:
  - plan a suitable foundation Rugby Union session according to participant's needs and characteristics
  - address participant difficulties in developing skills and techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate progress
  - organise participants into manageable groups for Rugby Union drills, activities and games
- language and literacy skills to:
  - produce plans for Rugby Union sessions
  - complete post-session participant and self-evaluations
  - give and receive feedback
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to support effective time management to deliver drills, activities

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and games within session timeframes
- personal foundation level Rugby Union skills to a high level of technical correctness to understand progressive skill acquisition, and to demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules and regulations of Rugby Union to enable safe conduct of all activities
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- equipment types, characteristics and technology used for foundation Rugby Union
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- a range of physical abilities, fitness and motor performance to ensure readiness of participants
- foundation level skills of Rugby Union , such as ball handling and tackling, and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- communication systems used between players, coaches, umpires and support staff during Rugby Union
- emergency response and rescue procedures appropriate for foundation Rugby Union , to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers precise relevant information, explanations and demonstrations for foundation level Rugby Union sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the foundation level skills of Rugby Union • uses and modifies teaching and coaching techniques and or drills, activities and games to cater for a range

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of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure the conduct safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding participants and location to accurately plan, coach and document foundation level Rugby Union sessions for a variety of participants
- rules and regulations such as the Australian Rugby Union laws book and the Australian Rugby Union Code of Conduct
- current relevant legislation and organisational policies and procedures that impact on the conduct of drills, activities, and games
- access to a suitable location, field or facility
- a group of participants to take part in the Rugby Union sessions and games
- suitably qualified umpires
- access to support staff, such as trainers and scorers
- equipment such as Rugby Union balls and posts.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of Rugby Union to enable safe conduct of all drills, activities and games
- observation of safe Rugby Union coaching to a foundation level and monitoring and adjusting activities according to participant's needs, characteristics and responses
- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

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Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSRGU308A Teach Rugby Union tactics and strategies at a foundation level.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural factors • situational factors • previous experience • fitness level • foundation level Rugby Union skills and knowledge • physical capabilities • injuries and illnesses.
Readiness may include:	• fitness levels • motor performance factors • compatibility between players in match situations • level of arousal which will enhance performance.
Session aims and objectives may include:	• progressive skill acquisition • fitness targets • motivation • basic movements • physical fitness • individual player techniques • team skills.
Relevant legislation may include:	• occupational health and safety (OHS) • permits from land management authorities and-or local council • authority or permission from land owners and or Rugby Union clubs

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- privacy
- working with children
- environmental regulations
- anti-doping policy
- harassment-free sports policies.

Organisational policies and procedures may include:

- OHS
- conflict resolution
- communication protocols
- use, care and maintenance of equipment and field
- training and scheduling commitments
- code of ethics.

Endorsed standards promoted by Rugby Union may include:

- the Australian Rugby Union Code of Conduct policy
- the culture of Rugby Union
- Australian Rugby Union anti-doping policy
- Australian Rugby Union blood policy
- Australian Sports Commission Harassment-free Sport policy.

Safety procedures may include:

- group management in emergency situations
- symptoms, treatment and prevention of common Rugby Union injuries
- equipment checking and usage
- clear communication systems
- clear explanations of all requirements.

Drills, ***activities*** may include:

- those described in Australian Rugby Union Level 2 Coach Accreditation Manual
- sequential progression of skills
- foundation skill drills
- warm-ups and cool downs
- relevant modified games
- grid work
- technique practice.

Games may include:

- simulated game conditions
- coordinated positional plays
- modified games
- practice matches:
  - tactic focused
  - play focused.

Location may include:

- Rugby Union fields
- open fields
- indoor facilities.

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Equipment may include:	• Rugby Union balls • personal protective equipment • witches hats • tackle bags • bump pads • Rugby Union posts.
Resources may include:	• teaching and coaching tools • food and water • personal clothing and footwear • first aid kit.
Relevant information may include:	• tactic and strategy focus • equipment and resource requirements, selection and use • safety procedures • communication systems • objectives • rules and regulations of Rugby Union • responsible and safe behaviour.
Risks may include:	• injuries • illness • collisions • hazardous objects on the ground • inappropriate behaviour and or fighting.
Rules and regulations may include:	• International Rugby Board laws • best practice codes of conducts, such as Australian Rugby Union Code of Conduct • policies of the Australian Rugby Union , such as anti-doping policy • Australian Sports Commission Harassment-free Sport policy.
Teaching and coaching techniques may include:	• demonstration • explanation • discussion • focusing on single and or multiple tactics and strategies • breaking down complex tactics and strategies • diagrams and drawings • slow motion • individual, pair, small group and large group work • monitoring, observing and adjusting coaching methods according to progress

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	• assessment and evaluation.
Required knowledge may include:	• rules and regulations of Rugby Union • Rugby Union skills and positions • basic biomechanical principles • factors affecting tactic and strategy acquisition • strengths and weaknesses of opposition and own team • safety and risk management • communication systems used in Rugby Union .
Foundation skills of Rugby Union may include:	• preparation for contact • stability • defensive skills • low tackle • impact tackle • scrum and back row variations • mechanics • binding technique • catching • passing • running skills • line-out skills • kicking • ruck or maul • ball handling • positional skills.
Participant's performance may include:	• use of appropriate communication systems • team participation • speed and accuracy of performance • attitude and behaviour.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to (and or) by participants • initial and final assessment of participant's abilities • validity and reliability of assessment and evaluation tools.

Unit Sector(s)

Sport

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Competency Field

Rugby Union

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SISSRGU410A Officiate advanced level Rugby Union

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to officiate Rugby Union at an advanced level. This unit focuses on the ability to apply the laws of Rugby Union, use communication strategies, demonstrate correct positioning and develop reports on advanced level matches.

Application of the Unit

This unit applies to current or aspiring Rugby Union referees who are responsible for officiating Rugby Union matches at an advanced level.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Apply the laws of Rugby Union at an advanced level.	1.1. Assess suitability of players, other ***officials*** and ***external influences*** according to the requirements of the ***advanced level*** match, ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Observe match, with minimal disruption, and identify ***information*** on which to base decisions. 1.3. Observe players and club officials to ensure match is conducted according to the ***laws and regulations*** of Rugby Union. 1.4. Identify and note breaches of laws and regulations by players and other officials. 1.5. Interpret and apply laws and regulations for the given situation according to the spirit of the laws of Rugby Union.
2. Use communication strategies to referee Rugby Union.	2.1. Communicate decisions and manage the outcomes of decision making while refereeing the match according to the laws and regulations of Rugby Union. 2.2. Explain and convey decisions to players, other officials, spectators, scorers and or timekeepers. 2.3. Respond to players and other officials according to the given situation. 2.4. Interpret signals from other officials and work as a team according to laws and regulations. 2.5. Use ***auditory devices*** when refereeing to assist in decision making and signalling. 2.6. Perform the complete range of whistle commands using a strong whistle to convey decisions in an authoritative manner.
3. Demonstrate positioning skills to referee Rugby Union.	3.1. Adopt appropriate positions for the start or recommencement of play, for set plays, and general play situations according to ***environmental conditions*** and external influences. 3.2. Adopt the appropriate position when working as a team with other officials. 3.3. Move appropriately to maintain optimal position to view play throughout the game. 3.4. Adjust position according to the direction and or movement of play according to the laws and regulations.
4. Provide reports and	4.1. Complete ***relevant paperwork*** and sign as required

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ELEMENT	PERFORMANCE CRITERIA
give feedback.	by associations or controlling body. 4.2. Forward written reports to the association or controlling body according to local guidelines. 4.3. Conduct formal and informal oral reports to controlling body, mentor, adviser or other relevant person. 4.4. Attend to ***reportable offences*** and follow ***reporting procedures*** on players sent off. 4.5. Discuss feedback provided by others and analyse in a rational and constructive way. 4.6. Implement changes to improve the quality of officiating based on formal and informal feedback provided by mentors, advisers, other officials, parents or other relevant persons.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - indicate decisions to players and other officials
  - confirm decisions of other officials
  - develop rapport with players and other officials
  - resolve conflict with and between players
  - provide oral reports to tribunals
- problem-solving skills to:
  - respond to flow and speed of games
  - recognise and respond to advantage play
  - maintain positioning
- self-management skills to respond appropriately to criticism
- literacy skills to:
  - record game outcome
  - complete reports
- numeracy skills to record game score.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of Rugby Union games

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- laws and regulations and spirit of the laws of Rugby Union to referee effectively
- presentation requirements, including use of auditory devices, whistle commands and body language to enable clear and effective communication of decisions
- roles and responsibilities of other officials to enable clear decision making and communication to players
- refereeing game plans at an advanced level to enable coordination with other officials to maintain control of games
- signals and indicators used to convey decisions to players, other officials, spectators, scorers and timekeepers
- reporting procedures to complete necessary paperwork and reports efficiently
- tribunal procedures and expectations
- positioning principles to maintain optimal position to view play.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assesses suitability of players and other officials to participate in the match, and interprets and applies the laws and regulations of Rugby Union for the given situation • anticipates flow and speed of game and makes and communicates accurate and consistent decisions to players, other officials, coaches and spectators • conveys a confident manner and maintains optimal position to view play throughout the game • provides written and oral formal and informal reports for local or district level game, and implements changes to improve the quality of officiating based on formal and informal feedback.
Context of and specific resources for assessment	Assessment must ensure demonstration of officiating multiple advanced level Rugby Union games to demonstrate competency and consistency of performance Assessment must also ensure access to: • a Rugby Union competition facility, with marked out fields • groups or teams of participants playing Rugby Union

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at the advanced level
- officiating equipment and resources
- laws and regulations of Rugby Union
- convened judiciary hearing or a mock judiciary hearing.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of identifying breaches of laws and regulations by players and other officials
- oral and or written questioning to assess knowledge of the laws and regulations of Rugby Union
- observation of applying a variety of communication and positioning techniques while officiating advanced level Rugby Union
- a portfolio containing written reports, evidence or documentation of oral reports, relevant paperwork and analysis of feedback where required
- third-party reports from a supervisor detailing officiating performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Officials may include:

- timekeepers
- touch judges
- team managers
- medical personnel
- controlling body official
- coaches.

External influences may include:

- ground and facility conditions
- weather conditions
- spectators
- coaches bench

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	• hazards and risks.
Advanced level may include:	• participants with level 2 experience in Rugby Union • participants ranging from regional to state level.
Relevant legislation may include:	• occupational health and safety (OHS) • working with children.
Organisational policies and procedures may include:	• OHS • communication protocols • refereeing guidelines • ***procedures for reporting players*** • code of ethics.
Information may include:	• infringements • player reactions • signals from other officials • player injury.
Laws and regulations may include:	• laws of Rugby Union • Australian Rugby Union Code of Conduct • Australian Rugby Union policies • International Rugby Board regulations • Australian Sports Commission Harassment-free Sport policy • age restrictions.
Auditory devices may include:	• whistle • siren • horn • bell.
Environmental conditions may include:	• sun • wind • rain • location on the ground.
Relevant paperwork may include:	• best and fairest votes • report of player forms • timekeepers cards • team sheets • controlling body match report.
Reporting procedures may include:	• on ground • post match • tribunal.

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Unit Sector(s)

Sport.

Competency Field

Rugby Union

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SISSSAI301A Teach the basic tactics and strategies of sailing

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the basic tactics and strategies of sailing. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the tactics and strategies of sailing to a basic level in a safe and sheltered in-shore location.

Application of the Unit

This unit applies to individuals operating as sailing coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and competitions. This also involves supervising practice sessions, preparing for competitions and completing post-competition analysis on performance.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Plan basic sailing sessions.	1.1. Establish ***participant's needs and characteristics***.
	1.2. Assess participant's ***readiness*** and current knowledge of sailing in order to determine ***session aims and objectives***.
	1.3. Develop a ***plan*** according to participant's needs and ***characteristics***, ***relevant legislation***, ***organisational policies and procedures*** and ***accepted best practice of sailing***.
	1.4. Identify ***safety procedures*** associated with sailing ***drills***, ***activities*** and ***games*** according to organisational policies and procedures.
	1.5. Select and access suitable location, ***equipment*** and ***resources*** according to relevant legislation and organisational policies and procedures.
	1.6. Access ***relevant sources*** to interpret detailed ***weather information*** and determine its impact on the session.
2. Brief participants	2.1. Communicate instructions and ***relevant information*** about the sailing session in a manner appropriate to participants.
	2.2. Encourage participants to seek clarification, information and ***feedback*** as required during the session.
	2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and sailing ***rules and regulations***.
	2.4. Establish a suitable ***communication system*** to use while participating in drills, activities and games.
3. Conduct basic sailing sessions	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the ***basic tactics and strategies of sailing***.
	3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.
	3.3. Monitor individual ***participant's performance*** and maintain effective communication during sailing drills, activities and games.
	3.4. Provide positive encouragement and feedback to each participant throughout session and encourage feedback and questioning.
	3.5. Observe participants during basic sailing drills,

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ELEMENT	PERFORMANCE CRITERIA
	activities and games, and provide individual or group correction and ***advice*** as required.
4. Complete post-session responsbilities	4.1. Encourage participants to identify their personal progress and satisfaction with the session, and give feedback as required. 4.2. Inform participants of ***opportunities*** to further develop their sailing tactics and strategies. 4.3. Evaluate ***relevant aspects*** of session and determine the level of learning achieved. 4.4. Identify potential areas of improvement for future sailing sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan a basic sailing session that meets their needs
  - convey information about the tactics and strategies used in sailing
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan a suitable sailing session according to participant's needs and characteristics
  - address participant difficulties in developing basic tactics and strategies
  - anticipate and respond appropriately to non-routine situations
- planning and organisational skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate progress
  - organise participants into manageable groups for sailing drills, activities and games
- language and literacy skills to:
  - produce a plan for the basic sailing sessions
  - complete post-session participant and self-evaluations
  - give and receive feedback
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to deliver drills, activities and games within session timeframes
- personal sailing skills to a high level of technical correctness to understand

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progressive skill acquisition, and to demonstrate, explain and break down tactics and strategies to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules and regulations of sailing to enable safe and non-discriminatory conduct of sessions
- location-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- equipment types, characteristics and technology used for basic sailing
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- basic tactics and strategies of sailing, and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- communication systems used between participants and coaches during sailing
- risks commonly associated with sailing, and methods of mitigating these risks
- emergency response and rescue procedures appropriate for sailing, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers precise relevant information, explanations and demonstrations for sailing sessions to ensure activities are conducted safely according to participant's needs • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the tactics and strategies of sailing to a basic level • uses and modifies teaching and coaching techniques, drills, activities and games to cater for a range of individual learning styles • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

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Context of and specific resources for assessment	Assessment must ensure conduct of safe sessions that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a safe and sheltered inshore location suitable for basic sailing • a group of participants to participate in basic sailing sessions • equipment such as a boat and accessories • rules and policies, legislation and organisational policies and procedures that impact on the conduct of drills, activities and games.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of sailing to enable safe conduct of all drills, activities and games • observation of safe coaching of basic sailing tactics and strategies, and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses • portfolio of session plans and self-evaluations • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural factors

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	• situational factors • previous experience • fitness level • knowledge of sailing tactics and strategies • physical capabilities • swimming skills • injuries and illnesses.
Readiness may include:	• fitness levels • motor performance factors • compatibility between participants • psychological and emotional factors • level of arousal which will enhance performance.
Session aims and objectives may include:	• progressive skill acquisition • self-improvement • fitness targets.
Plan may include:	• session aims and objectives • date, time and duration • location • coach and participant ratios • equipment and resources • drills, activities and games • food and water • weather details • participant information • safety requirements.
Relevant legislation may include:	• occupational health and safety (OHS) • permits from authorities • privacy • working with children • harassment-free sports policies • environmental regulations.
Organisational policies and procedures may include:	• OHS • conflict resolution • communication protocols • use, care and maintenance of equipment • training and scheduling commitments • code of ethics.
Accepted best practice of sailing may include:	• group management in emergency situations • symptoms, treatment and prevention of common sailing injuries and risks

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- capsize and basic rescue procedures
- equipment checking and usage
- appropriate dress
- clear communication systems.

Drills, ***activities*** may include:
- those described in Level 1 Coaching Manual
- basic tactic and strategic drills of sailing
- sequential progression to race situation.

Games may include:
- modified competitions
- practice races.

Equipment may include:
- boat and accessories
- communication equipment
- spray jacket
- personal flotation devices (PFD)
- personal clothing and footwear.

Resources may include:
- stopwatch
- food and water
- first aid kit.

Relevant sources may include:
- bureau of meteorology
- media.

Weather information may include:
- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- rainfall
- weather warnings
- high and low tides
- rips and bars
- wave height
- visibility.

Relevant information may include:
- tactic and strategy focus
- equipment and resource requirements, selection and use
- safety and risk management procedures
- boat and general sailing terminology
- communication systems
- rules and regulations of sailing
- responsible and safe behaviour
- good sportsmanship.

Feedback may include:
- information on participant progress
- improvements needed
- verbal, written or visual.

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Risks may include:	• sun, wind or rope burn • marine stingers • drowning • dehydration • hypothermia • injuries • capsize • exhaustion • collision • man over board • inappropriate behaviour or fighting.
Rules and regulations may include:	• international rules of sailing • best practice codes of ethics • anti-doping policy • Australian Sports Commission Harassment-free Sport policy.
Communication system may include:	• microphones • flags • whistles • bells • flares • radios • phones.
Teaching and coaching techniques may include:	• demonstration • explanation • using correct sailing and boat terminology • single tactic or strategy focus • breaking down tactics and strategies into components • monitoring and observing progress • assessment and evaluation.
Required knowledge may include:	• rules and regulations of sailing • sailing tactics and strategies in various conditions • basic biomechanical principles • boat and general sailing terminology • factors affecting skill acquisition • safety and risk management • equipment selection, use and maintenance • communication systems used in sailing.
Basic tactics and strategies of	• starting techniques • climatic influences

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sailing may include:	• upwind tactics • downwind tactics • racing tactics and strategies • regatta strategies.
Participant's performance may include:	• performance and accuracy of tactics and strategies • attitude and behaviour • use of appropriate sailing terminology and communication systems.
Advice may include:	• how to adjust sails to maximise speed • how to optimise angles of attack to reach turning marks as quickly as possible • risks of maximising boat speed at the expense of reduced angles of attack.
Opportunities may include:	• suitable sailing clubs in local area • range of sailing equipment and technology available.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participant's abilities • validity and reliability of assessment and evaluation tools.

Unit Sector(s)

Sport

Competency Field

Sailing

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SISSSAI402A Teach the advanced tactics and strategies of sailing

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the advanced tactics and strategies of sailing. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the tactics and strategies of sailing to an advanced level.

Application of the Unit

This unit applies to individuals operating as sailing coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and competitions. This also involves supervising practice sessions, preparing for competitions and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan advanced sailing sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of sailing in order to determine ***session aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and ***characteristics***, ***relevant legislation***, ***organisational policies and procedures*** and ***accepted best practice of sailing***. 1.4. Identify ***safety procedures*** associated with advanced sailing ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.5. Select and access suitable location, ***equipment*** and ***resources*** that will maximise the competitive potential of participants according to relevant legislation and organisational policies and procedures. 1.6. Access ***relevant sources*** to interpret detailed ***weather information*** and set courses accordingly.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the sailing session in a manner appropriate to the participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and sailing ***rules and regulations***. 2.4. Establish a suitable ***communication system*** to use while participating in drills, activities and games. 2.5. Discuss individual and team ***race plans which include*** tactics and strategies to counter ***strengths and weaknesses*** of own and opposition participants. 2.6. Prepare participants ***psychologically*** for advanced sailing.
3. Conduct advanced sailing sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and ***advanced tactics and strategies of sailing***. 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Monitor individual ***participant's performance*** and maintain effective communication during sailing drills, activities and games.
	3.4. Provide positive encouragement and feedback to each participant throughout session and encourage feedback and questioning.
	3.5. Observe participants during advanced sailing drills, activities and games, and provide individual or group correction and advice as required.
	3.6. Conduct ***in-race analysis*** and implement relevant adjustments where required.
4. Complete post-session responsibilities	4.1. Encourage participants to identify their personal progress and satisfaction with the session, and give feedback as required.
	4.2. Inform participants of ***opportunities*** to further develop their advanced sailing tactics and strategies.
	4.3. Evaluate ***relevant aspects*** of session and determine the level of learning achieved.
	4.4. Analyse ***statistics*** and identify potential areas of improvement for future sailing sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an advanced sailing session that meets their needs
  - convey information about the tactics and strategies used in advanced sailing
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan a suitable sailing session according to participant's needs and characteristics
  - determine opposition's intentions, strengths and weaknesses
  - read and predict weather conditions and set an appropriate course
  - address participant difficulties in developing advanced tactics and strategies
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:

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  - source, allocate and coordinate resources, equipment and a suitable location
  - psychologically prepare participants
  - monitor and evaluate progress
  - organise participants into manageable groups for sailing drills, activities and games
- language and literacy skills to:
  - produce a plan for the advanced sailing sessions
  - complete post-session participant and self-evaluations
  - give and receive feedback
  - apply for permission or permits to use a suitable location
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to deliver drills, activities and games within session timeframes
- personal advanced sailing skills to a high level of technical correctness to understand progressive skill acquisition, and to demonstrate, explain and break down tactics and strategies to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules and regulations of sailing to enable safe and non-discriminatory conduct of sessions
- information about local location to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- equipment types, characteristics and technology used for advanced sailing
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- advanced tactics and strategies of sailing, and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- communication systems used between participants and coaches during sailing
- risks commonly associated with sailing, and methods of mitigating these risks
- emergency response and rescue procedures appropriate for sailing, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers precise relevant information, explanations and demonstrations for sailing sessions to ensure activities are conducted safely, according to participant's needs
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the tactics and strategies of sailing to an advanced level
- uses and modifies teaching and coaching techniques, drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure conduct of safe sessions that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a location suitable for advanced sailing
- a group of participants to participate in advanced sailing sessions
- equipment such as a boat, accessories and communication equipment
- rules and policies, legislation and organisational policies and procedures that impact on the conduct of drills, activities and games.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. ***The following examples are appropriate for this unit***:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of sailing to enable safe conduct of all drills, activities and games
- observation of safe coaching of advanced sailing tactics and strategies, and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses

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- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:

- age
- cultural factors
- situational factors
- previous experience
- fitness level
- knowledge of sailing tactics and strategies
- physical capabilities
- swimming skills
- injuries and illnesses.

Readiness may include:

- fitness levels
- motor performance factors
- compatibility between participants
- psychological and emotional factors
- level of arousal which will enhance performance.

Session aims and objectives may include:

- progressive skill acquisition
- self-improvement
- fitness targets.

Plan may include:

- session aims and objectives
- date, time and duration
- location
- coach and participant ratios
- equipment and resources
- drills, activities and games
- food and water
- weather details

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- participant information
- safety requirements.

Relevant legislation may include:

- occupational health and safety (OHS)
- permits from authorities
- privacy
- working with children
- harassment-free sports policies
- environmental regulations.

Organisational policies and procedures may include:

- OHS
- conflict resolution
- communication protocols
- use, care and maintenance of equipment
- training and scheduling commitments
- individual sailing club's policies
- code of ethics.

Accepted best practice of sailing may include:

- the culture of sailing
- accepted preventative practice adopted by those within sailing to minimise safety hazards or risks
- current and past good practice demonstrated by self or peers in the same or similar situation.

Safety procedures may include:

- group management in emergency situations
- symptoms, treatment and prevention of common sailing injuries and risks
- capsize and rescue procedures
- equipment checking and usage
- appropriate dress
- clear communication.

Drills, ***activities*** may include:

- those described in Level 2 Coaching Manual
- advanced tactic and strategic drills of sailing
- sequential progression to race situation.

Games may include:

- modified competitions
- practice races:
  - tactic or strategy focus
  - simulated race courses
  - timing.

Equipment may include:

- boat and accessories
- communication equipment
- spray jacket
- personal flotation devices (PFD)

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	• personal clothing and footwear.
Resources may include:	• stopwatch • food and water • first aid kit.
Relevant sources may include:	• bureau of meteorology • media.
Weather information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • rainfall • weather warnings • high and low tides • rips and bars • wave height • visibility.
Relevant information may include:	• tactic and strategy focus • equipment and resource requirements, selection and use • boat and general sailing terminology • communication systems • course information • aims and objectives • rules and regulations of sailing • responsible and safe behaviour • good sportsmanship.
Risks may include:	• sun, wind or rope burn • marine stingers • drowning • dehydration • hypothermia • injuries • capsize • exhaustion • collision • man over board • inappropriate behaviour or fighting.
Rules and regulations may include:	• international rules of sailing • best practice codes of ethics • anti-doping policy • Australian Sports Commission Harassment-free Sport policy.

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Communication system may include:	• microphones • flags • whistles • bells • flares • radios • phones.

Race plans may include:	• individual or team plans
	• an overall plan for a particular race incorporating various advanced tactics and strategies:
	  • tactics and strategies to counter opposition
	  • a selected race 'style'
	  • situational plans
	• set or simulated course.

Strengths and weaknesses may include:	• strength • speed • ability to successfully implement strategies • ability to use deception.
Psychologically may include:	• visualisation • relaxation • centring • focusing • goal setting • motivation • process oriented versus outcome oriented.
Teaching and coaching techniques may include:	• demonstration • explanation • using correct sailing and boat terminology • single tactic or strategy focus • breaking down tactics and strategies into components • monitoring and observing progress • assessment and evaluation.
Required knowledge may include:	• rules and regulations of sailing • sailing tactics and strategies in various conditions • biomechanical principles • boat and general sailing terminology • factors affecting skill acquisition • safety and risk management

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	• equipment selection, use and maintenance • communication systems used in sailing.
Advanced tactics and strategies of sailing may include:	• starting techniques • observation of climatic influences • advanced upwind tactics • advanced downwind tactics • advanced racing strategies • finishing techniques • advanced regatta strategies.
Participant's performance may include:	• performance and accuracy of tactics and strategies • attitude and behaviour • use of appropriate sailing terminology and communication systems.
In-race analysis may include:	• monitoring the stage and situation of race to develop and modify appropriate tactics and strategies • analysing statistics to make relevant adjustments • analysing performances to develop coaching strategies • psychological and motivational wellbeing of participants • strengths and weaknesses of own and opposition participants • tactical strengths and weaknesses.
Opportunities may include:	• suitable sailing clubs in local area • range of sailing equipment and technology available.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participant's abilities • validity and reliability of assessment and evaluation tools.
Statistics may include:	• positioning and timing at start line.

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Unit Sector(s)

Sport

Competency Field

Sailing

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SISSSOC301A Perform advanced level soccer skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the advanced level skills of soccer. This unit focuses on the development and performance of advanced level soccer skills during drills, activities, games and competitions.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in soccer at a local, state or national level. It may also apply to those in sports development or soccer coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Prepare for drills, activities, games and competitions.	1.1. Access and interpret soccer ***rules***, ***regulations and policies***. 1.2. Determine ***biomechanical principles*** as they apply to soccer. 1.3. Identify ***advanced skills of soccer*** and determine observable body movements for each stage of these skills in priority of importance when performing the skills. 1.4. Identify the advanced level skills of soccer players applicable to each position and player and their purpose.
2. Participate in soccer drills, activities, games and competitions.	2.1. Undertake ***drills***, ***activities***, ***games and competitions*** in a safe manner, according to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Link and perform the advanced level skills to form a sequence of movements in competition conditions. 2.3. Maintain ***effective communication*** with team members and coach during drills, activities, games and competitions.
3. Review advanced skills performance.	3.1. Review advanced level skills practiced throughout drills, activities, games and competitions, and identify strengths and areas requiring improvement. 3.2. Identify ***conditions and external influences*** affecting conduct of activities and identify contingency strategies to improve future sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills on and off the soccer field:
  - to determine other player's intentions and movements
  - communicate with coaches and clarify positions, rules and play setups
  - seek feedback and instructions from team members, coaches, support staff and referees
- teamwork skills to:
  - encourage and support team members

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    - share the ball with others
    - respect other player's decisions
    - participate effectively in training activities
- language and literacy skills to access, interpret and apply information about the rules and regulations of soccer games and competitions to on field performance
- problem-solving skills to:
    - respond appropriately to changing conditions during training and game situations
    - apply strategies to resolve disputes related to the conduct or outcome of a game
- self-management skills to:
    - review and reflect on own performance
    - organise time and priorities effectively
    - set short, medium and long term goals.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation during soccer drills, activities, games and competitions
- rules, regulations and policies of Football Federation Australia, including best practice codes of conduct to participate appropriately
- positions and players of soccer and their roles and responsibilities on the field, during games
- relevant equipment and technological aids used in soccer drills, activities, games and competitions to enhance advanced skills
- communication systems used between players, coaches, support staff and referees during soccer drills, activities, games and competitions
- self reflection principles to enable effective self-evaluation for future improvement.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • determines observable body movements for each stage of advanced level skills and links together and practices these during drills, activities, games and competitions • performs skills relevant to positional requirements and conditions at an accuracy rate of at least 70%

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- communicates appropriately with team members, coaches, referees and support staff throughout drills, activities, games and competitions, and responds to feedback
- reviews own and team's performance to identify strengths and areas requiring improvement or modifications.

Context of and specific resources for assessment

Assessment must ensure performance of skills relevant to positional requirements and conditions at an accuracy rate of at least 70% on sufficient occasions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- soccer training and competition facilities, with marked out fields
- groups and teams competing at an advanced level
- a coach to instruct and address players
- suitably qualified referees
- support staff, such as trainers
- access to rules and regulations such as the International Football Association Board Laws of the Game and the Football Federation Australia Code of Conduct
- current relevant legislation and organisational policies and procedures that impact on the conduct of drills, activities, games and competitions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance of skills at an accuracy rate of at least 70% during drills, activities, games and competitions
- oral or written questioning to assess knowledge of relevant rules, regulations and policies of the Football Federation of Australia, and their application at an advanced level of performance
- third-party reports from coaches or referees detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSOC302A Perform advanced level soccer tactics and strategies.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules, ***regulations and policies*** may include:	• International Football Association Board Laws of the Game • best practice codes of conduct, such as Football Federation Australia Code of Conduct • policies of Football Federation Australia, such as anti-doping policy • Australian Sports Commission Harassment-free Sport policy.
Biomechanical principles may include:	• balance • motion • force • momentum • power.
Advanced skills of soccer may include:	• positional play • attacking skills • defensive skills • ball control • tackling • running • kicking • throw-ins • restart.
Drills, ***activities*** may include:	• those showing a sequential progression to an 'on field' situation or starting with the 'on field' situation and then breaking down skills • advanced skill drills • warm-ups and cool-downs • grid work • manual work.
Games and competitions may include:	• modified games • practice matches:

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	• specific skill focus • specific play focus • inter-club and team games • competition games: • scoring • statistics.
Relevant legislation may include:	• occupational health and safety • permits from land management authorities or local council • authority or permission from land owners or soccer clubs • anti doping policy • harassment-free sports policies.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment and field • training and scheduling commitments • code of ethics.
Effective communication may include:	• calls • hand signals • eye signals • signs • nods • codes for player's names • codes for different plays.
Conditions and external influences may include:	• environmental and weather conditions • other facility users • support staff • spectators • parents • referees and administrators • other coaches.

Unit Sector(s)

Sport

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Competency Field

Soccer

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SISSSOC302A Perform advanced level soccer tactics and strategies

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the advanced level tactics and strategies of soccer. This unit focuses on the development and performance of advanced level soccer tactics and strategies through participation in activities, discussions and games.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in soccer at a local, state or national level. It may also apply to those in sports development or soccer coaching roles.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Participate in pre-game preparation sessions.	1.1. Identify the ***advanced tactics and strategies*** to be developed in consultation with the coach and other players. 1.2. Use appropriate methods to develop the identified ***advanced tactics and strategies***. 1.3. Determine appropriate ***psychological methods and techniques*** during pre-game preparation. 1.4. Analyse ***strengths and weaknesses*** of individual opposition player or players and identify counter strategies. 1.5. Develop individual and team ***game plans***.
2. Implement tactics and strategies during a soccer game.	2.1. Apply agreed tactics and strategies to counter strengths and weaknesses of own player or players and opposition player or players. 2.2. Implement identified ***game plans in a safe manner***, ***according to*** soccer ***rules***, ***regulations and policies***, ***relevant legislation*** and ***organisational policies and procedures***. 2.3. Identify ***statistics*** for team and players and implement relevant adjustments where required. 2.4. Maintain ***effective communication*** with team members and coach in order to develop own and team performance.
3. Participate in post-game analysis and follow-up.	3.1. Review advanced level tactics and strategies practiced throughout activities and games, and identify strengths and areas requiring improvement. 3.2. Debrief on game and analyse ***strengths and weaknesses of own player or players and*** opposition player or players in relation to field positioning and match-ups for future referral. 3.3. Record and analyse game and player or players' statistics, and use to inform future training and preparation for games.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills on and off the soccer field to:
  - determine other player's intentions and movements
  - communicate with coaches and clarify positions, tactics and strategies
  - seek feedback and instructions from team members, coaches, support staff and referees
- teamwork skills to:
  - encourage and support team members
  - share the ball with others
  - respect other player's decisions
  - participate effectively in training activities
- language and literacy skills to access, interpret and apply information about the rules and regulations of soccer games and competitions
- problem-solving skills to:
  - read play
  - predict the actions of other players
  - determine the strengths and weaknesses of the opposition and respond with appropriate tactics and strategies during a game
- self management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals.

Required knowledge

- legislation and organisational policies and procedures to ensure safe participation during soccer activities and games
- rules, regulations and policies of Football Federation Australia including best practice codes of conduct to participate appropriately
- psychological methods and techniques used in game preparation to enable effective self-preparation
- positions and players of soccer and their roles and responsibilities on the field, during games
- relevant equipment and technological aids used in soccer activities and games to enhance the development of advanced level tactics and strategies
- communication systems used between players, coaches, support staff and referees during soccer activities and games
- self reflection principles to enable effective self evaluation for future improvement of tactics and strategies.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • utilises knowledge and interpretation of advanced level tactics and strategies of soccer, and relevant rules, regulations and policies to implement game plans, and apply the advanced tactics and strategies applicable to different positions • determines strengths and weaknesses of individual player or players and teams and psychologically prepares to apply tactics and strategies accordingly • performs tactics and strategies relevant to position and conditions at an accuracy rate of at least 75% • communicates appropriately with team members, coach, referees and support staff throughout activities and games, and responds to feedback • reviews own and team's soccer performance to identify strengths and areas requiring improvement and or modifications.
Context of and specific resources for assessment	Assessment must ensure performance of tactics and strategies relevant to position and conditions at an accuracy rate of at least 75% on sufficient occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • soccer training and competition facilities, with marked out fields • groups and teams competing at an advanced level of soccer • a coach to instruct and address players • suitably qualified referees • support staff, such as trainers • access to rules and regulations such as the International Football Association Board Laws of the Game, and the Football Federation Australia code of conduct • current relevant legislation and organisational policies and procedures that impact on the conduct of activities and games.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance of tactics and strategies at an accuracy rate of at least 75% during activities and games
- oral or written questioning to assess knowledge of relevant rules, regulations and policies of the Football Federation Australia, and their relevance to the application of tactics and strategies at an advanced level of performance
- third-party reports from coaches or referees detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSOC301A Perform advanced level soccer skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Advanced tactics and strategies may include:

- free kicks
- scoring opportunities from free kicks
- set plays at corners
- set plays from throw-ins
- patterns of play in attack
- patterns of play in defence
- game plans for team and individuals
- interpreting influence of weather and ground conditions
- statistics and decision making.

Psychological methods and techniques may include:

- goal setting
- visualisation
- relaxation techniques
- motivation techniques
- focusing

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	• creating values.
Strengths and weaknesses may include:	• height • weight • speed • passing • accuracy • ability to successfully implement team plays • ability to use deception and prediction.
Game plans may include:	• individual or team • set plays • targeting opposition players • identifying weaknesses in opposition team • style of play • situational plays.
Rules, ***regulations and policies*** may include:	• International Football Association Board Laws of the Game • Football Federation Australia Code of Conduct • anti-doping policy • Australian Sports Commission Harassment-free Sport policy.
Relevant legislation may include:	• occupational health and safety • permits from land management authorities or local council • authority or permission from land owners or soccer clubs • anti-doping policy • harassment-free sports policies.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment and field • training and scheduling commitments • code of ethics.
Statistics may include:	• yellow or red cards • errors or turnovers • corners for and against • time in possession • crosses for and against • goals for and against • attempts at goal for and against

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- shots on target for and against
- shots off target for and against
- offsides for and against
- fouls committed for and against
- penalties for and against.

Effective communication may include:

- calls
- hand signals
- eye signals
- signs
- nods
- codes for player's names
- codes for different plays.

Unit Sector(s)

Sport

Competency Field

Soccer

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SISSSPA301A Coordinate regional touring athletes

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to plan, coordinate and evaluate inter or intra state tours for athletes.

Application of the Unit

This unit applies to those working in a sports setting at a regional, state or territory level such as coaches, sports trainers liaising with coaching and other related support staff and supporting individual or team athletes, or those working in sport development or sports administration managing competitions or identifying and developing athletes.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Prepare for tour.	1.1. Identify and ***document*** the ***needs of key tour stakeholders*** according to ***organisational policies and procedures***.
	1.2. Investigate and document ***resource and logistical travel requirements*** for the tour according to organisational policies and procedures.
	1.3. Collect and document relevant ***athlete information*** and distribute to ***relevant tour personnel*** according to organisational policies and procedures.
	1.4. Develop a ***budget*** for the tour according to organisational policies and procedures.
	1.5. Plan an ***itinerary*** for the tour in consultation with relevant personnel and according to organisational policies and procedures.
	1.6. Identify ***risks*** associated with the tour and develop ***contingency*** plans according to organisational policies and procedures.
	1.7. Identify and contact local liaison persons or organisations according to organisational policies and procedures.
	1.8. Identify any media obligations and liaise with the media according to organisational policies and procedures.
2. Coordinate the tour.	2.1. Access and collect identified finances according to the budget and organisational policies and procedures.
	2.2. Confirm and access identified resource and logistical requirements for the tour.
	2.3. Conduct a departure briefing for relevant tour personnel.
	2.4. Organise access to finance throughout the tour according to organisational policies and procedures.
	2.5. Conduct an ***orientation to the touring area according*** to organisational policies and procedures.
	2.6. Liaise with the competition manager to confirm all requirements are being met.
	2.7. Identify and implement ***strategies for effective group management*** and communication.
3. Evaluate the tour.	3.1. Identify and select appropriate ***evaluation criteria and methods*** according to organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Conduct an evaluation of the tour according to selected criteria and methods and organisational policies and procedures. 3.3. Make recommendations for future tours based on evaluation outcomes. 3.4. Produce a ***final report*** documenting all collected information according to organisational policies and procedures. 3.5. Review own work performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with all key stakeholders involved in the tour to identify their needs
  - convey tour information and responsibilities to athletes
  - confirm tour arrangements with the competition manager
- planning and organisational skills to:
  - make and confirm logistical arrangements for the tour
  - develop a tour itinerary
  - manage the touring group according to the itinerary
- literacy skills to:
  - collect, clarify and record information
  - maintain required documentation relating to the tour
- numeracy skills to develop and monitor a tour budget in order to ensure the tour is adequately funded
- problem-solving skills to:
  - identify potential risks which could occur during the tour and develop courses of action to respond to these risks
  - conduct an evaluation of the tour and make recommendations for improvements
- technology skills to access information online to plan an itinerary.

Required knowledge

- legislation and organisational policies and procedures to enable safe and compliant conduct of tours
- hazards associated with specific tour activities and locations to enable effective risk

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treatment options to be identified for the tour
- information about the touring area to enable the organisation of appropriate resources and access to appropriate information for touring party members
- principles and techniques for effective group management to enable positive interaction and cohesiveness amongst the touring party
- techniques and methodologies used to conduct evaluations
- roles and responsibilities of touring party members.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • interacts and liaises with relevant stakeholders to plan, conduct and evaluate regional tours for athletes within organisational policies and procedures and timeframes and facilitates a professional and effective working relationship with touring party members • uses effective communication techniques to collect and document athlete information and tour requirements, convey relevant information to all touring party members and to manage the touring group within identified budgetary constraints • applies a continuous improvement approach to evaluate tour outcomes and recommend potential improvements.
Context of and specific resources for assessment	Assessment must ensure planning, coordination and evaluation of a tour for a group of athletes that is relevant to the candidate's current or intended work environment and is of sufficient breadth to demonstrate competency consistency of performance. Assessment must also ensure access to: • a group or team of athletes • real or simulated touring budget • competition manager • logistical resources and equipment • organisational policies and procedures related to organising regional tours.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with touring stakeholders to plan, conduct and evaluate a regional tour for athletes
- oral or written questioning to assess knowledge of the functions and responsibilities of touring party members
- portfolio containing evidence of documentation and reports relating to the planning and conduct of regional tours
- third-party reports from a supervisor detailing work performance over multiple applications.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXRSK301A Undertake risk analysis of activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Documentation may include:

- athlete and coach information
- press releases
- financial records.

Needs of key tour stakeholders may include:

- equipment
- nutrition
- accommodation
- transport
- free time
- financial allowances
- medical requirements
- special requirements
- code of conduct
- insurance
- safety considerations

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- equipment
- training facilities
- coaching equipment.

Organisational policies and procedures may include:

- occupational health and safety
- roles and responsibilities of touring party
- competition requirements
- privacy
- duty of care
- liability
- insurance
- codes of behaviour
- protocols for making travel arrangements
- protocols for dealing with the media
- reporting obligations.

Resource and logistical travel requirements may include:

- ***transport***
- ***equipment***
- allocation of baggage limits
- labelling of baggage and equipment
- insurance
- training facilities
- clothing
- meals
- competition timetable.

Athlete information may include:

- name and age
- photograph
- biographical details
- medical history
- present injuries
- current treatment
- special requirements
- Medicare number
- emergency contact
- allergies.

Relevant tour personnel may include:

- competition officials
- club or organisation officials
- club or organisation support staff.

Budget may include:

- government grants
- sponsorships
- participant contribution
- governing body contribution
- timelines for financial income

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	• strategies to establish, maintain and access finances within governing body guidelines • allocation and acquittal of tour finances.
Itinerary may include:	• requirements of competition • travel bookings • accommodation bookings • access to meals • training facilities.
Risks may include:	• disruption to travel and accommodation arrangements • injury or illness of tour members • alterations to itinerary • misplaced or lost equipment and baggage • incidents that attract media attention.
Orientation to the training area may include:	• location of accommodation and competition environment identified • location of relevant facilities and services • time zone considerations • traffic conditions • environmental considerations.
Strategies for effective group management may include:	• head counts • rolls • buddy systems • fines and fun • codes of behaviour • ***communication strategies***.
Evaluation criteria may include:	• finances • logistics • competition results • athlete performance • coaching performance.
Evaluation methods may include:	• athlete feedback • staff feedback.

Unit Sector(s)

Sport

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Competency Field

Sports Administration

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SISSSPA402A Coordinate international touring athletes

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to plan, coordinate and evaluate international tours for athletes.

Application of the Unit

This unit applies to those working in an international sports setting such as coaches, sports trainers liaising with coaching and other related support staff and supporting individual or team athletes, or those working in sport development or sports administration managing competitions or identifying and developing athletes.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Prepare for tour.	1.1. Identify and ***document*** the ***needs of key tour stakeholders*** according to ***organisational policies and procedures***.
	1.2. Investigate and document ***resource and logistical travel requirements*** for the tour according to organisational policies and procedures.
	1.3. Collect and document relevant ***athlete information*** and distribute to ***relevant tour personnel*** according to organisational policies and procedures.
	1.4. Develop a ***budget*** for the tour according to organisational policies and procedures.
	1.5. Plan an ***itinerary*** for the tour in consultation with relevant personnel and according to organisational policies and procedures.
	1.6. Identify ***risks*** associated with the tour and develop ***contingency*** plans according to organisational policies and procedures.
	1.7. Identify and contact ***local liaison persons or organisations*** according to organisational policies and procedures.
	1.8. Identify media obligations and liaise with the media according to organisational policies and procedures.
2. Coordinate the tour.	2.1. Access and collect identified finances according to the budget and organisational policies and procedures.
	2.2. Confirm and access identified resource and logistical requirements for the tour.
	2.3. Conduct a departure briefing for relevant tour personnel.
	2.4. Organise access to finance throughout the tour according to organisational policies and procedures.
	2.5. Conduct an ***orientation to the touring area*** according to organisational policies and procedures.
	2.6. Liaise with the competition manager to confirm all requirements are being met.
	2.7. Identify and implement ***strategies for effective group management*** and communication.

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ELEMENT	PERFORMANCE CRITERIA
3. Evaluate the tour.	3.1. Identify and select appropriate ***evaluation criteria*** and ***methods*** according to organisational policies and procedures. 3.2. Conduct an evaluation of the tour according to selected criteria and methods and organisational policies and procedures. 3.3. Make recommendations for future tours based on evaluation outcomes. 3.4. Produce a ***final report*** documenting all collected information according to organisational policies and procedures. 3.5. Review own work performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with all key stakeholders involved in the tour to identify their needs
  - convey tour information and responsibilities to athletes
  - confirm tour arrangements with the competition manager
- planning and organising skills to:
  - make and confirm logistical arrangements for the tour
  - develop a tour itinerary
  - manage the touring group according to the itinerary
- literacy skills to:
  - collect, clarify and record information
  - maintain required ***documentation relating to the tour***
- numeracy skills to develop and monitor a tour budget to enable adequate funding of the tour
- problem-solving skills to:
  - identify potential risks and develop courses of action to respond to these risks
  - conduct an evaluation and make recommendations for improvements
- technology skills to access information online to plan an itinerary.

Required knowledge

- legislation and organisational policies and procedures to enable safe and compliant

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conduct of tours
- hazards associated with specific tour activities and locations to enable effective risk treatment options to be identified for the tour
- information about the touring area to enable the organisation of appropriate resources and access to appropriate information for touring party members
- principles and techniques for effective group management to enable positive interaction and cohesiveness amongst the touring party
- techniques and methodologies used to conduct evaluations
- roles and responsibilities of touring party members such as requirements of sponsors, public relations, media liaison and attendance at official functions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • interacts and liaises with relevant stakeholders according to roles and responsibilities to plan, conduct and evaluate international tours for athletes to achieve organisational objectives within organisational policies and procedures and timeframes and facilitates a professional and effective working relationship with touring party members • uses effective communication techniques to collect and document athlete information and international tour requirements, convey relevant information to all touring party members and to manage the touring group within identified budgetary constraints • applies a continuous improvement approach to evaluate tour outcomes and recommend potential improvements.
Context of and specific resources for assessment	Assessment must ensure planning, coordination and evaluation of an international tour for a group of athletes that is relevant to the candidate's current or intended work environment and is of sufficient breadth to demonstrate competency consistency of performance. Assessment must also ensure access to: • a group or team of athletes

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- a real or simulated touring budget
- a competition manager
- logistical resources and equipment
- organisational policies and procedures related to organising international tours.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with touring stakeholders to plan, conduct and evaluate an international tour for athletes
- oral or written questioning to assess knowledge of the travel requirements of international tours
- portfolio containing evidence of documentation and reports relating to the planning and conduct of international tours
- third-party reports from a supervisor detailing work performance over multiple applications.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXRSK301A Undertake risk analysis of activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Documentation may include:

- athlete and coach information
- press releases
- financial records.

Needs of key tour stakeholders may include:

- equipment
- nutrition
- accommodation
- transport
- training and recovery
- free time
- financial allowances

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- medical requirements
- special requirements
- code of conduct
- legal requirements
- safety considerations
- training facilities
- coaching equipment.

Organisational policies and procedures may include:

- occupational health and safety
- roles and responsibilities of touring party
- competition requirements
- privacy
- duty of care
- liability
- insurance
- codes of behaviour
- protocols for making travel arrangements
- protocols for dealing with the media
- reporting obligations.

Resource and logistical travel requirements may include:

- ***transport***
- passports
- visas
- inoculations
- nutritional requirements
- tapes of national anthem
- appropriate licensing of drivers and or carriers
- insurance policies
- allocation of baggage limits
- allocation of equipment
- labelling of baggage and equipment
- insurance
- training facilities
- clothing
- meals.

Athlete information may include:

- name and age
- photograph
- biographical details
- medical history
- present injuries
- current treatment
- special requirements
- Medicare number
- allergies

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	• emergency contact details.
Relevant tour personnel may include:	• competition officials • club or organisation officials • club or organisation support staff • guides or interpreters.
Budget may include:	• government grants • sponsorships • participant contribution • governing body contribution • timelines for financial income • allocation and acquittal of tour finances.
Itinerary may include:	• requirements of competition • travel bookings • accommodation bookings • training facilities.
Risks may include:	• disruption to travel and accommodation arrangements • injury or illness of tour members • alterations to itinerary • misplaced or lost equipment or baggage • incidents that attract media attention.
Local liaison persons or organisations may include:	• Australian High Commission • host sporting body • emergency contacts.
Orientation to the training area may include:	• location of accommodation and competition environment identified • location of relevant facilities and services • time zone considerations • traffic considerations • environmental considerations • customs • culture • laws • financial considerations and exchange rates • security considerations • technological communication considerations • language.
Strategies for effective group management may include:	• head counts • rolls • buddy systems • travel partners

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	• managerial practices and policies • fines and fun.
Evaluation criteria may include:	• finances • logistics • competition results • athlete performance • coaching performance.
Evaluation methods may include:	• athlete feedback • staff feedback.

Unit Sector(s)

Sport

Competency Field

Sports Administration

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SISSSPA403A Administer a team or group

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to implement and monitor the administrative aspects of a sports team or activity group in line with organisational or club plans.

Application of the Unit

This unit applies to those working autonomously in a coaching role or those working in a sports development role such as managing competitions or sports venues and facilities.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Identify administrative context of group or team activities.	1.1. Review current contact details of players or participants and adjust as required according to ***organisational policies and procedures and relevant legislation***. 1.2. Distribute current player contact details to other team members and relevant personnel according to organisational policies and procedures. 1.3. Access and analyse ***relevant information*** about the group or team activity. 1.4. Promote ***team objectives*** in consultation with team or group members according to organisational policies and procedures. 1.5. Convey relevant information to all team or group members using appropriate ***communication techniques***. 1.6. Communicate reports on team progress to all relevant personnel. 1.7. Represent the team or group and its members in ***appeals and disputes*** according to ***organisational policies and procedures***.
2. Control the finances of a team or group.	2.1. Consult relevant personnel to establish ***financial requirements*** of the team or group. 2.2. Develop and document a ***team budget*** according to the resource management plan of the club or organisation. 2.3. Implement ***fundraising activities*** according to the financial ***plans*** of the activity, club or organisation. 2.4. Manage and document implementation of team budget according to organisational policies and procedures.
3. Manage clothing and equipment requirements.	3.1. Assess team or group clothing requirements and access and distribute to all members according to the requirements of the activity and organisational policies and procedures. 3.2. Ensure team or group members are attired in team clothing at all competitive fixtures and official functions. 3.3. Assess team or group equipment requirements and access and assemble according to the rules of the activity and participation conditions. 3.4. Implement plans to maintain team clothing and equipment.

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ELEMENT	PERFORMANCE CRITERIA
	3.5. Confirm availability of required equipment and venues at required times.
4. Develop plans to cope with ***contingencies***.	4.1. Identify possible ***contingencies*** and assess their potential impact on the team or group. 4.2. Develop and document plans to respond to identified ***contingencies according to organisational policies and procedures***.
5. Evaluate team or group objectives and plans.	5.1. Implement ***evaluation*** methods that are appropriate to the nature of information sought. 5.2. Review team or group objectives and plans in consultation with relevant personnel. 5.3. Document ***evaluation*** results and seek feedback from team members. 5.4. Make recommendations based on ***evaluation*** results and feedback as appropriate.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - develop a rapport with team members and other relevant personnel
  - convey information to team members
  - access and confirm team requirements
  - handle disputes on behalf of the team
- literacy skills to:
  - access and analyse information about requirements for the team activity
  - document a team budget and contingency plans
- numeracy skills to develop and monitor team budgets
- planning and organising skills to:
  - assess, access and confirm team requirements
  - manage the team budget
- problem-solving skills to identify potential contingencies and develop strategies to respond to them
- initiative and enterprise to implement fundraising activities to support group or team activities.

Required knowledge

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- legislation and organisational policies and procedures that impact on team administration to enable safe and compliant conduct of all activities
- relevant activity rules, regulations, guidelines and participation conditions to enable efficient and effective administration
- principles of budgeting in order to develop a budget incorporating all income and expenses
- clothing and equipment requirements for competitions, training and travelling.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • utilises knowledge of requirements of group or team activity specific requirements to implement, monitor and evaluate the administrative aspects of a team or group that comply with budgetary constraints, team objectives and commitments and organisational plans • adapts communication strategies appropriate to the information needs of the team or group to convey information about group activities and commitments and to develop and implement a public relations plan for group or team activities • develops and administers a team budget responsibly including management of clothing and equipment requirements for the group of team and implements initiatives and activities to generate additional income • applies contingency management techniques to deal with a range of problems and issues that may impact on group or team activities.
Context of and specific resources for assessment	Assessment must ensure participation in multiple interactions with team members and relevant personnel that involve the provision of information and the implementation of team administrative aspects to demonstrate consistency of performance. Assessment must also access to: • a coaching setting including a group or team of athletes participating in activities or competitions and

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relevant sport personnel
- equipment and facilities to administer the team efficiently
- sources of information about requirements of specific activities in relation to administration aspects
- current organisational policies and procedures and relevant legislation that impact on the effective administration of team activities
- organisational financial plans to develop a responsible budget for team activities.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with team members and appropriate personnel to provide information about team activities
- observation of planning, implementation and monitoring of group administrative activities
- oral or written questioning to assess knowledge of the impact of organisational policies and procedures on team administration
- portfolio containing evidence of a documented team budget
- third-party reports from a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSPA301A Coordinate regional touring athletes.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisational policies and procedures may include:

- privacy provisions
- personal records management
- industry codes
- activity rules

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	• risk management • resource management • fund raising • financial initiatives • dispute resolution.
Relevant legislation may include:	• occupational health and safety • privacy • freedom of information • anti-discrimination • insurance • industry control and regulating legislation • professional association regulations.
Relevant information may include:	• rules of the group or team activity • participation conditions • format • location • registration status.
Team objectives may include:	• practices • meetings • functions • competitive fixtures • team or group commitments • team or group cohesion.
Communication techniques may include:	• verbal • written • visual.
Appeals and disputes may include:	• disciplinary procedures • results of event • violations of code of conduct for the activity • breach of participation conditions.
Financial requirements may include:	• transportation • food • maintenance and storage of equipment.
Team budget may include:	• expenses • income.
Fundraising activities may include:	• raffles • auctions.
Contingencies may include:	• cancellations of fixtures • defaults • injuries and illness

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- availability of participants
- incidents that attract media attention
- disciplinary measures
- insufficient funding secured.

Unit Sector(s)

Sport

Competency Field

Sports Administration

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SISSSPA404A Implement accreditation and registration systems

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to implement accreditation and adjudication procedures and information technology systems to meet regulatory and compliance requirements for specific sporting areas.

Application of the Unit

This unit applies to those who are responsible for planning and conducting coaching programs for athletes in a sport-specific training or competition setting. It may also apply to sports administrators.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Implement accreditation systems.	1.1. Determine and document ***accreditation*** or registration requirements for the specific sport. 1.2. Develop and document ***organisational policies and procedures*** to support and implement accreditation requirements. 1.3. Establish links with accreditation or registration bodies as required and delegate liaison responsibilities to appropriate staff. 1.4. Monitor organisational ***procedures to ensure they*** meet requirements of relevant regulation and compliance measures according to ***relevant legislation and industry codes of practice***. 1.5. Inform ***system users*** of respective rights and obligations that ensue from accreditation. 1.6. Implement ***registration systems*** within required timeframes and within financial constraints. 1.7. Develop testing protocols to support accreditation and registration requirements according to organisational policies and procedures.
2. Develop information technology systems.	2.1. Develop ***information technology systems*** to document data in relation to required regulation and compliance measures according to organisational policies and procedures. 2.2. Monitor use of information technology systems according to organisational policies and procedures. 2.3. Make adjustments to information technology systems according to organisational policies and procedures. 2.4. Maintain accreditation or registration data according to organisational policies and procedures.
3. Implement adjudication systems.	3.1. Identify organisational ***adjudication systems*** and access supporting procedures according to organisational policies and procedures. 3.2. Inform system users of respective rights and obligations that ensue from adjudication systems according to organisational policies and procedures. 3.3. Implement ***adjudication systems*** within required timeframes and within financial constraints. 3.4. Consult with ***relevant stakeholders*** according to organisational policies and procedures.
4. Review accreditation	4.1. Conduct a review of implementation of

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ELEMENT	PERFORMANCE CRITERIA
procedures.	accreditation procedures at regular intervals according to organisational policies and procedure. 4.2. Seek feedback from interested persons and organisations. 4.3. Base review on pre-determined criteria and assess using valid information. 4.4. Make modifications to procedures in response to feedback and changing requirements in the sport according to organisational policies and procedure.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - build rapport with athletes and other system users
  - convey information and respond to questions about procedures to support accreditation systems for the specific sport
  - consult with stakeholders to review implementation of accreditation and adjudication procedures
- language and literacy skills to analyse and interpret information required to develop and document procedures for the implementation of accreditation, registration and adjudication systems
- problem-solving skills to:
  - objectively and ethically develop testing protocols to support accreditation requirements and to develop information technology systems to document accreditation and registration data
  - evaluate the implementation of procedures supporting accreditation and adjudication systems and make adjustments to meet changing requirements in the sport
- planning and organising skills to apply procedures for the effective implementation of procedures and testing protocols to support accreditation requirements within organisational procedures and required timeframes
- technology skills to develop and monitor the use of technology information systems.

Required knowledge

- legal process and practice in relation to adjudication procedures to enable fair and equitable treatment of individuals and organisations, fair and ethical application of procedures and to reduce the incidence of conflict
- legislation that impacts on the implementation of accreditation and adjudication policies and procedures to enable consistent implementation in order to minimise the possibility of

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error
- conflict resolution strategies to enable appropriate responses to disputes with athletes which may arise in relation to the implementation of accreditation or registration systems
- rules, codes and procedures within the specific sport to enable fair and ethical application of procedures and reduce the incidence of conflict
- protocols for physical and physiological testing to support implementation of accreditation or registration procedures for the specific sport to enable this to be carried out fairly and safely
- appropriate information technology systems to establish and monitor the implementation of accreditation or registration systems.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • utilises knowledge of information technology systems to develop a system to document and maintain data to meet the regulation and compliance accreditation needs in own sporting or activity area • implements procedures to support accreditation and adjudication systems using testing protocols to determine suitability for the sport • applies contingency management techniques to deal with issues that arise during implementation of accreditation and adjudication systems and procedures such as ethical issues • adopts communication approaches appropriate to the needs of system users to convey information about accreditation and adjudication systems and procedures • reviews the effectiveness of accreditation and adjudication systems and procedures and makes adjustments in response to information gathered.
Context of and specific resources for assessment	Assessment must ensure demonstration of implementation and evaluation of accreditation and adjudication systems, procedures and protocols to meet regulatory and compliance requirements that are of sufficient breadth to demonstrate competency and

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consistency of performance.

Assessment must also ensure access to:

- a sport or activity-specific training and competition setting to implement the accreditation and adjudication system
- sources of information about requirements of specific sports and activities in relation to regulatory and compliance requirements
- relevant rules, legislation, industry codes, policies and procedures as they apply to accreditation and adjudication systems.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with system users to provide information about accreditation and adjudication requirements and protocols
- oral or written questioning to assess knowledge of regulatory and compliance requirements within the specific sport in relation to accreditation and adjudication requirements
- portfolio containing evidence of development of procedures to support implementation of accreditation and adjudication systems
- third-party reports from a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSCGP307A Implement selection policies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Accreditation requirements may include:

- coaching
- training

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	• officiating • participation.
Organisational policies and procedures may include:	• equal opportunity • consultation • security • conflict resolution • reliability and validity of testing protocols.
Relevant legislation may include:	• occupational health and safety • freedom of information • anti-discrimination • insurance • privacy.
Industry codes of practice may include:	• professional codes of conduct • sporting codes and guidelines.
System users may include:	• athletes • officials • coaches • sports trainers.
Registration systems may include:	• membership • entry • appointments • support persons.
Adjudication systems may include:	• committees • panels • disciplinary boards • investigations • penalties • tribunals • endorsements • appeals • charges.
Relevant stakeholders may include:	• state bodies • national or international bodies.

Unit Sector(s)

Sport

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Competency Field

Sports Administration

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SISSSPA505A Coordinate team or group management

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to plan and implement the management of teams or groups within a sporting club or organisation, and includes the management of teams or groups, human resources requirements and public relations.

Application of the Unit

This unit applies to those working autonomously in a sports development role such as competition managers who are responsible for managing competitions or identifying and developing athletes.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Develop and implement club objectives.	1.1. Identify club or organisational needs in relation to performance in team activities. 1.2. Assess strengths and weaknesses of team or group performance in consultation with appropriate ***team personnel***. 1.3. Identify training and development needs for each team or group according to identified club or organisational needs. 1.4. Develop and document club or organisation objectives in consultation with appropriate team personnel. 1.5. Communicate club or organisation objectives to all members according to ***organisational policies and procedures***.
2. Develop and implement a public relations plan.	2.1. Establish communication protocols for club members according to organisational policies and procedures. 2.2. Establish contacts with media personnel according to organisational policies and procedures. 2.3. Research and coordinate preparation of media kits and make available to relevant media personnel. 2.4. Develop and implement a ***public relations plan*** according to club or organisational objectives. 2.5. Document the public relations ***plan*** and communicate to ***all team members and relevant personnel***.
3. Coordinate human resources	3.1. Identify and document human resource requirements for the activity, club or organisation. 3.2. Develop and implement ***recruitment strategies*** to meet identified human resource requirements. 3.3. Identify individuals who are available to assist the club or organisation according to ***relevant legislation*** and organisational policies and procedures. 3.4. Delegate responsibilities according to individuals' identified abilities and commitment.
4. Evaluate team or group management	4.1. Develop and implement evaluation methods according to the requirements of the activity, club or organisation. 4.2. Review club or organisational objectives against team or group performances to ascertain the extent to which they are being achieved.

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Document ***evaluation*** results and seek feedback from appropriate club or organisational personnel.
	4.4. Make recommendations based on documented evaluation outcomes and feedback and make modifications where necessary.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - develop a rapport with club or organisational personnel
  - lead consultations to identify and convey information about club or organisational objectives and team training and development needs and seek feedback on the effectiveness of management strategies for the group or team
- literacy skills to:
  - collect and analyse information to develop and document club or organisational objectives, a public relations plan and recruitment strategies
  - research and develop media kits to promote effective public relations
- planning and organising skills to develop and implement public relations and communication protocols to enable effective team management
- problem-solving skills:
  - identify, assess and address club human resource requirements to support effective club performance
  - evaluate team management
  - identify potential contingencies and develop strategies to respond to them.

Required knowledge

- strategic planning in order to enable effective planning and monitoring of club or organisational management
- human resource management to enable effective identification of staff training needs, recruitment and delegation of responsibilities
- organisational communication systems to enable effective communication within the club or organisation
- legislation and organisational policies and procedures to enable professional, responsible and accountable team management
- relevant rules, regulations, guidelines for the sporting activity or game in which the club or organisation is involved to enable monitoring of club or organisation activities

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- media relations practices in order to deal with the media effectively
- public relations practices in relation to a sporting team to enable the effective development and maintenance of relationships with relevant stakeholders.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consults widely to establish, club or organisational needs to achieve team performance objectives and utilises knowledge of these to plan, manage and evaluate human resource and public relations requirements of the team or group within the activity or activities • develops a communication system to establish links with club members and the media appropriate to the information needs of the club or organisation and to convey information about group or club activities, performance and commitments to relevant stakeholders • applies contingency management techniques to deal with a range of problems and issues that may impact on club or organisation activities and manages conflict within the organisation.
Context of and specific resources for assessment	Assessment must ensure participation in interactions with club or organisation personnel that involve the provision of information and the coordination of activities which are of sufficient breadth and complexity to demonstrate consistency of performance Assessment must also ensure access to: • club or organisational personnel to enable consultation • sources of information to assist in determining club or organisational requirements • current organisational policies and procedures and relevant legislation that impact on the effective management of club or organisation sport activities.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with club personnel to determine club needs and objectives
- observation of planning and management of club human resource requirements
- oral or written questioning to assess knowledge of the application of legislative and organisational imperatives that impact on team management
- portfolio containing evidence of public relations plans and the identification of training needs
- third-party reports from a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSPA506A Coordinate team or group administration.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Team personnel may include:

- team managers
- coaches or instructors
- volunteers.

Organisational policies and procedures may include:

- communication protocols
- recruitment
- training.

Public relations plan may include:

- image of team or group
- training for spokesperson and team or group members
- contact with public and media.

Recruitment strategies may include:

- person specifications
- job descriptions
- advertising.

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Relevant legislation may include:

- occupational health and safety
- industrial relations
- equal opportunity
- privacy.

Unit Sector(s)

Sport

Competency Field

Sports Administration

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SISSSPA506A Coorindate team or group administration

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to develop and implement strategies to coordinate the administration of teams or groups within a club or organisation including assessing and securing resources, developing and implementing team or club budgets and determining and communicating the roles and responsibilities of club or organisational personnel.

Application of the Unit

This unit applies to those working autonomously in a sports development role such as competition managers who are responsible for managing competitions or identifying and developing athletes.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Manage resource requirements.	1.1. Assess the ***resource requirements*** for each team or group in consultation with appropriate ***club or organisational personnel***. 1.2. Develop and document a ***resource management plan*** according to ***organisational policies and procedures***. 1.3. Communicate information about ***resource management plan*** to all relevant club or organisational personnel. 1.4. Assess existing resources for their suitability and condition. 1.5. Acquire new resources as required according to resource management plan and organisational policies and procedures. 1.6. Develop and monitor implementation of maintenance plan for resources according to the specifications of the resource management plan.
2. Prepare and manage a club budget	2.1. Identify financial objectives for the club or organisation in consultation with appropriate club or organisational personnel. 2.2. Identify and document financial requirements for team activities according to organisational policies and procedures. 2.3. Develop and monitor implementation of plans to secure income through fundraising activities according to ***relevant legislation*** and organisational policies and procedures. 2.4. Prepare and document a ***budget*** according to the financial requirements identified. 2.5. Document and monitor all items of income and expenditure according to the budget and organisational policies and procedures.
3. Identify and implement organisational responsibilities.	3.1. Identify and document ***roles and responsibilities of club or organisational personnel*** in relation to the activity, club or organisation. 3.2. Identify personnel to undertake identified roles and ***responsibilities according to organisational policies and procedures***. 3.3. Develop and implement ***organisational structures and processes*** to enable personnel to implement

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ELEMENT	PERFORMANCE CRITERIA
	identified roles and responsibilities. 3.4. Develop and implement ***communication systems*** to meet the requirements of the activity, club or organisation. 3.5. Prepare and document a plan for ***contingencies according to organisational policies and procedures***.
4. Evaluate organisational structures and processes.	4.1. Develop and implement evaluation methods according to the requirements of the activity, club or organisation. 4.2. Evaluate organisational structures and processes to ascertain their effectiveness in meeting the needs and requirements of the activity, club or organisation. 4.3. Document ***evaluation*** results and seek feedback from appropriate club or organisational personnel. 4.4. Make recommendations based on documented evaluation outcomes and feedback and make modifications where necessary.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - lead consultations with club or organisational personnel to identify requirements and functions
  - convey information about various aspects of club administration to relevant personnel
  - seek feedback on the implementation of administrative structures and processes
- literacy skills to:
  - collect and analyse information to develop and document a club or organisational budget
  - document administrative structures and procedures
- numeracy skills to develop and monitor a club or organisational budget
- planning and organising skill to determine club resource and financial requirements and develop and monitor plans to meet these requirements
- problem-solving skills to:
  - identify, develop and evaluate organisational structures and processes to support effective club administration

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  - identify potential contingencies and develop strategies to respond to them
- initiative and enterprise to identify and plan for opportunities to access other potential sources of income for the club or organisation.

Required knowledge

- strategic planning to enable effective planning and monitoring of club or organisational administration
- club or organisation specific resource requirements, including equipment, to enable effective assessment and procurement of resources required to conduct club or organisation activities
- financial planning in order to effectively manage the finances of the club or organisation
- organisational communication systems to enable effective communication within the club or organisation
- legislation and organisational policies and procedures to enable professional, responsible and accountable club or organisational administration.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consults with all relevant personnel to establish activity, club or organisational administrative requirements and plans, manages and evaluates a resource management plan which also identifies opportunities to generate additional income • develops club systems and processes to lead effective club or organisational administration and monitors and evaluates their implementation to determine their effectiveness • develops a communication system appropriate to the information needs of the club or organisation through which to convey information about group or club activities and commitments • applies contingency management techniques to deal with a range of problems and issues that may impact on club or organisation activities.
Context of and specific resources for	Assessment must ensure participation in interactions with club or organisation personnel that involve the provision

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assessment	of information and the coordination of multiple team administrative tasks which are of sufficient breadth and complexity to demonstrate consistency of performance. Assessment must also ensure access to: • club or organisational personnel to enable consultation • sources of information about requirements of specific activities, including financial objectives for the club or organisation in relation to administration aspects • current organisational policies and procedures and relevant legislation that impact on the effective administration of club or organisation sport activities.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interactions with club personnel to provide information about team administrative activities • observation of planning, implementation and monitoring of group administrative activities • oral or written questioning on organisational policies and procedures that impact on team administration • portfolio containing evidence of a documented resource management plan and budget • third-party reports from a supervisor detailing work performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISSSPA505A Coordinate team or group management.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Resource requirements may	• equipment

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include:	• clothing • team vehicle • staffing.
Club or organisational personnel may include:	• administrators • club members • parents • qualified officials • volunteers.
Resource management plan may include:	• projected expenditure • revenue • acquisition of new resources • care and maintenance specifications.
Organisational policies and procedures may include:	• risk management • resource management • fundraising • financial accountability • personal records management • privacy.
Relevant legislation may include:	• fundraising • privacy • taxation.
Budget may include:	• income • expenditure.
Roles and responsibilities may include:	• resource management • finance • personnel management • coaching • administration.
Organisational structures and processes may include:	• individuals with specific responsibilities • sub-committees • portfolio groups • reporting channels.
Communication systems may include:	• newsletters • meetings • address lists • annual report • press statements.
Contingencies may include:	• financial difficulties • personnel changes • legal infringements • illness

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- malpractice.

Unit Sector(s)

Sport

Competency Field

Sports Administration

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SISSSPA507A Develop volunteer management policies

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to develop an organisational policy for recruiting, inducting, managing and retaining volunteers in sporting clubs and organisations.

Application of the Unit

This unit applies to those working in management roles in sport and recreation facilities, clubs or organisations which utilise volunteers.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Analyse policy needs.	1.1. Gather ***information*** from appropriate ***sources*** to plan and develop policy. 1.2. Identify the benefits of volunteer participation to the organisation and the volunteers. 1.3. Determine the ***scope*** of the policy based on identified organisational requirements.
2. Develop draft policy.	2.1. Consult with ***stakeholders*** as required to determine policy requirements. 2.2. Research and analyse any ***previous organisational volunteer experience*** to determine additional areas for consideration. 2.3. Identify and document ***legislative requirements*** that impact on the use of volunteers. 2.4. Draft volunteer management policy and associated ***procedures*** according to organisational requirements.
3. Approve policy.	3.1. Present draft policy and associated procedures according to organisational policy approval procedures. 3.2. Amend policy or associated procedures as required according to organisational policy approval procedures. 3.3. Obtain formal policy approval according to organisational policy approval procedures. 3.4. Inform relevant personnel of policy and associated procedures according to organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to enable stakeholder consultation that informs policy development
- literacy skills to prepare draft documentation according to organisational requirements
- problem-solving skills to identify and analyse previous organisational experience with volunteers to inform policy development.

Required knowledge

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- legislation to enable development of compliant policy and procedures
- organisational requirements for the development and approval of policy
- organisational vision and mission statements to enable policy development to be consistent with organisational goals.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • researches and analyses all relevant organisational and legislative requirements to develop a volunteer management policy and procedures that detail the recruitment, induction, management and retention of volunteers • applies organisational procedures to prepare, submit, amend and approve policy • communicates policy to all relevant organisational personnel.
Context of and specific resources for assessment	Assessment must ensure the development of a volunteer management policy and procedures that are of sufficient complexity and breadth to demonstrate competency and consistency of performance Assessment must also ensure access to: • organisational requirements related to the development, approval and communication of policy • stakeholders to undertake consultation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interactions with stakeholders • observation of identifying, policy documents and drafting and presenting policy and associated procedures • oral or written questioning on organisational policies and procedures • portfolio of evidence containing policy drafts • third-party reports from supervisors detailing work

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performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information may include:

- organisational procedures guiding policy development
- organisational need for volunteers
- volunteer numbers
- volunteer roles:
  - coaching
  - fundraising
  - umpiring
  - catering
  - team support
  - managing or marshalling events
  - transporting players or supporters
- legislative or licensing issues.

Sources may include:

- organisational needs
- organisational personnel
- affiliated clubs or bodies
- regulatory sources.

Scope may include:

- volunteer position descriptions
- reward programs
- level of volunteer supervision.

Stakeholders may include:

- board members
- line managers
- community representatives
- club personnel.

Previous organisational volunteer experience may include:

- recruitment
- logistical management of volunteers
- volunteer behaviour.

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Legislative requirements may include:	• occupational health and safety (OHS) • licensing • working with children • police check.
Procedures may include:	• recruitment • induction • training • supervision • retention • grievances.

Unit Sector(s)

Sport

Competency Field

Sports Administration

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SISSSPT201A Implement sports injury prevention

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to implement an effective injury prevention program. It focuses on contributing to injury surveillance, implementing intervention measures and evaluating the effectiveness of these measures.

Application of the Unit

This unit applies to those working in a sport and recreation environment. It applies to sports trainers who are responsible for supporting improvement in athlete performance and making sport safer in a sport specific training or competition setting such as on the playing field, court or open or enclosed areas at sporting events.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Contribute to injury surveillance.	1.1. Identify the ***costs*** of sports injury to the athlete and ***other key stakeholders***. 1.2. Source and access ***information on sports injuries*** for the specific sport. 1.3. Monitor occurrence of injury and analyse injury patterns in own sporting area in consultation with appropriate ***health professionals***. 1.4. Identify ***risk factors*** that lead to sports injury in own sporting area according to ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Identify ***preventative measures*** in consultation with appropriate health professionals.
2. Implement a sport injury prevention program.	2.1. Assess the effectiveness of a range of ***injury prevention programs*** relevant to own sporting area in consultation with the coach and relevant health professionals. 2.2. Contribute to the development of a sport injury prevention program according to organisational policies and procedures. 2.3. Apply preventative measures and strategies to minimise sports injuries in own sporting area according to ***best practice guidelines***. 2.4. Monitor and adjust application of injury prevention measures according to organisational policies and procedures. 2.5. Assist in assessment of ***playing area***, ***facilities and protective equipment*** for safe participation and advise ***relevant personnel*** of problems according to organisational policies and procedures. 2.6. Conduct ongoing monitoring of injury trends and promote preventative measures to athletes to minimise the likelihood of injury according to sport-specific criteria. 2.7. Maintain individual and team protective equipment according to instructions and advise relevant personnel of problems.
3. Contribute to evaluation of injury prevention program.	3.1. Participate in reviewing the effectiveness of the preventative measures in consultation with appropriate health personnel. 3.2. Adjust preventative measures and interventions in response to ongoing injury surveillance.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Evaluate own performance and identify potential improvements for future implementation of injury prevention programs.
	3.4. Contribute feedback to implementation of injury prevention programs.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - convey information to athletes about injury prevention strategies
  - liaise with appropriate personnel to report problems that can contribute to sports injury
  - participate in the implementation of sports injury prevention programs
- problem-solving skills to:
  - identify appropriate preventative methods and interventions
  - adapt measures in response to ongoing surveillance
  - report problems related to implementation of sports injury prevention programs
- language and literacy skills to access and interpret information about sports injuries and their causes
- self-management skills to review and reflect on own performance
- teamwork skills to liaise with health personnel and follow instructions as required.

Required knowledge

- organisational policies and procedures to enable tasks to be carried out according to job role and responsibilities
- relevant legislation to enable support for sport injury prevention to be conducted safely
- principles of biomechanics to enable the application of appropriate techniques and strategies to minimise sports injuries
- anatomy and physiology to enable an understanding of the impact of preventative measures
- causes of sport injuries which may be significant during sports participation
- benefits of different approaches to minimise sports injuries such as neuromuscular and plyometric training
- role and responsibilities to enable understanding of work parameters in implementing sports injury prevention programs.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • uses appropriate communication strategies to interact with athletes and relevant personnel within own accepted roles and responsibilities to assist in implementing effective injury prevention programs in response to injury surveillance data • supports and encourages ***safe sport participation and correct techniques to prevent injury*** for individual athletes and monitors the effect of interventions to reduce injury • applies effective contingency management techniques according to own level of responsibility to respond to problems impacting on effective injury prevention • evaluates and reflects on own performance in implementing injury prevention programs and strategies.
Context of and specific resources for assessment	Assessment must ensure support and encouragement of ***safe sport participation relevant to the candidate's current or intended work environment to demonstrate competency and consistency of performance***. Assessment must also ensure access to: • a sport training or competition setting or environment relevant to the specific sport or environment in which the candidate operates or intends to operate • athletes participating in the specific sport or environment in which the candidate operates or intends to operate • relevant senior personnel and health care professionals • organisational injury prevention programs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interaction with athletes and other

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personnel in implementation of injury prevention program
- oral or written questioning to assess knowledge of common sports injuries and preventative methods
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSPT302A Provide initial management of sports injuries.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Costs may include:

- cost of inactivity
- impact on health care system
- personal medical costs
- loss of income
- psychological problems
- illness
- disordered eating
- illegal drug use
- abuse from players, coaches, staff and spectators
- team performance and morale.

Other key stakeholders may include:

- the client
- coach or coaches
- health professionals
- parents or guardians
- manager.

Information on sports injuries may include:

- incidence
- severity
- prevalence
- cause
- types of injuries.

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Health professionals may include:	• physiotherapists • chiropractors • osteopaths • paramedics • massage therapists • organisational medical support team.
Risk factors may include:	• ground hardness • weather conditions • equipment • other players • size mismatch • poor refereeing • unsafe play • training regime • risk taking behaviour • anatomical and anthropomorphic characteristic of athlete • genetic predisposition • fitness levels • previous injuries.
Relevant legislation may include:	• occupational health and safety • duty of care.
Organisational policies and procedures may include:	• occupational health and safety • roles and responsibilities of a sports trainer • reporting • risk management.
Preventative measures may include:	• screening • physical conditioning • protective equipment • hydration and nutrition.
Injury prevention training programs may include:	• musculoskeletal • neuromuscular • running exercises • balance and body control exercises • plyometrics • strengthening exercises • stretching exercises.
Best practice guidelines may include:	• sport-specific guidelines • relevant national, state, territory, local organisations' and or associations' code of ethics or code of conduct.

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Playing area, facilities and protective equipment may include:	• buildings • toilets • indoor or outdoor facilities • sport-specific equipment • first aid kit • sport-specific personal protective equipment.
Relevant personnel may include:	• coaches • managers • club officials.

Unit Sector(s)

Sport

Competency Field

Sports Trainer

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SISSSPT302A Provide initial management of sports injuries

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide an immediate response to sports injuries in training or competition situations until the arrival of a health care professional or paramedic. It includes carrying out an initial assessment, managing injuries in line with organisational procedures and best practice and completing reporting requirements.

Application of the Unit

This unit applies to those working in a sport and recreation environment. It applies to sports trainers who are responsible for providing initial management of sports injury for athletes in a sport-specific training or competition setting such as on the playing field, court or open or enclosed areas at sporting events.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct initial assessment of sports injuries.	1.1. Identify ***details of the incident*** in consultation with the athlete according to ***organisational policies and procedures***. 1.2. Identify and assess the ***injury or condition*** of the athlete according to organisational policies, ***relevant legislation*** and ***current first aid procedures***. 1.3. Request assistance from ***relevant medical personnel*** as required according to organisational policies and procedures. 1.4. Inform and reassure the injured athlete and other ***relevant stakeholders***, where appropriate, of initial actions to manage the injury using appropriate communication techniques.
2. Manage the injury.	2.1. Assess the need to transport injured athletes and carry out according to ***best practice guidelines*** and organisational policies and procedures. 2.2. Consult with injured athlete where appropriate to identify contraindications to treatment according to best practice and organisational policies and procedures. 2.3. Select and apply appropriate ***first aid techniques*** to provide initial management of the injury or condition according to best practice and organisational policies and procedures. 2.4. Follow relevant ***infection control procedures***, especially in relation to wound management. 2.5. Operate ***first aid equipment*** as required according to manufacturer's instructions and organisational policies and procedures. 2.6. Monitor injured athlete's condition and response to treatment according to organisational policies and procedures. 2.7. Reassess treatment and amend appropriately in response to ***changes in athlete's condition***.
3. Complete and process reports.	3.1. Communicate information about the injury and its management to medical personnel as required according to organisational policies and procedures. 3.2. Record ***athlete's injury information*** according to relevant legislation and organisational policies and

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ELEMENT	PERFORMANCE CRITERIA
	procedures.
4. Evaluate injury management outcomes.	4.1. Review the management of the injury in consultation with appropriate personnel. 4.2. Evaluate own performance and identify potential improvements for future initial management of injury. 4.3. Make modifications to injury management techniques where required in response to ***feedback*** from ***appropriate personnel and own self reflection outcomes***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with athletes to identify their condition and establish the presence of contraindications to treatment
  - convey information to athletes about initial management of injuries
  - provide medical personnel with information about the athlete's injury and initial management techniques
- language and literacy skills to document relevant details of the injury and its management
- problem-solving skills to select and apply appropriate first aid management techniques for the injury and adjust in response to athlete's changing condition
- self-management skills to review and reflect on own performance
- teamwork skills to liaise with health personnel and follow instructions.

Required knowledge

- legislation and organisational policies and procedures to enable the effective and safe initial management of sports injuries
- principles of biomechanics to enable the application of appropriate management techniques for sports injuries
- anatomy and physiology to enable an understanding of the impact of sports injuries on the body and the most effective management of these injuries
- first aid techniques and responses to enable initial management of commonly occurring soft and hard tissue sports injuries
- techniques and precautions to enable the safe transportation of injured athletes
- signs and symptoms of shock and its management

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- contraindications and precautions for managing sports injuries.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • operates effectively as a sports trainer within own roles and responsibilities and organisational systems and procedures to provide initial management of sports injuries • interacts with injured athletes and promptly assesses a range of injuries, including spinal and neck injuries, and undertakes initial management of injuries • selects and applies appropriate first aid techniques for the relevant injury and monitors the response of the athlete within organisational systems and best practice sports trainer principles • evaluates and reflects on own performance in managing the injury to identify ways in which initial management of the injury can be improved.
Context of and specific resources for assessment	Assessment must ensure assessment and initial management of sports injuries, including spinal and neck injuries, on multiple occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a sport training or competition setting or environment relevant to the specific sport or environment in which the candidate operates or intends to operate • athletes with real or simulated injuries relevant to the specific sport or environment in which the candidate operates or intends to operate • first aid equipment and facilities to provide management of sports injuries.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of applying appropriate assessment and

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first aid techniques
- observation of interaction with athletes, including eliciting information and providing reassurance
- oral or written questioning to assess knowledge of the principles of biomechanics in relation to the initial assessment and management of sports injuries
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- HLTFA301B Apply first aid.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Details of the incident may include:
- what happened
- the injured athlete
- visual assessment of scene
- environment
- others at the scene.

Organisational policies and procedures may include:
- occupational health and safety
- roles and responsibilities of a sports trainer
- infection control
- reporting and referral
- emergency procedures.

Injury or condition may include:
- soft tissue injuries
- skin injuries
- hard tissue injuries
- medical conditions:
  - asthma
  - diabetes
  - epilepsy
- spinal injuries
- head injuries

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- heat exhaustion
- cramps.

Relevant legislation may include:

- occupational health and safety
- infectious diseases
- duty of care
- privacy.

Current first aid procedures may include:

- DR ABC regime
- RICER regime
- STOP regime
- TOTAPS regime.

Relevant medical personnel may include:

- medical practitioners
- paramedics
- physiotherapists.

Relevant stakeholders may include:

- coach or coaches
- parents or guardians
- team captain
- team manager
- facility manager
- facility owner.

Best practice guidelines may include:

- Australian Resuscitation Council (ARC) guidelines
- specific sport industry guidelines
- relevant national, state, territory or local organisations' and or associations' code of ethics or code of conduct.

First aid techniques may include:

- resuscitation
- application of pressure
- application of ice packs
- elevation
- stabilisation of head and neck
- application of dressings
- application of splint or sling
- fluid replacement.

Infection control procedures may include:

- application of universal precautions
- disposal of contaminated waste.

First aid equipment may include:

- first aid kit
- personal protective equipment
- stretchers.

Changes in athlete's condition may include:

- improvement
- deterioration
- signs of shock.

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Athlete's injury information may include:	• injury sustained • cause or causes of injury • treatment applied • response to treatment • changes in condition.

Unit Sector(s)

Sport

Competency Field

Sports Trainer

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SISSSPT303A Conduct basic warm-up and cool-down programs

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to implement basic warm up and cool down programs incorporating stretching to assist athletes to prepare for activity and also aid in post activity recovery.

Application of the Unit

This unit applies to those working in a sport and recreation environment at a local, state or national level. It applies to personnel providing sports trainer support in a sport setting such as on the playing field, court, change rooms, open or enclosed areas at sporting events, accommodation venues or in transit, with a responsibility for providing programs to assist with pre-activity preparation and post-activity recovery for athletes.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Define the scope of warm-ups and cool-downs.	1.1. Explain the ***benefits*** of ***warm-ups*** and ***cool-downs in*** aiding performance and recovery to ***athlete or athletes*** and ***other relevant stakeholders***. 1.2. Explain ***preferred timing and duration of warm-ups and cool-downs*** to the ***athlete or athletes*** and ***other relevant stakeholders according to the sport or activity***. 1.3. Select appropriate ***warm-up*** and ***cool-down exercises and techniques*** for the sport or activity.
2. Implement warm-up program.	2.1. Consult with athletes to identify ***contraindications and precautions for warm-up exercises*** according to ***organisational policies and procedures***. 2.2. ***Refer*** the ***athlete*** to a medical practitioner or other relevant personnel in the ***medical support team as required***. 2.3. Explain and demonstrate a range of warm-up exercises to prepare athlete or athletes for activity or competition according to the ***basic principles of biomechanics*** and ***best practice***. 2.4. Monitor application of warm-up exercises and techniques according to organisational policies and procedures. 2.5. Adjust warm-up exercises and techniques according to required ***arousal levels*** of the athlete.
3. Implement cool-down program.	3.1. Consult with athletes to identify ***contraindications and precautions for cool-down exercises*** according to organisational policies and procedures. 3.2. Explain and demonstrate a range of ***cool-down*** exercises to aid recovery from activity or competition according to the ***basic principles of biomechanics***. 3.3. Monitor application of cool-down exercises and techniques according to organisational policies and procedures. 3.4. Adjust ***cool-down exercises and techniques according to*** the ***basic principles of biomechanics and best practice***.
4. Review and modify program.	4.1. Review the program in consultation with appropriate personnel and athletes. 4.2. Evaluate own performance using ***self-reflection***

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ELEMENT	PERFORMANCE CRITERIA
	methods and identify potential improvements for future performances.
	4.3. Make modifications to the program where required in response to ***feedback*** from ***appropriate personnel and own self-reflection outcomes***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with athletes to establish the presence of contraindications
  - refer areas beyond own responsibility to appropriate medical personnel
  - convey information to athletes about safe warm-up and cool-down techniques
- problem-solving skills to:
  - select and apply appropriate warm-up and cool-down techniques for appropriate activities or events
  - adjust exercises and techniques in response to athlete needs
- self management skills to review and reflect on own performance.

Required knowledge

- legislation and organisational policies and procedures to enable the safe conduct and monitoring of warm-up and cool-down programs
- principles of biomechanics and human anatomy and physiology to enable the safe conduct of warm-up and cool-down exercises
- contraindications and precautions for warm-up and cool-down exercises to ensure effective prevention or management of injury
- warm-up, stretching and cool-down exercises and techniques for relevant activities or events to enable an appropriate program to be implemented
- benefits of warm-up, stretching and cool-down exercises in preventing injury and aiding recovery.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interacts with athletes to determine contraindications to warm-up and cool-down exercises and refers the athlete to appropriate medical personnel as required
- applies knowledge of biomechanics and human anatomy and physiology to select and safely demonstrate appropriate warm-up and cool-down techniques to athletes and monitors their safe application within organisational safety systems and best practice sports trainer principles
- evaluates and reflects on own work performance to identify ways in which warm-up and cool-down programs and benefits to athletes can be improved.

Context of and specific resources for assessment

Assessment must ensure conduct of multiple warm-up and cool-down sessions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a sport setting or environment
- athletes participating in sport or physical activity
- equipment and facilities to conduct a warm-up and cool-down program.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of applying appropriate warm-up and cool-down techniques for relevant activity
- observation of interaction with athletes, including eliciting information about contraindications
- oral or written questioning to assess knowledge of the principles of biomechanics in relation to performing warm-ups and cool-downs
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSPT305A Support sports injury management.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Benefits may include:	• gradually increased body and muscle temperature • increased blood and oxygen supply • increased flexibility generally or in specific muscle groups • increased proprioception • increased excitement levels • return heart rate, breathing and blood pressure to normal • restoration of range of motion and flexibility • removal of waste products from muscle tissue • reduction of exercise induced muscle spasm.
Warm-ups may include:	• series of exercises, usually incorporating some stretching exercises.
Cool-downs may include:	• series of exercises, usually incorporating stretching exercises.
Athlete or Athletes may include:	• beginner through to high performance level competitors • athletes under 16 years of age who require parent or guardian consent prior to being included in a training program • female or male athletes • athletes with a disability or special needs.
Other relevant stakeholders may include:	• coaches • sports officials.
Preferred timing and duration of warm-ups and cool-downs may include:	• performance parameters for the event • intensity of event or activity • areas of body to cover • holding times • repetitions.
Contraindications and precautions may include:	• acute inflammation • infection • fracture • recent muscle injury

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	• haematoma • torn ligament • acute and or sudden joint swelling • neck soreness or strain • back soreness or strain • extreme pain on movement of any body part • inability to bear weight through a limb • heart condition • open wound.
Organisational policies and procedures may include:	• occupational health and safety • confidentiality of participant information • code of ethics • code of conduct • Sports trainer associations guidelines.
Medical support team may include:	• medical practitioners • physiotherapists • chiropractors • osteopaths • massage therapists • rehabilitation therapists.
Basic principles of biomechanics may include:	• centre of gravity • base of support • levers • fulcrums • major muscle actions.
Best practice may include:	• Industry Code of Ethics • Industry Code of Conduct • Sports trainer regulations and guidelines • ***best practice sports trainer principles***.
Arousal levels may include:	• calming the nervous or anxious competitor • increasing excitement levels.
Self-reflection methods may include:	• diary or journal • mentoring.

Unit Sector(s)

Sport

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Competency Field

Sports Trainer

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SISSSPT304A Tape ankle, thumb and fingers

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply taping techniques to the ankle, thumb and fingers to assist athletes in relation to ongoing injury prevention and post-injury support and management.

Application of the Unit

This unit applies to those working under some supervision in a sport and recreation environment. It applies to personnel working as sports trainers who are responsible for providing injury treatment for athletes in a sport-specific training or competition setting such as on the playing field, court, change rooms, open or enclosed areas at sporting events, accommodation venues or in transit.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for taping.	1.1. Consult with athletes to identify ***contraindications and precautions*** for taping according to ***organisational policies and procedures***. 1.2. Refer the ***athlete*** to appropriate personnel in the ***medical support team*** or a ***health care professional*** as required. 1.3. Explain ***aims and objectives*** of the taping to athletes. 1.4. Explain ***pre-taping requirements*** to athletes. 1.5. Select ***appropriate tape*** and ***associated products*** for taping of relevant area. 1.6. Position the athlete for effective taping according to organisational policies and procedures.
2. Apply taping techniques.	2.1. Apply ***techniques for taping the ankle or ankles*** to prevent injury or provide post-injury support according to organisational policies and procedures and ***principles of biomechanics***. 2.2. Apply ***techniques for taping the thumb or thumbs*** to prevent injury or provide post-injury support according to organisational policies and procedures and principles of biomechanics. 2.3. Apply ***techniques for taping the finger or fingers*** to prevent injury or provide post-injury support according to organisational policies and procedures and principles of biomechanics. 2.4. Apply tape adherent where additional adherence is required. 2.5. Apply a ***barrier*** if an athlete is allergic to adherent.
3. Remove tape.	3.1. Remove tape using appropriate ***equipment*** and techniques. 3.2. Apply tape remover sprays and or solutions as required.
4. Implement self-care.	4.1. Apply ***ergonomic practices*** to taping according to organisational policies and procedures. 4.2. Adopt ***self-care protocols*** according to organisational policies and procedures.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with athletes to establish the presence of contraindications
  - refer areas beyond own responsibility to appropriate medical personnel
  - convey information to athletes about taping objectives and techniques.
- problem-solving skills to select and apply appropriate taping techniques for relevant area
- self-management skills to monitor and maintain self-care.

Required knowledge

- principles of biomechanics as they relate to taping to enable understanding of human movement and the impact of injury
- anatomy and physiology of ankle, thumb and fingers and their relationship to other body systems to enable understanding of human performance in a sport or physical activity
- contraindications and precautions for taping to enable prevention or management of injury
- types and qualities of tapes and their uses for different joints to enable joints to be taped effectively.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • communicates with athletes using appropriate communication strategies to determine contraindications to taping • clearly conveys information about the purpose and process of taping and refers athlete to medical personnel as appropriate • selects and safely applies appropriate taping techniques to the ankle, thumb and fingers and removes tape effectively with minimum discomfort to the athlete

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- completes taping activities within organisational safety systems and implements self-care protocols.

Context of and specific resources for assessment

Assessment must ensure completion of multiple taping of ankles, thumbs and fingers to demonstrate competence and consistency of performance.

Assessment must also ensure access to:

- athletes participating in sport or physical activity
- taping equipment and products.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of applying appropriate taping techniques for ankles, thumbs and fingers
- observation of interaction with athletes, including eliciting information about contraindications
- observation of dealing with contingencies such as unavailability of equipment
- oral or written questioning to assess knowledge of taping techniques
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSPT302A Provide initial management of sports injuries

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Contraindications and precautions for taping may include:

- pain
- elevated body temperature
- swelling and inflammation
- circulatory dysfunction
- infection

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	• allergic reaction to taping materials • cuts or wounds.
Organisational policies and procedures may include:	• ***collecting health information from athletes*** • ***privacy*** • ***best practice sports trainer principles*** • code of ethics • code of conduct • sports trainer associations guidelines • occupational health and safety.
Athletes may include:	• beginner through to high performance level competitors • athletes under 16 years of age who require parent or guardian consent prior to being included in a training program • female or male athletes • athletes with a disability or special needs.
Medical support team may include:	• physiotherapist • chiropractor • osteopath.
Health care professionals may include:	• medical practitioner • physiotherapist • chiropractor • osteopath • paramedic • massage therapist.
Aims and objectives may include:	• prevention of injury • management of existing injuries • stabilisation of joints.
Pre-taping requirements may include:	• clean, dry skin • shaving.
Appropriate tape may include:	• tape size • tape adhesiveness • tape with minimal skin irritants • tape removability • rigid adhesive tape • elastic adhesive tape • covering tape.
Associated products may include:	• vaseline and gauze pads • hypoallergenic material • cushioning foam • tape adherent

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	• tape remover.
Techniques for taping the ankles may include:	• anchor strips • 2-3 stirrups • figure 6 or 8 • heel lock • locking tape.
Basic principles of biomechanics may include:	• centre of gravity • base of support • levers • fulcrum • major muscle actions.
Techniques for taping the thumb or thumbs may include:	• figure 8.
Techniques for taping the finger or fingers may include:	• buddy taping.
Barriers may include:	• hypoallergenic material • underwrap.
Equipment may include:	• blunt nose scissors • tape cutters.
Ergonomic practices may include:	• body positioning • body weight • posture • hand positions • height of table.
Self-care protocols may include:	• regular breaks.

Unit Sector(s)

Sport

Competency Field

Sports Trainer

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SISSSPT305A Support sports injury management

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist health care professionals with the ongoing management of injured athletes. It also covers the provision of ongoing monitoring of relatively minor injuries such as cuts and abrasions where a professional diagnosis is not indicated.

Application of the Unit

This unit applies to those working in a sport environment. It applies to sports trainers who are responsible for providing sports trainer support in a sport setting such as on the playing field, court or open or enclosed areas at sporting events.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Assist health care professionals with injury management programs.	1.1. Identify the aims of the injury management program in consultation with the ***athlete***. 1.2. Monitor athlete response to ***injury management program*** and adjust on advice from relevant ***health care professionals***. 1.3. Provide ***feedback*** regarding the progress of the ongoing injury management program to relevant health care professionals as required. 1.4. Implement an ***ongoing injury management program*** according to instructions of relevant ***health care professionals***. 1.5. Document problems that arise in the implementation of the injury management program. 1.6. Liaise with ***health care professionals*** in relation to issues that arise during the implementation of the ***injury management program***.
2. ***Monitor minor injuries***.	2.1. Treat and monitor athletes with ***minor injuries*** where a professional diagnosis is not indicated according to the ***basic principles of biomechanics***, ***relevant legislation and organisational policies and procedures***. 2.2. Apply ***universal precautions*** according to relevant legislation and organisational policies and procedures. 2.3. Identify signs of delayed healing and refer athletes to health care professional and inform ***other relevant stakeholders*** as required. 2.4. ***Complete relevant documentation for injuries treated***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to provide clear information to healthcare professionals regarding the athlete's progress, follow instructions to implement an injury management program, report any problems with the injury management program

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and refer athletes to healthcare professionals
- problem-solving skills to identify problems in relation to the implementation of the injury management program and take appropriate action to address these problems
- teamwork skills to work with healthcare professionals and other relevant stakeholders to assist the athlete with sport injuries
- literacy skills to document problems associated with the injury management program.

Required knowledge

- principles of biomechanics and human anatomy and physiology to enable the safe implementation of the injury management program
- terminology related to sports injuries to enable clear and accurate communication with health care professionals
- organisational policies and procedures to enable the safe implementation and monitoring roles and responsibilities of a sports trainer
- relevant legislation to enable sports injuries to be managed professionally and safely
- phases of healing and causes and signs of delayed healing to enable problems to be identified and reported promptly
- techniques to manage minor injuries
- aims and goals of sport injury management programs to enable understanding to support healthcare professionals.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	**Evidence of the following is essential**: • works within own area of responsibility to assist in the ongoing management of sports injuries and interacts with health professionals, athletes and other relevant stakeholders to communicate progress as required • works under the direction of health care professionals to implement and monitor ongoing injury management programs • treats minor injuries and makes judgements within area of responsibility to refer athletes to health professionals to obtain a more detailed assessment of their condition

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- applies effective contingency management techniques to deal with a range of issues that may affect the responses of athletes.

Context of and specific resources for assessment

Assessment must ensure treatment of multiple minor injuries relevant to the candidate's current or intended work environment to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a sport training or competition setting or environment relevant to the specific sport or environment in which the candidate operates or intends to operate
- athletes participating in sport or physical activity
- athletes with real or simulated sporting injuries
- health professionals and the athlete's injury management program
- relevant legislation and organisational policies and procedures impacting on assisting with the management of sport injuries.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of implementation and monitoring of an injury management program
- observation of interaction with healthcare professionals and athletes
- oral or written questioning to assess knowledge of the causes and signs of delayed healing
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSPT302A Provide initial management of sports injuries.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Athlete may include:	• beginner through to high performance level competitors • athletes under 16 years of age who require parent or guardian consent • female or male athletes • athletes with a disability or special needs.
Injury management program may include:	• a sequence of events or treatments leading to a desired outcome negotiated between the health care professional and the athlete.
Health care professionals may include:	• medical practitioners • physiotherapists • chiropractors • osteopaths • paramedics • massage therapists.
Feedback may include:	• achievement of program objectives • information pertinent to technical adjustments.
Minor injuries may include:	• cuts • abrasions • minor surface bruising.
Basic principles of biomechanics may include:	• major muscle actions • joint mechanics.
Relevant legislation may include:	• occupational health and safety • infectious diseases • duty of care • Sports trainer associations guidelines • Industry Code of Ethics or Code of Conduct regulations and guidelines.
Organisational policies and procedures may include:	• occupational health and safety • roles and responsibilities of a sports trainer • infection control • reporting • code of conduct.
Universal precautions include:	• use of personal protective equipment • presumption that all blood and body fluids are infectious • covering exposed cuts and abrasions with waterproof coverings prior to commencing work

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	• immediate treatment of puncture wounds or abrasions • use of protective clothing when cleaning spillage of body fluids.
Other relevant stakeholders may include:	• coach or coaches • health professionals • parents or guardians.

Unit Sector(s)

Sport

Competency Field

Sports Trainer

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SISSSPT306A Deal with medical conditions in a sport setting

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to deal with known or common medical conditions such as asthma, epilepsy and diabetes in a sport setting.

Application of the Unit

This unit applies to sports trainers who are responsible for providing initial management of common medical conditions for athletes in a sport-specific training or competition setting such as on the playing field, court or open or enclosed areas at sporting events.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Research common medical conditions.	1.1. Source and access ***information*** for a range of ***common medical conditions*** and their impact on sporting performance. 1.2. Recognise ***symptoms and signs*** of a range of common medical conditions in a ***sports setting***. 1.3. Identify ***contraindications*** for a range of common medical conditions and advise affected athletes and other ***relevant stakeholders*** according to ***relevant legislation*** and ***organisational policies and procedures***.
2. Manage existing medical conditions.	2.1. Identify athletes with common medical conditions according to relevant legislation and organisational policies and procedures. 2.2. Advise athletes on ***strategies*** to minimise the impact of known existing medical conditions on sporting performance. 2.3. ***Monitor and respond to athletes who display signs of common medical conditions during sporting activity according to organisational policies and procedures***. 2.4. Manage athletes with common medical conditions according to ***best practice*** and organisational policies and procedures. 2.5. Refer athletes to a medical practitioner or relevant ***health professional*** where required. 2.6. Document treatment of medical conditions according to organisational policies and procedures. 2.7. Implement an ongoing ***education program*** for athletes to manage common medical conditions in sporting settings according to organisational policies and procedures.
3. Evaluate management of medical conditions.	3.1. Review the management of the condition in consultation with appropriate personnel. 3.2. Evaluate own performance and identify potential improvements for future management of common medical conditions. 3.3. Make modifications to education programs to manage common medical conditions where required in response to ***feedback*** from athletes and own self-reflection outcomes.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with athletes to identify common medical conditions and establish the presence of contraindications to participation
  - advise athletes of strategies to minimise the effects of medical conditions on sporting performance and initial management of common medical conditions
  - refer athletes to health professionals as appropriate
- language and literacy skills to:
  - source and interpret information about common medical conditions affecting athlete performance
  - document relevant details of the medical condition and its management
- problem-solving skills to:
  - identify and respond to signs and symptoms of deteriorating common medical conditions
  - select and apply appropriate management techniques to common medical conditions
  - adjust in response to athlete's changing condition
- self management skills to review and reflect on own performance
- teamwork skills to refer athletes to health personnel.

Required knowledge

- legislation and organisational policies and procedures to enable effective response and management of common medical conditions during sporting activities
- first aid techniques such as Danger, Response, Airway, Breathing, Circulation (DR ABC) regime and responses to enable initial management of common medical conditions
- contraindications and precautions for managing sports injuries
- signs and symptoms of common medical conditions to enable prompt response
- sources of information on common medical conditions to maintain currency of knowledge
- strategies to reduce the impact of common medical conditions on sporting performance.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • utilises knowledge of common medical conditions and their impact on sporting performance to determine contraindications to sporting participation and conveys information about the condition to the athlete and coaching staff • selects and applies appropriate techniques to manage the relevant condition and monitors the response of the athlete within organisational systems and best practice sports trainer principles and assesses the need to refer the athlete to appropriate health professionals where appropriate • evaluates and reflects on own performance in managing the condition to identify ways in which initial management of the condition can be improved to maximise performance.
Context of and specific resources for assessment	Assessment must ensure operation within own roles and responsibilities and organisational systems and procedures when implementing strategies to manage common medical conditions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a sport training or competition setting or environment relevant to the specific sport or environment in which the candidate operates or intends to operate • athletes with common medical conditions relevant to the specific sport or environment in which the candidate operates or intends to operate • first aid equipment and facilities to provide management of common medical conditions.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of applying appropriate management and first aid techniques to a range of common medical conditions in a sports setting • observation of interaction with athletes, including eliciting information and providing reassurance • oral or written questioning to assess knowledge of the signs and symptoms of a range of common medical conditions and their impact on sporting performance

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- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- HLTFA301B Apply first aid.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information may include:

- description of the condition
- symptoms of the condition
- management of the condition.

Common medical conditions may include:

- asthma, and in particular, exercise induced asthma
- epilepsy
- diabetes.

Symptoms and signs may include:

- asthma:
  - difficulty breathing
  - difficulty speaking
  - shortness of breath
  - quiet and slow response
- epilepsy:
  - convulsions
  - muscle spasms
  - loss of consciousness
- diabetes:
  - dizziness
  - loss of concentration
  - confusion or disorientation.

Sports setting may include:

- on the playing field
- change rooms
- open or enclosed areas at sporting events
- accommodation venues

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	• in transit.
Contraindications may include:	• wheezing • chest infection • hypoglycaemia.
Relevant stakeholders may include:	• the client • coach or coaches • health professionals • parents or guardians.
Relevant legislation may include:	• occupational health and safety • infectious diseases • duty of care • privacy.
Organisational policies and procedures may include:	• occupational health and safety • roles and responsibilities of a sports trainer • infection control • reporting and referral • emergency procedures.
Strategies may include:	• pre-exercise advice • post-exercise advice • avoiding known triggers • performing warm-up and cool-down.
Best practice may include:	Australian Resuscitation Council (ARC) guidelines • relevant national, state or territory or local organisations' and or associations' Code of Ethics or Code of Conduct.
Health professionals may include:	• medical practitioners • paramedics.
Education program may include:	• information about the condition • signs and symptoms of the condition • strategies to manage the condition in a sports setting • preventative medications where applicable.

Unit Sector(s)

Sport

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Competency Field

Sports Trainer

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SISSSPT307A Conduct advanced taping

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to apply taping and bracing techniques including knee joints, Achilles, shoulders and elbows to assist athletes in relation to ongoing injury prevention and post-injury support.

Application of the Unit

This unit applies to personnel working autonomously as sports trainers who are responsible for performing pre- and post-event taping as part of providing injury prevention and treatment for athletes, and providing treatment to assist with injury rehabilitation in a sport-specific training or competition setting such as on the playing field, court, change rooms, open or enclosed areas at sporting events, accommodation venues or in transit.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for taping.	1.1. Identify the ***purpose for taping***.
	1.2. Consult with athletes to identify ***contraindications and precautions*** for taping according to ***organisational policies and procedures*** and ***relevant legislation***.
	1.3. Refer the ***athlete*** to appropriate personnel in the ***medical support team*** or a ***health care professional*** as required.
	1.4. Explain ***aims and objectives*** of the taping or bracing technique to athletes.
	1.5. Explain ***pre-taping requirements*** to athletes.
	1.6. Select ***appropriate tape*** and ***associated products*** for taping and or bracing of relevant area.
	1.7. Position the athlete for effective taping according to organisational policies and procedures.
2. Apply taping techniques.	2.1. Apply ***techniques for taping or bracing*** of ***relevant joints*** to prevent injury and or provide post-injury support according to ***basic principles of biomechanics***.
	2.2. Apply tape adherent where additional adherence is required.
	2.3. Apply a ***barrier*** where the athlete is allergic to adherent.
	2.4. Check circulation around taped area.
	2.5. Seek ***feedback*** from athlete and adjust taping where appropriate.
3. Remove tape.	3.1. Remove tape using appropriate ***equipment*** and techniques.
	3.2. Apply tape remover sprays or solutions as required.
4. Implement self-care.	4.1. Apply ***ergonomic practices*** to taping according to organisational policies and procedures.
	4.2. Adopt ***self-care protocols*** according to organisational policies and procedures and relevant legislation.
5. Evaluate the taping.	5.1. Seek and acknowledge feedback from athletes and relevant personnel on the effectiveness of the taping.
	5.2. Identify areas where taping techniques could be improved and ways of obtaining this improvement.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with athletes to establish the presence of contraindications
  - refer areas beyond own responsibility to appropriate medical personnel
  - convey information to athletes about taping and or bracing objectives and techniques
- problem-solving skills to:
  - select and apply appropriate taping techniques for relevant area
  - determine situations requiring attention from a medical support team or health professional
- self-management skills to review effectiveness of taping in achieving initial aims and objectives of taping.

Required knowledge

- legislation and organisational policies and procedures to enable the safe conduct of all activities
- principles of biomechanics as they relate to taping and or bracing to enable understanding of human movement and the impact of injury
- anatomy and physiology of elbow, knee, Achilles and Acromioclavicular (AC) joint and their relationship to other body systems to enable understanding of human performance in a sport or physical activity
- contraindications and precautions for taping or bracing to ensure effective prevention or management of injury
- types and qualities of tapes and their uses for different joints to enable joints to be taped effectively
- principles of taping and bracing techniques to enable treatment to be carried out safely and effectively.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- communicates effectively with athletes to determine contraindications to taping and or bracing, clearly convey information about the purpose and process of taping and refer athlete to medical personnel as appropriate
- selects and safely applies appropriate taping and bracing techniques which includes elbows, shoulders, achilles and knees and removes tape effectively with minimum discomfort to the athlete
- completes taping activities within organisational safety systems and implements self care protocols.

Context of and specific resources for assessment

Assessment must ensure completion of multiple taping of elbows, shoulders and knees to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a sporting environment appropriate to taping
- facilities for taping requirements
- athletes participating in sport or physical activity
- taping equipment and products.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of applying appropriate taping techniques to relevant areas
- observation of interaction with athletes, including eliciting information about contraindications and previous injuries and dealing appropriately with contingencies
- oral or written questioning to assess knowledge of the relationship of the musculoskeletal system to correct taping techniques
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSPT305A Support sports injury management.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Purpose for taping may include:	• injury prevention • post injury management.
Contraindications and precautions for taping may include:	• diabetes • pain • elevated body temperature • swelling and inflammation • circulatory dysfunction • infection • allergic reaction to taping materials • cuts or wounds • previous injury.
Organisational policies and procedures may include:	• occupational health and safety • ***collecting health information from athletes*** • ***privacy*** • Code of Ethics • Code of Conduct • sports taping guidelines.
Relevant legislation may include:	• occupational health and safety • duty of care.
Athletes may include:	• beginner through to high performance level competitors • athletes under 16 years of age who require parent or guardian consent prior to being included in a training program • female or male athletes • athletes with a disability or special needs.
Medical support team may include:	• physiotherapist • chiropractor • osteopath.
Health care professionals may include:	• medical practitioner • physiotherapist • chiropractor • osteopath • paramedic.

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Aims and objectives may include:	• prevention of injury • management of existing injuries • stabilisation of joints.
Pre-taping requirements may include:	• clean, dry skin • shaving.
Appropriate tape may include:	• tape size • tape adhesiveness • tape removability • rigid adhesive tape • elastic adhesive tape • covering tape.
Associated products may include:	• vaseline and gauze pads • hypoallergenic material • underwrap • cushioning foam • tape adherent • tape remover • elbow braces.

Techniques for taping or bracing of relevant joints may include:	• elbows:
	  • figure 6 or 8
	• full shoulder:
	  • anchor strips
	  • figure 8
	  • repeat strapping
	  • overlapping spirals
	• knees:
	  • anchor strips
	  • repeat taping
	• Achilles joint:
	  • anchor strips
	  • 2-3 stirrups
	  • figure 6 or 8
	  • heel lock
	  • locking tape.

Basic principles of biomechanics may include:	• major muscle actions and movements • joint mechanics.
Barriers may include:	• hypoallergenic material • underwrap.
Feedback may include:	• pins and needles

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	• numbness • pain • tightness.
Equipment may include:	• blunt nose scissors • tape cutters.
Ergonomic practices may include:	• body positioning • body weight • posture • hand positions • height of table.
Self-care protocols may include:	• regular breaks • correct posture.

Unit Sector(s)

Sport

Competency Field

Sports Trainer

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SISSSQU201A Teach the fundamental skills of squash

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the fundamental skills of squash. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills of squash to a fundamental level.

Application of the Unit

This unit applies to current or past squash players operating as assistant squash coaches. This includes planning, conducting and evaluating training sessions and games under supervision.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Plan fundamental squash session or sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of squash in order to determine ***session's aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures and accepted best practices of squash***. 1.4. Identify ***safety procedures*** associated with squash ***drills***, ***activities and games*** according to organisational policies and procedures. 1.5. Access squash facility, ***equipment*** and ***resources*** according to organisational policies and procedures.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the fundamental squash session in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and fundamental squash ***rules and regulations***. 2.4. Establish a suitable communication system to use while participating in drills, activities and games. 2.5. Identify the functions of the four components of a squash swing and determine efficient court movement.
3. Conduct fundamental squash session or sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the ***fundamental skills of squash*** to be developed. 3.2. Conduct warm-up and introductory activities for participants to reduce the risk of injury. 3.3. Monitor individual ***participant's performance*** and maintain effective communication during fundamental squash drills, activities and games. 3.4. Observe participants and implement ***skill analysis*** during fundamental squash drills, activities and games. 3.5. Adjust or refine individual or group technique as required according to accepted best practices of squash. 3.6. Allow time for cooling down at the end of the

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ELEMENT	PERFORMANCE CRITERIA
	session and inform participants of opportunities to further develop their squash skills.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required. 4.2. Evaluate ***relevant aspects*** of fundamental squash session and determine the level of learning achieved. 4.3. Identify potential areas of improvement for future fundamental squash sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan fundamental squash sessions that meet their needs
  - convey information about the safety aspects of the sessions
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan suitable fundamental squash sessions according to participant's needs and characteristics
  - address participant difficulties in developing skills and techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and suitable location
  - implement skill analysis
  - monitor and evaluate progress
  - organise participants into manageable groups for squash session
- language and literacy skills to:
  - produce a plan for the fundamental squash sessions
  - complete post-session participant and self-evaluations
  - give and receive feedback
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to deliver drills, activities and games within session timeframes
- personal fundamental squash skills to a high level of technical correctness to understand progressive skill acquisition, and to demonstrate, explain and break

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down skills and techniques to participants
- first aid and emergency response skills appropriate to the squash location.

Required knowledge

- legislation, organisational policies and procedures, accepted best practices, and rules and regulations of squash to enable safe conduct of session or sessions
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions
- equipment and resources used to teach and develop fundamental skills of squash
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- fundamental skills of squash and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- communication systems used between players, coaches, referees and support staff during squash
- risks commonly associated with fundamental level squash, and methods of mitigating these
- emergency response and safety procedures appropriate for squash, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers information, explanations and demonstrations for squash session or sessions to ensure activities are conducted safely according to participant's needs and characteristics
- observes and monitors the progress of participants through skill analysis and provides constructive feedback and intervention to improve and develop the fundamental skills of squash
- uses and modifies teaching and coaching techniques and or drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need

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improvement.

Context of and specific resources for assessment

Assessment must ensure the conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- squash facilities with suitable courts
- a group of participants to take part in drills, activities and games
- equipment such as racquets and squash balls
- resources and information regarding participants and location to accurately plan, coach and document squash sessions for a variety of participants
- current relevant legislation, organisational policies and procedures, accepted best practices, and rules and regulations of squash that impact on the conduct of drills, activities, and games.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, accepted best practices and rules and regulations of squash to enable safe conduct of all drills, activities and games during the sessions
- observation of safe coaching of fundamental squash skills based on skills analysis
- observation of monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSQU202A Teach the basic tactics and strategies of squash.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural factors • fitness level and physical capabilities • squash skills and knowledge • injuries and illnesses.
Readiness may include:	• fitness levels • motor performance factors: • level of arousal which will enhance performance • positive approach to enjoyment and performance.
Session's aims and objectives may include:	• progressive skill acquisition • self-improvement • fitness targets • motivation • individual player techniques.
Plan may include:	• session aims and objectives • date, time and duration • location, resources and equipment • coach and participant ratios • drills, activities and games • safety requirements.
Relevant legislation may include:	• occupational health and safety • permission from council or clubs • privacy • working with children.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment and court • training and scheduling commitments • code of ethics.
Accepted best practices of squash	• Squash Coaches Code of Conduct as

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may include:	developed by the Professional Squash Coaches Association of Australia • Squash Coaches Resource Manual • Squash Centre Operations Manual.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common squash injuries • maintenance and usage of equipment and court.
Drills, ***activities and games*** may include:	• single drills • pair drills • group drills • restricted games.
Equipment may include:	• squash racquets • squash balls • eye protection.
Resources may include:	• teaching and coaching tools • video equipment • audiovisual aids • first aid resources.
Relevant information may include:	• skill or skills focus and objectives • equipment and resource requirements, selection and use • safety and emergency procedures • risk management • conditions and external influences • rules and regulations of squash • responsible and safe behaviour.
Risks may include:	• injuries • exhaustion • dehydration • collisions.
Rules and regulations may include:	• current edition of the International Rules of Squash.
Teaching and coaching techniques may include:	• demonstration • explanation • focusing on a single skill • breaking down skills into components and identifying observable body movements for each stage • progressing through and linking skills

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- shaping and modelling approaches
- reciprocal or peer tutoring
- questioning, monitoring and observing progress
- assessment and evaluation.

Required knowledge may include:

- rules and regulations of squash
- squash skills and court positions
- basic biomechanical principles in the squash context
- factors affecting skill acquisition
- safety and risk management
- equipment and court selection, use and maintenance
- communication systems used in squash.

Fundamental skills of squash may include:

- the grip
- drive
- lob
- serve and return of serve
- volleying
- model swing
- court movement techniques
- speed
- balance
- coordination
- decision making.

Participant's performance may include:

- efficient squash swing and use of court
- attitude and behaviour
- ability to perform the fundamental skills of squash during a game.

Skill analysis may include:

- angle of racquet face at impact
- changes of wrist position
- timing of swing
- body position relative to the ball.

Relevant aspects may include:

- effectiveness of the teaching and coaching session
- suitability of teaching and coaching methods
- feedback provided to or by participants
- initial and final assessment of participant's abilities.

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Unit Sector(s)

Sport

Competency Field

Squash

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SISSSQU202A Teach the basic tactics and strategies of squash

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the basic tactics and strategies of squash. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the tactics and strategies of squash to a basic level.

Application of the Unit

This unit applies to current or past squash players operating as assistant squash coaches. This includes planning, conducting and evaluating training sessions and games under supervision.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Plan basic squash session or sessions.	1.1. Assess participant's ***readiness*** and current knowledge of ***basic squash tactics and strategies*** in order to determine ***session aims and objectives***. 1.2. Develop a ***plan*** according to participant's ***needs and characteristics***, ***relevant legislation***, ***organisational policies and procedures*** and ***accepted best practices of squash***. 1.3. Identify ***safety procedures*** associated with basic squash ***drills***, ***activities and games*** according to organisational policies and procedures. 1.4. Access suitable squash facility, ***equipment*** and ***resources*** according to organisational policies and procedures, and check to ensure safety and suitability.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about basic squash drills, activities and games in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and squash ***rules and regulations***. 2.4. Establish a suitable communication system to use while participating in drills, activities and games. 2.5. Conduct ***pre-match analysis*** and develop ***game plans and rally strategies which include*** tactics to counter strengths and weaknesses of own player or players and opposition player or players. 2.6. Prepare players ***psychologically*** for squash games played at a basic level.
3. Conduct drills, activities and games.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the tactics and strategies to be developed. 3.2. Conduct warm-up and introductory activities for participants to reduce the risk of injury. 3.3. Monitor individual ***participant's performance*** and maintain effective communication during basic squash drills, activities and games. 3.4. Observe participants during squash drills, activities and games, and adjust or refine individual or group

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ELEMENT	PERFORMANCE CRITERIA
	tactics and strategies as required. 3.5. Conduct ***in-match analysis*** and implement relevant adjustments where required. 3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their squash tactics and strategies.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with drills, activities and games, and give feedback as required. 4.2. Analyse performances of individuals and develop relevant on-going coaching strategies to enhance performance. 4.3. Evaluate ***relevant aspects*** of basic squash game and determine the level of learning achieved. 4.4. Identify potential areas of improvement for future basic squash games.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan, conduct and evaluate basic squash drills, activities and games that meet their needs
  - convey information about safety aspects
  - clarify game plans, tactics and strategies
  - interact with participants between games
  - create a safe and positive squash environment
- problem-solving skills to:
  - plan suitable squash drills, activities and games according to participant's needs and characteristics
  - determine player's intentions, movements, strengths and weaknesses
  - read and predict play
  - address participant difficulties in developing basic tactics and strategies
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate short and long term progress

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    - develop game and rally plans
    - organise participants into manageable groups for squash drills, activities and games
- language and literacy skills to:
    - produce a plan for basic squash sessions
    - complete post-game participant and self-evaluations
    - give and receive feedback teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to deliver drills, activities and games within timeframes
- personal basic level squash tactics and strategies to a high level of technical correctness to demonstrate, explain and break down tactics and strategies for participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, accepted best practices, and rules and regulations of squash to enable safe conduct of sessions
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions
- equipment and resources used to teach and develop basic tactics and strategies of squash
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- basic squash tactics and strategies, such as rally and game plans for individuals and teams, and how to implement these during a game
- specific drills, activities and games that promote the learning of tactics and strategies in individuals and groups
- communication systems used between players, coaches, referees and support staff during basic squash
- ***psychological methods and techniques*** used in game preparation
- risks commonly associated with squash, and ways to avoid or prevent these
- emergency response and safety procedures appropriate for squash, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers information, explanations and demonstrations to ensure squash activities are conducted safely, according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the basic tactics, rally and game strategies of squash
- uses and modifies coaching techniques, drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure the conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- squash facilities with suitable courts
- a group of participants to take part in the basic drills, activities and games
- equipment such as racquets and squash balls
- resources and information regarding participants and location to accurately plan, coach and document basic squash sessions for a variety of participants
- current relevant legislation, organisational policies and procedures, accepted best practices, and rules and regulations of squash that impact on the conduct of drills, activities and games.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of squash to enable safe conduct of all drills, activities and games

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- observation of safe coaching of basic squash tactics and strategies and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSQU201A Teach the fundamental skills of squash.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Readiness may include:

- appropriate levels of fitness
- motor performance factors
- level of arousal which will enhance performance
- psychological and emotional
- positive approach to enjoyment and performance.

Basic squash tactics and strategies may include:

- moving the opposition player around the court
- breaking up opponent's game
- court positioning
- returning to the 'T'
- playing to the gaps
- rally and game strategies
- motivating self
- decision making
- anticipation.

Aims and objectives may include:

- progressive acquisition
- self-improvement
- fitness targets
- motivation.

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Plan may include:	• session's aims and objectives • date, time and duration • location, resources and equipment • coach and participant ratios • tactic based, technical or physical drills and activities • participant information • safety requirements.
Needs and characteristics may include:	• age • cultural factors • fitness level and physical capabilities • squash skills and knowledge • injuries and illnesses.
Relevant legislation may include:	• occupational health and safety • permission from council or clubs • privacy • working with children • Australian Sport Commission Harassment-free Sport policy.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment and court • training and scheduling commitments • code of ethics.
Accepted best practices of squash may include:	• Squash Coaches Code of Conduct as developed by the Professional Squash Coaches Association of Australia • Squash Coaches Resource Manual • Squash Centre Operations Manual.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common squash injuries • maintenance and usage of equipment and court.
Drills, ***activities and games*** may include:	• warm ups and cool downs • simulated games • individual and pair drills • group drills • restricted and modified games.

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Equipment may include:	• squash racquets • squash balls • eye protection.
Resources may include:	• teaching and coaching tools • video equipment • first aid resources.
Relevant information may include:	• tactic and strategy focus • equipment and resource requirements, selection and use • safety procedures • conditions and external influences • rules and regulations of squash • responsible and safe behaviour.
Risks may include:	• injuries • exhaustion • dehydration • collision.
Rules and regulations may include:	• current edition of the International Rules of Squash.
Pre-match analysis may include:	• analysing strengths and weaknesses of player's technique, skill level, physical and psychological abilities • developing game plans • analysing strengths and weaknesses of opponent.
Game plans may include:	• individual or pair • set plays • targeting weaknesses in opposition • style of play.
Rally strategies may include:	• applying the ten fundamentals strategies of squash to a rally and game • developing basic tactical decision making skills • deception • adapting strategies to strengths and weaknesses • shot selection and placement • anticipation.
Psychologically may include:	• goal setting • visualisation • relaxation techniques

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	• motivation techniques • focusing.
Teaching and coaching techniques may include:	• demonstration • discussion • focusing on single or multiple tactics and strategies • breaking down complex tactics and strategies • individual, pair and group work • positive reinforcement and ongoing feedback • assessment and evaluation.
Required knowledge may include:	• rules and regulations of squash • squash tactics and counteractive strategies encountered during competition • biomechanical principles • factors affecting acquisition of tactics and strategies • strengths and weaknesses of own players and opponents • equipment selection, use and maintenance.
Participant's performance may include:	• participation • speed and accuracy of performance • attitude and behaviour.
In-match analysis may include:	• adopting psychological approaches • analysing strengths and weaknesses of own players and opponents in relation to in-match strategies • changing or adapting pre-match strategies.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participant's abilities.

Unit Sector(s)

Sport

Competency Field

Squash

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SISSSQU303A Teach the intermediate skills of squash

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the intermediate skills of squash. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills of squash to an intermediate level.

Application of the Unit

This unit applies to individuals operating as squash coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and games. This also involves supervising practice sessions, preparing for games and completing post competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Plan intermediate squash sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of squash in order to determine ***session's aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures*** and ***accepted best practices of squash***. 1.4. Identify ***safety procedures*** associated with squash ***drills***, ***activities and games*** according to organisational policies and procedures. 1.5. Select and access squash facility, ***equipment*** and ***resources*** according to organisational policies and procedures.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the intermediate squash session in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and intermediate squash ***rules and regulations***. 2.4. Establish a suitable communication system to use while participating in drills, activities and games. 2.5. Identify and document the functions of the four components of footwork and squash swing and determine efficient court movement.
3. Conduct intermediate squash sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the ***intermediate skills of squash*** to be developed. 3.2. Conduct warm-up or introductory activities for participants to reduce the risk of injury. 3.3. Monitor individual ***participant's performance*** and maintain effective communication during intermediate squash drills, activities and games. 3.4. Observe participants and implement ***skill analysis*** during intermediate squash drills, activities and games. 3.5. Adjust or refine individual or group technique as required according to ***accepted best practices of***

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ELEMENT	PERFORMANCE CRITERIA
	squash.
	3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their squash skills.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required.
	4.2. Evaluate ***relevant aspects*** of intermediate squash session and determine the level of learning achieved.
	4.3. Identify potential areas of improvement for future intermediate squash sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan intermediate squash sessions that meet their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan a suitable intermediate squash session according to participant's needs and characteristics
  - address participant difficulties in developing skills and techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and suitable location
  - implement skill analysis
  - monitor and evaluate progress
  - organise participants into manageable groups squash sessions
- language and literacy skills to:
  - produce a plan for the intermediate squash session or sessions
  - complete post-session participant and self evaluations
  - give and receive feedback
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles

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- numeracy skills to deliver drills, activities and games within session timeframes
- personal intermediate squash skills to a high level of technical correctness to:
  - understand progressive skill acquisition
  - demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the squash location.

Required knowledge

- legislation, organisational policies and procedures, accepted best practices, and rules and regulations of squash to enable safe conduct of session or sessions
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions
- equipment and resources used to teach and develop intermediate skills of squash
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- intermediate skills of squash and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- communication systems used between players, coaches, referees and support staff during squash
- risks commonly associated with intermediate level squash, and methods of mitigating these
- emergency response and safety procedures appropriate for squash, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers information, explanations and demonstrations for squash session or sessions to ensure activities are conducted safely according to participant's needs and characteristics
- observes and monitors the progress of participants through skill analysis and provides constructive feedback and intervention to improve and develop the intermediate skills of squash
- uses and modifies teaching and coaching techniques

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and or drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure the conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- squash facilities with suitable courts
- a group of participants to take part in the intermediate drills, activities and games
- equipment such as racquets and balls
- resources and information regarding participants and location to accurately plan, coach and document squash sessions for a variety of participants
- current relevant legislation, organisational policies and procedures, accepted best practices, and rules and regulations of squash that impact on the conduct of drills, activities, and games.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, accepted best practices and rules and regulations of squash to enable safe conduct of all drills, activities and games during the sessions
- observation of safe coaching of intermediate squash skills based on skills analysis
- observation of monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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for example:

- SISSSQU304A Teach the intermediate tactics and strategies of squash.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural factors • fitness level and physical capabilities • squash skills and knowledge • injuries and illnesses.
Readiness may include:	• fitness levels • motor performance factors • level of arousal which will enhance performance
Session's aims and objectives may include:	• progressive skill acquisition • self-improvement • fitness targets • motivation • individual player techniques.
Plan may include:	• session's aims and objectives • date, time and duration • location, resources and equipment • coach and participant ratios • drills, activities and games • safety requirements.
Relevant legislation may include:	• occupational health and safety • permission from council or clubs • privacy • working with children.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment and

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	court • training and scheduling commitments • code of ethics.
Accepted best practices of squash may include:	• Squash Coaches Code of Conduct as developed by the Professional Squash Coaches Association of Australia • Squash Coaches Resource Manual • Squash Centre Operations Manual.
Safety procedures may include:	• group management in emergency situations • prevention of common squash injuries • maintenance and usage of equipment and court.
Drills, ***activities and games*** may include:	• single drills • pair drills • group drills • closed drills and patterns • open drills • tactical drills.
Equipment may include:	• squash racquets • squash balls • eye protection.
Resources may include:	• teaching and coaching tools • video equipment • audiovisual aids • first aid resources.
Relevant information may include:	• skill or skills focus and objectives • equipment and resource requirements, selection and use • safety procedures • conditions and external influences • rules and regulations of squash • responsible and safe behaviour • good sportsmanship.
Risks may include:	• injuries • exhaustion • dehydration • collisions.
Rules and regulations may include:	• current edition of the International Rules of Squash.
Teaching and coaching techniques may include:	• demonstration • explanation

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	• focusing on a single skill • breaking down skills into components and identifying observable body movements for each stage • progressing through and linking skills • shaping and modelling approaches • reciprocal or peer tutoring • questioning, monitoring and observing progress • assessment and evaluation.
Required knowledge may include:	• rules and regulations of squash • squash skills and court positions • basic biomechanical principles in the squash context • factors affecting skill acquisition: • safety and risk management • equipment and court selection, use and maintenance.
Intermediate skills of squash may include:	• drive • boast • serve and return of serve • volleying • squash swing • court movement technique • decision making skills • selection of swing technique and body movement.
Participant's performance may include:	• efficient squash swing, foot work and use of court • attitude and behaviour • ability to perform the intermediate skills of squash during a game.
Skill analysis may include:	• angle of racquet face at impact • changes of wrist position • timing of swing • body position relative to the ball • level of power applied to stroke relative to court position.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participant's

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abilities.

Unit Sector(s)

Sport

Competency Field

Squash

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SISSSQU304A Teach the intermediate tactics and strategies of squash

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the intermediate tactics and strategies of squash. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the tactics and strategies of squash to an intermediate level.

Application of the Unit

This unit applies to individuals operating as squash coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and games. This also involves supervising practice sessions, preparing for games and completing post competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan intermediate squash session or sessions.	1.1. Assess participant's ***readiness*** and current knowledge of ***squash tactics and strategies*** in order to determine ***aims and objectives***. 1.2. Develop a ***plan*** according to participant's ***needs and characteristics***, ***relevant legislation***, ***organisational policies and procedures*** and ***accepted best practices of squash***. 1.3. Identify ***safety procedures*** associated with intermediate squash ***drills***, ***activities and games*** according to organisational policies and procedures. 1.4. Access suitable squash facility, ***equipment*** and ***resources*** according to organisational policies and procedures, and check to ensure safety and suitability.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about intermediate squash drills, activities and games in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and squash ***rules and regulations***. 2.4. Establish a suitable communication system to use while participating in drills, activities and games. 2.5. Conduct ***pre-match analysis*** and develop ***game plans and rally strategies*** which include tactics to counter strengths and weaknesses of own players and opposition player or players. 2.6. Prepare players ***psychologically*** for squash games played at an intermediate level.
3. Conduct drills, activities and games.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the tactics and strategies to be developed. 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.3. Conduct warm-up and introductory activities for

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ELEMENT	PERFORMANCE CRITERIA
	participants to reduce the risk of injury. 3.4. Monitor individual ***participant's performance*** and maintain effective communication during intermediate squash drills, activities and games. 3.5. Conduct ***in-match analysis*** and implement relevant adjustments where required. 3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their squash tactics and strategies.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with drills, activities and games, and give feedback as required. 4.2. Analyse performances of individuals and develop relevant on-going coaching strategies to enhance performance. 4.3. Evaluate ***relevant aspects*** of intermediate squash game and determine the level of learning achieved. 4.4. Identify potential areas of improvement for future intermediate squash games.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- communication skills to:
  - consult with participants to plan, conduct and evaluate intermediate squash drills activities and games that meet their needs
  - convey information about safety aspects
  - clarify game plans, tactics and strategies
- interact with participants between games to create a safe and positive squash environment
- problem-solving skills to:
  - plan suitable squash drills, activities and games
  - determine player's intentions, movements, strengths and weaknesses
  - read and predict play
  - address participant difficulties in developing tactics and strategies
  - anticipate and respond appropriately to non-routine situations

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- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate short and long term progress
  - develop game and rally plans
  - organise participants into manageable groups for squash drills, activities and games
- language and literacy skills to:
  - produce a plan for intermediate squash sessions
  - complete post-game participant and self-evaluations
  - give and receive feedback
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to deliver drills, activities and games within timeframes
- personal intermediate level squash tactics and strategies to a high level of technical correctness to demonstrate, explain and break down tactics and strategies for participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, accepted best practices, and rules and regulations of squash to enable safe and conduct of session or sessions
- site specific information to assist in the planning process and enable management of potential risks, and any special restrictions
- equipment and resources used to teach and develop intermediate tactics and strategies of squash
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- intermediate squash tactics and strategies, such as rally and game plans for individuals and teams, and how to implement these during a game
- specific drills, activities and games that promote the learning of tactics and strategies in individuals and groups
- communication systems used between players, coaches, referees and support staff during intermediate squash
- ***psychological methods and techniques*** used in game preparation
- risks commonly associated with squash, and ways to avoid or prevent these
- emergency response and safety procedures appropriate for squash, to ensure risk minimisation to self and group.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations to ensure squash activities are conducted safely, according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the intermediate tactics, rally and game strategies of squash • uses and modifies coaching techniques, drills, activities and games to cater for a range of individual learning styles • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • access to squash facilities with suitable courts • access to a group of participants to take part in drills, activities and games • access to equipment such as racquets and balls • access to resources and information regarding participants and location to accurately plan, coach and document sessions for a variety of participants • access to current relevant legislation, organisational policies and procedures, accepted best practices, and rules and regulations of squash that impact on the conduct of drills, activities and games.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning processes, such as consulting with participants to determine their needs and

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characteristics
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of squash to enable safe conduct of all drills, activities and games
- observation of safe coaching of intermediate squash tactics and strategies and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSQU303A Teach the intermediate skills of squash.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Readiness may include:
- fitness levels
- motor performance factors
- level of arousal which will enhance performance
- psychological and emotional.

Squash tactics and strategies may include:
- scoring
- shot selection
- offence and defence
- controlling the 'T'
- varying speed, pace and direction of shots and serves
- playing to the gaps
- playing own style of game
- making the opponent run
- breaking up opponent's game
- positioning

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	• rally and game strategies • motivating self • decision making • deception • anticipation.
Aims and objectives may include:	• progressive skill acquisition • self-improvement • fitness targets • motivation • intermediate movements • physical fitness.
Plan may include:	• session's aims and objectives • date, time and duration • location, resources and equipment • coach and participant ratios • drills, activities and games • safety requirements.
Needs and characteristics may include:	• age • cultural factors • situational factors • previous experience • fitness level • physical capabilities • injuries and illnesses.
Relevant legislation may include:	• occupational health and safety • permission from council or clubs • privacy • working with children.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment and court • training and scheduling commitments • code of ethics.
Accepted best practices of squash may include:	• Squash Coaches Code of Conduct as developed by the Professional Squash Coaches Association of Australia • Squash Coaches Resource Manual • Squash Centre Operations Manual • Squash Australia's Anti-doping policy • Australian Sport Commission Harassment-free

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	Sport policy.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common squash injuries • maintenance and usage of equipment and court.
Drills, ***activities and games*** may include:	• warm ups and cool downs • simulated game conditions • individual and pair drills • group drills • tactical drills • restricted and modified games • routines and drills • group discussions.
Equipment may include:	• squash racquets • squash balls • eye protection.
Resources may include:	• teaching and coaching tools • video equipment • computers • first aid kit.
Relevant information may include:	• tactic and strategy focus • equipment and resource requirements, selection and use • safety procedures • conditions and external influences • rules and regulations of squash • responsible and safe behaviour • good sportsmanship.
Risks may include:	• injuries • exhaustion • dehydration • collisions • inappropriate behaviour or fighting.
Rules and regulations may include:	• current edition of the International Rules of Squash.
Pre-match analysis may include:	• analysing strengths and weaknesses of player's technique, skill level, physical and psychological abilities • developing game plans • analysing strengths and weaknesses of

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	opponent.
Game plans may include:	• plan A and plan B • use strengths and weaknesses to determine game plans • use of cues to stick to game plan.
Rally strategies may include:	• applying the ten fundamentals of squash to intermediate rally strategies • deception • adapting strategies to strengths and weaknesses • shot selection and placement • anticipation • opportunities.
Psychologically may include:	• goal setting • visualisation • relaxation techniques • motivation techniques • focusing • creating values • confidence • control • commitment.
Teaching and coaching techniques may include:	• demonstration • explanation • focusing on a single tactic or strategy • breaking down tactics and strategies • progressing through and linking skills • shaping and modelling approaches • reciprocal or peer tutoring • questioning, monitoring and observing progress • assessment and evaluation.
Required knowledge may include:	• rules and regulations of squash • squash tactics and strategies • counteractive strategies encountered during competition • biomechanical principles • factors affecting acquisition of tactics and strategies • strengths and weaknesses of own players and opponents • equipment selection, use and maintenance.

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Participant's performance may include:	• participation • speed and accuracy of performance • attitude and behaviour.
In-match analysis may include:	• adopting psychological approaches • analysing strengths and weaknesses of own players and opponents in relation to in-match strategies • using statistics to adapt or change strategies.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participant's abilities • validity and reliability of assessment and evaluation tools.

Unit Sector(s)

Sport

Competency Field

Squash

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SISSSTC301A Instruct strength and conditioning techniques

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, knowledge and skills required to use drills, exercises and activities to instruct strength and conditioning techniques to individual athletes or groups of athletes according to their sport-specific needs, or those undertaking fitness programs to achieve personal fitness goals.

Application of the Unit

This unit applies to coaches working with individuals or teams. It also applies to fitness instructors who provide a range of fitness programs and services to individuals or groups. The unit is applicable to those working with sporting groups, in fitness centres, gyms or autonomously in the fitness industry.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Assess current status of athlete or athletes.	1.1. Select appropriate ***testing protocols*** and implement to assess current fitness level of ***athlete or athletes***. 1.2. Evaluate the ***training background and exercise history*** of athlete or athletes. 1.3. Identify the ***techniques of strength and conditioning*** to be developed with relevant ***support personnel*** according to the needs of the athlete or group.
2. Select the appropriate strength and ***conditioning program***.	2.1. Select ***core lifts and exercises*** to meet the identified needs of the athlete or athletes and ***organisational policies and procedures***. 2.2. Incorporate drills, ***exercise techniques*** and activities into the program to instruct a strength and conditioning program. 2.3. Select appropriate equipment to be used as part of the strength and conditioning program according to organisational policies and procedures.
3. Prepare for strength and conditioning session.	3.1. Allocate sufficient space and ***resources*** for the drill, activity or game. 3.2. Check exercise area is free from obstacles prior to commencement of session. 3.3. Check ***equipment*** is in good working order prior to commencement of session. 3.4. Quarantine and report faulty equipment according to organisational policies and procedures. 3.5. Arrange equipment according to exercise plan and relevant legislation and organisational policies and procedures.
4. Instruct strength and conditioning session.	4.1. Communicate session objectives and the ***benefits*** of strength and conditioning to athlete or athletes. 4.2. Explain ***common types of injuries*** that would prevent participation in the session and confirm athlete or athletes are not affected. 4.3. Instruct session according to strength and conditioning plan, relevant legislation and organisational policies and procedures and ***best practice principles of strength and conditioning training***. 4.4. Demonstrate and instruct correct use of equipment

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ELEMENT	PERFORMANCE CRITERIA
	according to organisational policies and procedures and manufacturer's instructions. 4.5. Demonstrate exercises within the strength and conditioning class using appropriate ***instructional techniques***. 4.6. Monitor athlete intensity, technique and safety during the class. 4.7. Incorporate ***motivation techniques*** to maximise exercise program adherence.
5. Evaluate the strength and conditioning program and make modifications.	5.1. Review athlete's or athletes' training diary or diaries to monitor ongoing progress. 5.2. Implement modifications to the program where relevant to meet identified needs. 5.3. Use testing protocols to assess athlete's ongoing progress. 5.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - instruct effective strength and conditioning techniques
  - give and receive feedback
- teamwork skills to be able to coach and mentor an athlete through a strength and conditioning program
- technology skills to assess athletes and select exercises and drills for use within the program
- planning and organising skills to implement a plan for strength and conditioning for an individual or group
- literacy and numeracy skills to enable the review of training diaries and the timely completion of sessions.

Required knowledge

- motivational techniques to provide appropriate feedback to athletes
- the major body systems, bones, joints muscles and their function to enable the selection, instruction and adjustment of appropriate exercises to meet the needs of athletes

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- legislation and organisational policies and procedures to enable the safe delivery of exercise programs including the safe use of equipment and a safe learning environment
- drills, activities and games to teach the techniques of strength and conditioning
- physiological, psychological and biomechanical changes that occur with strength and conditioning training to enable informed planning and instruction of sessions and prompt response to athlete difficulties during the class.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • instructs strength and conditioning classes that meet athlete expectations, comply with legislative and organisational requirements, and are of sufficient duration to allow the candidate to demonstrate the use of drills, activities and games to instruct in strength and conditioning techniques • assesses athletes current training status and needs and applies knowledge of human anatomy and physiology to select and modify an appropriate program • carries out tasks responsibly and safely using an athlete centred approach to encourage athlete participation using appropriate motivational and communication strategies.
Context of and specific resources for assessment	Assessment must ensure the conduct of multiple strength and conditioning sessions that meet the needs of individuals, groups or sports and are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an environment with appropriate facilities, equipment and materials such as free weight or hydraulic equipment • a range of athletes with real or simulated strength and conditioning goals

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- documentation such as strength and conditioning programs and manufacturer's specifications for equipment use.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of preparation and instruction of a strength and conditioning session, including the selection of exercises for a program
- observation of interaction with a range of participants, including conveying information for safe participation in strength and conditioning sessions and motivating athletes to achieve desired outcomes
- oral or written questioning to assess knowledge of physiological, psychological and biomechanical changes that occur during strength and conditioning training
- third-party reports from a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSTC402A Develop strength and conditioning programs.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Testing protocols may include:

- core stability
- aerobic performance
- anaerobic performance.

Athlete or Athletes may include:

- different ages
- those with specific conditioning goals
- *experienced or inexperienced*
- female or male
- competitor in team or individual sports

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- amateur or professional.

Training background and exercise history may include:

- type of training program
- length of recent regular participation in previous training programs
- level of intensity involved in previous training programs
- exercise technique experienced.

Techniques of strength and conditioning may include:

- resistance training:
  - whole body or compound exercises for specific muscle groups or isolation
- aerobic endurance
- anaerobic endurance:
  - high intensity short interval training
- flexibility:
  - stretching
- elastic energy
- abdominal
- core stability.

Support personnel may include:

- administrators
- coaches
- sports scientists
- sports medicine providers
- parents or guardians.

Core lifts and exercises may include:

- abdominal
- roll outs
- reverse crunches
- side bends
- prone and hold
- back:
  - bent over row
  - lateral pull down
- biceps:
  - biceps curl
  - hammer curl
- calves and ankles:
  - standing calf or heel raise
  - peroneal flexions and wobble board
- chest:
  - flat bench press and dumbbell version
  - incline dumbbell press and barbell version
- forearms:

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- wrist curl
- hip or thigh:
  - hip sled
  - back squat
  - forward lunge
- shoulders:
  - seated shoulder press
  - machine shoulder press
- triceps:
  - lying triceps extension
  - triceps pushdown
- power exercises:
  - push press and push jerk
  - clean and power clean
- proprioception and neuromuscular coordination exercises.

Organisational policies and procedures may include:

- occupational health and safety
- athlete assessment procedures
- use, checking and storage of equipment
- tagging faulty or damaged equipment
- emergency procedures
- confidentiality of participant information
- time constraints and scheduling requirements.

Exercise techniques may include:

- hand grips
- stable body and limb positioning
- movement range of motion and speed
- breathing
- spotting.

Equipment may include:

- cardiovascular equipment
- free weight equipment
- hydraulic equipment
- exercise balls
- bars
- steps
- bands
- resistance equipment
- pin loaded equipment
- electronically braked equipment
- air braked equipment
- pool based equipment.

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Benefits may include:	• physiological • psychological • social • improved performance in chosen sport or competition.
Common types of injuries may include:	• *muscle or soft tissue injury* • *back injury*.
Best practice principles of strength and conditioning training may include:	• the sport's coaches or instructors code of conduct policy developed by the peak bodies responsible for the development of teaching and coaching • Australian Sports Commission Harassment-free Sport policy • Australian Sports Commission's drugs in sport policy • National Activity Organisation's regulations and guidelines.
Instructional techniques may include:	• establishing a rapport • *verbal and non-verbal communication* • demonstration strategies • motivational strategies.
Motivation techniques may include:	• goal setting • positive feedback.

Unit Sector(s)

Sport

Competency Field

Strength and Conditioning

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SISSSTC402A Develop strength and conditioning programs

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, knowledge and skills required to develop, implement and evaluate a strength and conditioning program. It focuses on the skills needed to develop a program which meets the needs of individual athletes or groups of athletes according to their sport-specific needs or those undertaking fitness programs to achieve personal fitness goals.

Application of the Unit

This unit applies to coaches working with individuals or teams. It also applies to fitness instructors who provide a range of fitness programs and services to individuals or groups. The unit is applicable to those working with sporting groups, in fitness centres, gyms or autonomously in the fitness industry.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify the needs and requirements of the athlete or team members.	1.1. Analyse the strength and conditioning ***needs and requirements*** of the activity or sport of the target individual or group. 1.2. Develop ***profiles*** for each individual or group member participating in the strength and conditioning program using appropriate ***assessment measures***. 1.3. Develop short, medium and long-term ***objectives*** for the strength and conditioning program through negotiation with ***athletes*** and ***support personnel***. 1.4. Identify the ***career phase*** of athlete and the ***training phase*** of the selected sport or activity to be addressed in the program.
2. Plan a strength and conditioning training program to meet identified needs.	2.1. Develop a strategy to meet the identified needs and requirements of the athlete or team. 2.2. Select the ***core lifts and exercises and techniques of strength and conditioning*** to address identified needs and requirements of the athlete according to ***organisational policies and procedures***. 2.3. Establish ***fixed points*** of the program and identify and document training phases within the training program. 2.4. Apply ***exercise selection and exercise order*** to maximise conditioning outcomes throughout the program. 2.5. Identify ***equipment*** and ***resource requirements*** for each session within the program. 2.6. Develop and document a program schedule to meet the identified needs, requirements and objectives of the athlete. 2.7. Include ***evaluation methods*** to monitor the training program prior to implementation.
3. Implement strength and conditioning training program.	3.1. Supervise strength and conditioning program. 3.2. Use ***strength and conditioning training methods*** to meet identified needs and requirements of athletes or team members. 3.3. Observe sessions to see that exercises are conducted in accord with rules and regulations and accepted ***best practice principles of strength and***

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ELEMENT	PERFORMANCE CRITERIA
	conditioning training.
	3.4. Ensure correct use of equipment during strength and conditioning session, according to organisational policies and procedures and manufacturer's instructions.
	3.5. Establish ongoing liaison between ***other coaches and specialists*** where coaches and specialists work with the same athlete to ensure a consistent approach to the strength and conditioning program.
4. Monitor, evaluate and modify the strength and conditioning program.	4.1. Evaluate the program according to methods established and documented within the strength and conditioning program plan.
	4.2. Monitor use of equipment according to exercise plan and relevant legislation and organisational policies and procedures.
	4.3. Review each athlete's or athletes' training diary or diaries to monitor ongoing progress.
	4.4. Use assessment measures to assess athlete's ongoing progress.
	4.5. Seek and receive feedback from participating athletes and support personnel.
	4.6. Implement modifications to the program, where relevant, to meet identified needs.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with other coaches and trainers
  - give and receive feedback from athletes
- problem-solving skills to select appropriate techniques and strategies for the program to meet the stated objectives
- planning and organising skills to schedule the strength and conditioning program
- technology skills to assess the fitness and condition of athletes and other participants
- literacy skills to:
  - document evaluation methods
  - record feedback

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- read and understand policies and procedures information.

Required knowledge

- the major body systems, bones, joints, muscles and their function to enable the selection, instruction and adjustment of appropriate exercises to meet the needs of athletes
- anatomical, physiological and biomechanical differences of athletes including age and sex
- physiological adaptation to strength and conditioning training
- current strength and conditioning training techniques
- exercise prescription and exercise order principles
- physical constraints that may affect planning for strength and conditioning program
- legislation organisational policies and procedures to enable the safe delivery of exercise programs including the safe use of equipment and a safe learning environment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assesses athlete's or athletes' current training status and needs and applies knowledge of human anatomy and physiology to develop programs to meet stated objectives for strength and conditioning • plans strength and conditioning classes that meet athlete expectations, comply with legislative and organisational requirements, and are of sufficient duration to allow the candidate to demonstrate the use of strength and conditioning techniques • evaluates and modifies the training program according to feedback received and the results of evaluation procedures.
Context of and specific resources for assessment	Assessment must ensure development and implementation of multiple strength and conditioning programs to demonstrate competency and consistency of performance in the provision of core strength and conditioning techniques according to the specific needs of individuals, groups or sports.

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Assessment must also ensure access to:

- an environment with appropriate facilities, equipment and materials such as free weight or hydraulic equipment
- a range of athletes with real or simulated strength and conditioning goals
- documentation such as athlete's performance history and manufacturer's specifications for equipment use.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of preparation and planning for a strength and conditioning program, including the assessment of athletes
- observation of interaction with a range of participants, including conveying information for safe participation in strength and conditioning sessions and monitoring the use of equipment
- oral or written questioning to assess knowledge of physiological, psychological and biomechanical changes that occur during strength and conditioning training
- third-party reports from a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSTC301A Instruct strength and conditioning techniques
- SISXCAI405A Conduct individualised long term training programs.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Needs and requirements may

- competition performance
- pre-adolescent

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include:
- mature aged
- disability
- reconditioning
- rehabilitation.

Profiles may include:
- physical
- psychological
- tactical
- technical
- leadership skills.

Assessment measures may include:
- discussion with trainees
- physical ability tests
- trials
- performances in familiar environment
- performances in unfamiliar environment
- field assessments of fitness components
- performance history.

Objectives may include:
- enjoyment
- competition or performance
- selection
- tapering
- peaking
- maintenance.

Athlete or Athletes may include:
- *experienced or inexperienced*
- female or male
- competitor in team or individual sports
- amateur or professional.

Support personnel may include:
- administrators
- coaches
- sports scientists
- sports medicine providers
- parents or guardians.

Career phase may include:
- novice
- intermediate
- advanced.

Training phase may include:
- macro-cycles
- micro-cycles
- meso-cycles
- pre-season
- in-season
- post-season
- four year Olympic cycle.

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Core lifts and exercises may include:	• abdominal • roll outs • reverse crunch • side bends • prone and hold • back • biceps • calves and ankles • chest • forearms • hip or thigh • shoulders • triceps • power exercises • proprioception and neuromuscular coordination exercises.
Techniques of strength and conditioning may include:	• resistance training • aerobic endurance • anaerobic endurance • flexibility and stretching • elastic energy • abdominal • core stability.
Organisational policies and procedures may include:	• occupational health and safety • athlete assessment procedures • confidentiality of athlete information • emergency procedures • time constraints and scheduling requirements • use of venue • equal opportunity.
Fixed points may include:	• structure and subdivision of performance levels • availability of facilities • rules of the activity • rules of the competition or performance • intended peaks • selection dates and criteria • availability of support personnel.
Exercise selection may include:	• types of resistance training exercises • movement analysis of sport • athlete's exercise technique experience • available equipment and training time.

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Exercise order may include:	• core followed by assisted exercises • pre-exhaustion method • alternated upper and lower body exercise • supersets and compound sets.
Equipment may include:	• cardiovascular equipment • free weight equipment • hydraulic equipment • innovative equipment • exercise balls • bars • steps • bands • plyometric training systems • resistance equipment • pool based equipment.
Resource requirements may include:	• ratio of coaches to athletes • ratio of equipment to athletes • access to first aid facilities • access to equipment • appropriate facilities.
Evaluation methods may include:	• fitness assessments • lab assessments • discussion with participants • training and competitive performances • training diaries.
Strength and conditioning training methods may include:	• ***work duration***, ***rest periods and frequency*** • ***periodisation*** • ***training load***, ***repetition and volume*** • rehabilitation and reconditioning • core stability.
Best practice principles of strength and conditioning training may include:	• the sports coaches' or instructors' code of conduct policy developed by the peak bodies responsible for the development of teaching and coaching • Australian Sports Commission Harassment-free Sport policy • Australian Sports Commission's drugs in sport policy • National Activity Organisation's regulations and guidelines.
Other coaches and or specialists	• health professionals • physiologists

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may include:	• biomechanics • exercise scientists.

Unit Sector(s)

Sport

Competency Field

Strength and Conditioning

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SISSSUR201A Teach the basic skills of surf life saving

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the basic skills of surf life saving. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills of surf life saving to a basic level.

Application of the Unit

This unit applies to current or past surf life savers operating as assistant coaches. This includes planning, conducting and evaluating training sessions and competitions under supervision.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Plan basic surf life saving session or sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of surf life saving in order to determine ***session aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures*** and ***endorsed standards*** promoted by surf life saving. 1.4. Identify ***safety procedures*** associated with surf life saving ***drills***, ***activities and games*** according to organisational policies and procedures. 1.5. Select and access ***location***, ***equipment*** and ***resources*** according to organisational policies and procedures.
2. Brief participants.	2.1. ***Communicate*** instructions and relevant information about the surf life saving session in a manner appropriate to the participants. 2.2. Encourage participants to seek clarification, information and ***feedback*** as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and basic surf life saving ***rules and regulations***. 2.4. Establish a suitable ***communication system*** to use while participating in surf life saving drills, activities and games.
3. Conduct basic surf life saving session or sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the ***basic skills of surf life saving*** to be developed. 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.3. Conduct warm-up and introductory activities for participants, to reduce the risk of injury. 3.4. Monitor individual ***participant's performance*** and maintain effective communication during basic surf life saving drills, activities and games. 3.5. Observe participants during basic surf life saving drills, activities and games, and adjust or refine individual or group techniques as required.

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ELEMENT	PERFORMANCE CRITERIA
	3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their surf life saving skills.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session and give feedback as required.
	4.2. Evaluate ***relevant aspects*** of basic surf life saving session and determine the level of learning achieved.
	4.3. Identify potential areas of improvement for future basic surf life saving sessions

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan a basic surf life saving session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan a suitable basic surf life saving session according to participant's needs and characteristics
  - address participant difficulties in developing skills and techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - observe, monitor and evaluate progress
  - organise participants into manageable groups for basic surf life saving drills, activities and games
- language and literacy skills to:
  - produce a plan for the basic surf life saving sessions
  - complete post-session participant and self evaluations
  - give and receive feedback
  - apply for permission or permits to use a suitable location
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to support effective time management to deliver drills, activities

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and games within session timeframes
- personal basic surf life saving skills to a high level of technical correctness to understand the biomechanics and progressive skill acquisition of surf life saving, and to demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules and regulations of surf life saving to enable safe and non-discriminatory conduct of sessions
- location-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- equipment and resources used to teach and develop basic skills of surf life saving
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- basic skills of surf life saving and specific drills, activities and games that promote progressive skill acquisition in individuals and group
- communication systems used in a surf life saving environment to enable the use of appropriate communication channels
- risks commonly associated with basic level surf life saving, and methods of mitigating these risks to enable effective risk management
- emergency response and safety procedures appropriate for surf life saving, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers precise relevant information, explanations and demonstrations for surf life saving session or sessions to ensure activities are conducted safely according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the basic skills of surf life saving
- uses and modifies teaching and coaching techniques

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and drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a beach with appropriate surf conditions and designated areas, and a pool and club house for training
- a group of participants at the beginner level to take part in session or sessions
- equipment such as surf boards, surf skis and paddles, flags, inflatable rescue boat (IRB), reel and rescue equipment and marker buoys
- resources such as teaching and coaching tools
- information regarding participants and location to accurately plan, coach and document basic surf life saving sessions for a variety of participants
- current relevant legislation, organisational policies and procedures, and rules and regulations of surf life saving.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of surf life saving to enable safe conduct of all drills, activities and games during session or sessions
- observation of safe coaching of basic surf life saving skills and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

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Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural factors • previous experience • fitness level and physical capabilities • injuries and illnesses.
Readiness may include:	• appropriate levels of fitness • motor performance factors • social • psychological • emotional.
Session's aims and objectives may include:	• skills practice • progressive skill acquisition • self-improvement • fitness targets.
Plan may include:	• session aims and objectives • date, time and duration • location • coach and participant ratios • equipment and resources • drills, activities and games • safety requirements.
Relevant legislation may include:	• occupational health and safety • authority or permission from local council or surf life saving clubs • privacy • working with children • environmental regulations • harassment-free sports policies.
Organisational policies and	• occupational health and safety

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procedures may include:	• conflict resolution • communication protocols • use, care and maintenance of equipment • training and scheduling commitments • code of ethics.
Endorsed standards may include:	• Surf Life Saving Australia Code of Conduct policy • culture of surf life saving • local council by-laws and regulations • Australian Sports Commission Harassment-free Sport policy.
Safety procedures may include:	• group management in emergency situations • weather and surf conditions checked and monitored • equipment checking and usage • communication systems • life guard or life guards on duty.
Drills, ***activities and games*** may include:	• those designed to teach the basic skills of surf life saving as described in Surf Life Saving Australia Coaching Course • those designed to enhance the biomechanical principles in the context of basic surf life saving
Location may include:	• appropriate beach and surf conditions within designated areas • pool • club house.
Equipment may include:	• surf boards • surf skis and paddles • flags • inflatable rescue boat (IRB) • reel and rescue equipment • marker buoys.
Resources may include:	• life guard or life guards • teaching and coaching tools • stop watch • first aid kit.
Communicate may include:	• use of teaching and coaching tools • demonstration • explanation.
Feedback may include:	• information on participant progress • any improvements needed

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	• verbal or written or visual.
Risks may include:	• injuries • illness • collision • hazardous objects on the ground or in water • inappropriate behaviour or fighting.

Rules and regulations may include:	• local, national and international rules of surf life saving
	• best practice codes of ethics:
	  • Surf Life Saving Australia Code of Ethics
	  • Surf Life Saving Australia Anti-doping policy
	  • Australian Sports Commission Harassment-free Sport policy
	• age restrictions.

Communication system may include:	• a style appropriate to the surf life saving community with coach interacting with participants, officials, broader community and media • appropriate use of verbal, non-verbal and written modes according to the Surf Life Saving Australia Coaches Code of Conduct policy and the culture of the surf life saving • correct use of terminology and language to suit age, ability or disability and size of group.
Teaching and coaching techniques may include:	• demonstrating basic skills • progressing through, linking and analysing skills • whole and part approaches • shaping and modelling approaches • reciprocal or peer tutoring.
Required knowledge may include:	• rules and regulations of surf life saving • basic surf life saving skills and their learning components • biomechanical principles in the context of basic surf life saving skills • factors affecting skill acquisition • safety and risk management • equipment selection, use and maintenance • communication systems used in surf life saving.
Basic skills of surf life saving	• skill level for participant at club level and junior athlete

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may include:	• beach sprints • surf board paddling • surf boat rowing • inflatable rescue boat (IRB) • reel and rescue • surf ski paddling • surf swimming.
Participant's performance may include:	• use of appropriate communication systems • participation and practice of basic skills • performance and accuracy of basic skills • attitude and behaviour.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participant's abilities • validity and reliability of assessment and evaluation tools.

Unit Sector(s)

Sport

Competency Field

Surf life saving

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SISSSUR202A Officiate beginner level surf life saving competitions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to officiate surf life saving at the beginner level. This unit focuses on the ability to apply the rules of surf life saving, use communication strategies, demonstrate correct positioning and assist in the prevention of emergencies in competitions.

Application of the Unit

This unit applies to current or aspiring surf life saving officials who are responsible for officiating surf life saving competitions at the beginner level.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Apply the rules of surf life saving at the beginner level.	1.1. Assess ***conditions*** for a surf life saving event according to the organisation's ***rules and regulations***, requirements of the ***beginner level*** event, ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Assess ***external influences***, safety aspects and risks prior to commencement of the event. 1.3. Observe the event, with minimal disruption, to ensure it is conducted according to the organisation's ***rules and regulations***. 1.4. Identify and document breaches of rules and regulations. 1.5. Interpret and apply the rules and regulations according to current guidelines and ***national trends*** of surf life saving. 1.6. Make consistent decisions based on relevant ***information***, fairness, equity and participant safety.
2. Use communication strategies to officiate surf life saving.	2.1. Communicate decisions and manage the outcomes of decision making according to the ***fundamental rules and regulations*** of surf life saving. 2.2. Explain and convey decisions to competitors, ***other officials*** and spectators 2.3. Respond to competitors and ***other officials*** according to the ***given situation***. 2.4. Use ***fundamental auditory devices and signals*** to clearly convey decisions to competitors ***when officiating***. 2.5. Receive and discuss feedback from competitors and other officials in a positive and constructive manner. 2.6. Implement changes to improve the quality of officiating according to informal discussions with ***relevant persons***.
3. Demonstrate positioning skills to officiate surf life saving.	3.1. Adopt appropriate position to marshal, start and judge surf life saving events at the beginner level. 3.2. Identify and document ***external influences*** and conditions for adjusting position when officiating surf life saving events. 3.3. Move to maintain optimal position to view events and record results according to the ***rules and regulations***.

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ELEMENT	PERFORMANCE CRITERIA
4. Assist in the prevention of emergencies in competitions.	4.1. Identify basic types, principles and limitations of emergency ***equipment***, facilities and ***resources*** located in the competition area. 4.2. Check the immediate competition area regularly and identify potential ***hazards*** and ***risks*** which may lead to emergencies. 4.3. Apply or recommend procedures to minimise or prevent emergencies from occurring. 4.4. Correct ***hazards*** where possible and report to supervisor of competition or other appropriate person according to organisational policies and procedures and ***rules and regulations***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - indicate decisions to competitors and other officials
  - confirm decisions of other officials
  - develop rapport with competitors and other officials
  - confirm information is understood by all relevant persons
- planning and organising skills to maintain position when marshalling, starting, judging and recording events
- self-management skills to respond appropriately to criticism
- literacy skills to:
  - record event results
  - complete reports for supervisor of competition where required
- problem-solving skills to document and address breaches of ***rules and regulations***
- numeracy skills to record event results.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of surf life saving events
- fundamental rules and regulations and nipper rules and regulations of surf life saving to officiate effectively at the beginner level
- safety requirements of surf life saving to conduct a safe competition suitable for beginners
- presentation requirements, including use of fundamental auditory devices and body

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language to present decisions clearly and effectively
- teamwork and communication processes to develop rapport with other officials and achieve set goals
- recording procedures to record competition results
- positioning principles to maintain optimal position to view competitors
- hazards and risks involved in the surf life saving environment at beginner level and safety and emergency procedures to minimise or prevent emergencies from occurring.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assesses external influences and conditions for surf life saving competition prior to commencement and applies the rules and regulations of surf life saving at the beginner level • makes consistent decisions and communicates these to competitors, other officials, coaches and spectators • conveys a confident and friendly manner and maintains optimal position to marshal, start, judge and record events throughout the competition • reports potential emergency situations and takes appropriate action to correct hazards and minimise risks.
Context of and specific resources for assessment	Assessment must ensure demonstration of officiating multiple surf life saving events at the beginner level to demonstrate competency and consistency of performance. Assessment must also ensure access to: • surf life saving events, with facilities and conditions suitable for beginner level competitors • competitors competing at club or branch level • surf life saving equipment • officiating equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- observation of identifying breaches of rules and regulations by competitors and other officials
- oral or written questioning to assess knowledge of the rules and regulations of surf life saving as they apply to events at the beginner level
- observation of applying communication and positioning techniques while officiating surf life saving events at the beginner level
- third-party reports from a supervisor detailing officiating performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Conditions may include:	• environment • facilities • equipment • resources.
Rules and regulations may include:	• Surf Life Saving Australia competition manual • Surf Life Saving Australia supplementary regulations • nipper rules and regulations of surf life saving • competition bulletins.
Beginner level may include:	• without experience in surf life saving officiating • over 16 years of age.
Relevant legislation may include:	• occupational health and safety • environmental regulations • working with children • anti-doping policy • harassment-free sport policies.
Organisational policies and	• occupational health and safety • conflict resolution

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procedures may include:	• communication protocols • procedures for officiating surf life saving events for beginners • code of ethics.
External influences may include:	• water and beach conditions • weather conditions • spectators.
National trends may include:	• competition and event safety • sportsmanship • code of conduct • Surf Life Saving Australia policies.
Information may include:	• competition qualification policy and categories • dress of competitors • sponsor identification • gear specifications • scrutineering • competition area and beach positions • setting of competition courses • competitor limitations • timing, scoring, recording and reporting • marshalling • type of event or discipline.
Fundamental rules and regulations may include:	• course layout • starting • finishing • judging • reporting.
Other officials may include:	• judges • scrutineers • timekeepers • marshals • result recorders • team managers • coaches.
Relevant persons may include:	• competitors • other officials • administrators • parents.
Hazards may include:	• weather, water and beach conditions • gear and equipment • aquatic life

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Risks may include:	• debris • public and spectators. • dehydration • sun burn • injuries • collisions • hypothermia • drowning.

Unit Sector(s)

Sport

Competency Field

Surf life saving

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SISSSUR303A Teach the intermediate skills of surf life saving

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the intermediate skills of surf life saving. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills of surf life saving to an intermediate level.

Application of the Unit

This unit applies to individuals operating as surf life saving coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and competitions. This also involves supervising practice sessions, preparing for competitions and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan intermediate surf life saving sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of surf life saving in order to determine ***session's aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures*** and ***endorsed standards promoted by surf life saving***. 1.4. Identify ***safety procedures*** associated with surf life saving ***drills***, ***activities and games*** according to organisational policies and procedures. 1.5. Select and access location, ***equipment*** and ***resources*** according to organisational policies and procedures.
2. Brief participants.	2.1. ***Communicate instructions and relevant information about the surf life saving session in a manner appropriate to the participants***. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and intermediate surf life saving ***rules and regulations***. 2.4. Establish a suitable ***communication system*** to use while participating in surf life saving drills, activities and games.
3. Conduct intermediate surf life saving session or sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the ***intermediate skills of surf life saving*** to be developed. 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.3. Conduct warm-up and introductory activities for participants, to reduce the risk of injury. 3.4. Monitor individual ***participant's performance*** and maintain effective communication during

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ELEMENT	PERFORMANCE CRITERIA
	intermediate surf life saving drills, activities and games. 3.5. Observe participants during intermediate surf life saving drills, activities and games, and adjust or refine individual or group techniques as required. 3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their surf life saving skills.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session and give feedback as required. 4.2. Evaluate ***relevant aspects*** of intermediate surf life saving session and determine the level of learning achieved. 4.3. Identify potential areas of improvement for future intermediate surf life saving sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an intermediate surf life saving session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - address participant difficulties in developing skills and techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - observe, monitor and evaluate progress
  - organise participants into manageable groups for drills, activities and games
- language and literacy skills to:
  - produce a plan for the intermediate surf life saving sessions
  - complete post-session participant and self-evaluations
  - give and receive feedback
- numeracy skills to support effective time management to deliver drills, activities

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and games within session timeframes
- personal intermediate surf life saving skills to a high level of technical correctness to:
  - understand the biomechanics and progressive skill acquisition of surf life saving
  - demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules and regulations of surf life saving to enable safe and non-discriminatory conduct of sessions
- location-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- equipment and resources used to teach and develop intermediate skills of surf life saving
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- intermediate skills of surf life saving and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- communication systems used in a surf life saving environment
- risks commonly associated with intermediate level surf life saving, and methods of mitigating these risks
- emergency response and safety procedures appropriate for surf life saving, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers precise relevant information, explanations and demonstrations for surf life saving session or sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention

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	to improve and develop the intermediate skills of surf life saving • uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of individual learning styles • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure demonstration of the conduct of drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a beach, pool and club house for training • a group of participants at an intermediate level surf life saving level • equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of surf life saving to enable safe conduct of all drills, activities and games during the sessions • observation of providing clear instruction and monitoring and adjusting individual and group technique where required • portfolio of session plans and self-evaluations • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural and situational factors • previous experience • fitness level and physical capabilities • injuries and illnesses.
Readiness may include:	• fitness level • motor performance • social • psychological • emotional.
Session's aims and objectives may include:	• progressive skill acquisition • self-improvement • fitness targets • intermediate movements • biomechanical principles.
Plan may include:	• session's aims and objectives • date, time and duration • location, equipment and resources • coach and participant ratios • drills, activities and games • safety requirements.
Relevant legislation may include:	• occupational health and safety • privacy • working with children • environmental regulations • harassment-free sports policies.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment • training and scheduling commitments • code of ethics.
Endorsed standards may include:	• Surf Life Saving Australia Code of Conduct policy • culture of surf life saving • local council by-laws and regulations • Australian Sports Commission Harassment-free Sport policy.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of

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	common surf life saving injuries • clear communication systems • life guards on duty.
Drills, ***activities and games*** may include:	• those designed to teach the intermediate skills of surf life saving as described in Surf Life Saving Australia Coaching Course • beach, surf, pool activities • modified games.
Equipment may include:	• boards, skis and paddles • flags • inflatable rescue boat (IRB) • reel and rescue equipment • marker buoys.
Resources may include:	• life guards • teaching and coaching tools • food and water • clothing and footwear • sun protection • first aid kit.
Risks may include:	• injuries • illness • collision.

Rules and regulations may include:	• local, national and international rules of surf life saving
	• best practice codes of ethics:
	  • Surf Life Saving Australia Code of Ethics
	  • Surf Life Saving Australia Anti-doping policy
	  • Australian Sports Commission Harassment-free Sport policy
	  • age restrictions.

Communication system may include:	• verbal, non-verbal and written modes • terminology and language to suit group.
Teaching and coaching techniques may include:	• demonstrating skills • whole and part approaches • shaping and modelling approaches • reciprocal or peer tutoring • reinforcement, feedback and correctional techniques • assessment and evaluation • repetition and practice of skills.

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Required knowledge may include:	• rules and regulations of surf life saving • intermediate surf life saving skills • biomechanical principles • factors affecting skill acquisition • communication systems used in surf life saving.
Intermediate skills of surf life saving may include:	• skill level for athlete at regional or competition level • beach sprints • surf board and ski paddling • surf boat rowing • inflatable rescue boat • reel and rescue • surf swimming.
Participant's performance may include:	• performance and accuracy of intermediate skills • attitude and behaviour.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participant's abilities • validity and reliability of assessment and evaluation tools.

Unit Sector(s)

Sport

Competency Field

Surf life saving

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SISSSUR304A Officiate intermediate level surf life saving competitions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to officiate surf life saving at the intermediate level. This unit focuses on the ability to manage competition format and results, apply the rules of surf life saving, use communication strategies and demonstrate correct positioning during intermediate level competitions.

Application of the Unit

This unit applies to current or aspiring surf life saving officials who are responsible for officiating surf life saving competitions or carnivals at the intermediate level.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Manage the format of an intermediate surf life saving competition.	1.1. Establish selection and entry criteria for participation in an ***intermediate level*** surf life saving competition according to organisation's ***rules and regulations*** and ***national trends***. 1.2. Advise participants accordingly. 1.3. Select a competition format, timetable, ***equipment***, ***resources*** and team of officials according to the objectives and requirements of the competition and organisation. 1.4. Prepare a timetable and distribute to all competitors and ***other officials***. 1.5. Implement timetable and modify where required.
2. Apply the rules of surf life saving at the intermediate level.	2.1. Assess suitability of competitors and ***conditions*** for the event according to the organisation's rules and regulations, requirements of the intermediate level event, ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Assess ***external influences***, safety aspects and risks prior to commencement of the event. 2.3. Observe the event, with minimal disruption, to ensure it is conducted according to the organisation's ***rules and regulations***. 2.4. Identify and document breaches of ***rules and regulations*** and address these according to organisational policies and procedures. 2.5. Interpret and apply the ***rules and regulations*** according to current guidelines and ***national trends*** of surf life saving. 2.6. Make consistent decisions based on relevant ***information***, fairness, equity and participant safety.
3. Use communication strategies to officiate surf life saving.	3.1. Communicate decisions and manage the outcomes of decision making while officiating the event according to ***rules and regulations of surf life saving***. 3.2. Explain and convey decisions to competitors, ***other officials*** and spectators. 3.3. Respond to competitors and ***other officials*** according to the ***given situation***. 3.4. Use ***auditory devices*** and signals to clearly convey decisions to competitors when officiating.

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ELEMENT	PERFORMANCE CRITERIA
	3.5. Provide and receive formal and informal ***feedback*** in a ***positive and constructive manner***.
	3.6. Implement changes to improve the quality of officiating according to informal discussions with ***relevant persons***.
4. Demonstrate positioning skills to officiate beach and water events.	4.1. Adopt appropriate position to undertake roles as a ***beach event official*** and a ***water event official*** at the intermediate level.
	4.2. Identify and document external influences and conditions for adjusting position when officiating ***beach events*** and ***water events***.
	4.3. Move to maintain optimal position to view beach and water events according to the ***rules and regulations***.
	4.4. Adopt position to record results for beach and water events.
5. Manage competition results.	5.1. Interpret and document results as directed by the organising body.
	5.2. Record and process the results of an event or competition according to organisational policies and procedures.
	5.3. Document decisions received about disqualifications and penalties and communicate to participants affected by the decisions according to the ***rules and regulations*** of the organising body.
	5.4. Communicate information and results to all individuals within the set timeframe specified by the organising body.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - indicate decisions to competitors and other officials
  - confirm decisions of other officials
  - develop rapport with competitors and other officials
  - provide feedback to competitors and other officials
- teamwork skills to:

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    - officiate as part of a team
    - support other official's decisions
- planning and organising skills to:
    - manage the format and results of a competition
    - maintain position at beach and water events
- self-management skills to respond appropriately to criticism
- literacy skills to:
    - establish selection and entry criteria
    - prepare competition timetables
    - record event results
    - complete reports
- problem-solving skills to:
    - document and address breaches of ***rules and regulations***
    - assess suitability of competitors and conditions for an event
- numeracy skills to:
    - record event results
    - communicate information to individuals within set timeframes.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of surf life saving competitions
- rules and regulations and national trends of surf life saving to officiate effectively
- safety requirements of surf life saving to conduct a safe competition
- presentation requirements, including use of auditory devices and body language, to enable clear and effective communication of decisions
- roles and responsibilities of other officials to enable clear decision making and communication to competitors
- communication processes to develop rapport with other officials and competitors
- result processing procedures to record and process competition results efficiently
- positioning principles to maintain optimal position to view competitors in beach and water events
- competition formats to enable sufficient management of timetables and events.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- establishes selection and entry criteria to assess suitability of competitors for intermediate level surf life saving competitions and prepares timetables to enable proficient flow of events
- applies the rules and regulations of surf life saving to make consistent decisions and communicates decisions to competitors, other officials, coaches and spectators
- maintains optimal position to view competitors throughout beach and water events
- records and processes results for an event or competition ***and communicates information*** and results to all individuals.

Context of and specific resources for assessment

Assessment must ensure demonstration of officiating multiple surf life saving events at the intermediate level that are of sufficient breadth and duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a surf life saving event, with facilities and conditions suitable for intermediate level competitors
- competitors competing at regional surf life saving level
- surf life saving equipment
- officiating equipment and resources
- rules and regulations of surf life saving.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of identifying breaches of rules and regulations by competitors and other officials
- oral or written questioning to assess knowledge of the rules and regulations of surf life saving as they apply to events at the intermediate level
- observation of applying communication and positioning techniques while officiating surf life saving events at the intermediate level
- a portfolio containing copies of selection and entry criteria, timetables, records of results and any relevant reports
- third-party reports from a supervisor detailing

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officiating performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Intermediate level may include:	• level one experience in surf life saving officiating • over 16 years of age.
Rules and regulations may include:	• Surf Life Saving Australia competition manual • Surf Life Saving Australia supplementary regulations • nipper rules and regulations of surf life saving • competition bulletins.
National trends may include:	• competition and event safety • sportsmanship • code of conduct • Surf Life Saving Australia policies.
Conditions may include:	• environment • facilities • equipment • resources.
Relevant legislation may include:	• occupational health and safety • environmental regulations • working with children • anti-doping policy • harassment-free sports policies.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • managing competition format and results • code of ethics.
External influences may include:	• water and beach conditions • weather conditions

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- public
- spectators
- media
- promotional schedules and equipment.

Information may include:

- competition qualification policy and categories
- positioning
- gear specifications
- scrutineering
- competition area and beach positions
- competition courses
- competitor limitations
- timing, scoring, recording and reporting
- type of event or discipline
- infringements.

Other officials may include:

- referees
- liaison officers
- judges
- scrutineers
- stewards
- timekeepers
- marshals
- result recorders.

Auditory devices may include:

- whistles
- loud hailers
- public address system
- radios.

Relevant persons may include:

- competitors
- other officials
- administrators
- parents.

Beach event officials may include:

- scrutineers
- stewards
- starters
- marshals
- recorders
- timekeepers
- recorders.

Water event officials may include:

- marshals
- check starter
- emergency services coordinator
- radio and communications coordinator

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- motor and equipment scrutineers
- referee stewards and recorders
- announcer
- duty boat crews
- course judges
- gear steward
- competitors liaison officer.

Beach events may include:

- beach sprint and relay
- beach flags
- march past
- rescue and resuscitation
- first aid competitions.

Water events may include:

- belt race
- surf race
- surf teams
- run-swim-run
- boat race
- board race
- ski race.

Unit Sector(s)

Sport

Competency Field

Surf life saving

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SISSSUR405A Teach the advanced skills of surf life saving

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the advanced skills of surf life saving. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills of surf life saving to an advanced level.

Application of the Unit

This unit applies to individuals operating as surf life saving coaches at a local, regional, state or national level. This includes instructing, planning, conducting and evaluating training sessions and competitions. This also involves supervising practice sessions, preparing for competitions and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Plan advanced surf life saving session or sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of surf life saving in order to determine ***session aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures*** and ***endorsed standards promoted by surf life saving***. 1.4. Identify ***safety procedures*** associated with surf life saving ***drills***, ***activities and games*** according to organisational policies and procedures. 1.5. Select and access ***location***, ***equipment*** and ***resources*** according to organisational policies and procedures.
2. Brief participants.	2.1. Communicate instructions and relevant information about the surf life saving session in a manner appropriate to the participants. 2.2. Encourage participants to seek clarification, information and ***feedback*** as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and advanced surf life saving ***rules and regulations***. 2.4. Establish a suitable ***communication system*** to use while participating in surf life saving drills, activities and games.
3. Conduct advanced surf life saving session or sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the ***advanced skills of surf life saving*** to be developed. 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury. 3.4. Monitor individual ***participant's performance*** and maintain effective communication during advanced surf life saving drills, activities and games. 3.5. Observe participants during advanced surf life saving drills, activities and games, and adjust or refine individual or group techniques as required.

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ELEMENT	PERFORMANCE CRITERIA
	3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their surf life saving skills.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session and give feedback as required.
	4.2. Evaluate ***relevant aspects*** of advanced surf life saving session and determine the level of learning achieved.
	4.3. Identify potential areas of improvement for future advanced surf life saving sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an advanced surf life saving session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan a suitable advanced surf life saving session according to participant's needs and characteristics
  - address participant difficulties in developing skills and techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - observe, monitor and evaluate progress
  - organise participants into manageable groups for advanced surf life saving drills, activities and games
- language and literacy skills to:
  - produce a plan for the advanced surf life saving sessions
  - complete post-session participant and self-evaluations
  - give and receive feedback
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to support effective time management to deliver drills, activities

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and games within session timeframes
- personal advanced surf life saving skills to a high level of technical correctness to understand the biomechanics and progressive skill acquisition of surf life saving, and to demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules and regulations of surf life saving to enable safe and non-discriminatory conduct of session or sessions
- location specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- equipment and resources used to teach and develop advanced skills of surf life saving
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- advanced skills of surf life saving and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- communication systems used in a surf life saving environment
- risks commonly associated with advanced level surf life saving, and methods of mitigating these risks
- emergency response and safety procedures appropriate for surf life saving to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers precise relevant information, explanations and demonstrations for surf life saving session or sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the advanced skills of surf life saving • uses and modifies teaching and coaching techniques

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and drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance

Assessment must also ensure access to:

- a beach with appropriate surf conditions and designated areas, and a pool and club house for training
- a group of participants to take part in advanced level surf life saving session or sessions
- equipment such as surf boards, surf skis and paddles, flags, inflatable rescue boat (IRB), reel and rescue equipment and marker buoys
- resources such as teaching and coaching tools
- information regarding participants and location to accurately plan, coach and document advanced surf life saving sessions for a variety of participants
- current relevant legislation, organisational policies and procedures, and rules and regulations of surf life saving.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of surf life saving to enable safe conduct of all drills, activities and games during the session or sessions
- observation of safe coaching of advanced surf life saving skills and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:

- age
- cultural factors
- previous experience
- fitness level and physical capabilities
- injuries and illnesses.

Readiness may include:

- appropriate levels of fitness
- motor performance factors
- social
- psychological
- emotional.

Session's aims and objectives may include:

- practicing advanced surf life saving skills
- progressive skill acquisition
- self-improvement
- fitness targets.

Plan may include:

- session's aims and objectives
- date, time and duration
- location
- coach and participant ratios
- equipment and resources
- drills, activities and games
- participant information
- safety requirements.

Relevant legislation may include:

- occupational health and safety
- authority or permission from local council or surf life saving clubs
- privacy
- working with children
- environmental regulations
- harassment-free sports policies.

Organisational policies and procedures may include:

- occupational health and safety
- conflict resolution
- communication protocols

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	• use, care and maintenance of equipment • training and scheduling commitments • individual surf life saving club's policies • code of ethics.
Endorsed standards may include:	• Surf Life Saving Australia Code of Conduct policy • culture of surf life saving • local council by-laws and regulations • Australian Sports Commission Harassment-free Sport policy.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common surf life saving injuries • weather and surf conditions checked and monitored.
Drills, ***activities and games*** may include:	• those described in Surf Life Saving Australia Coaching Course • beach, surf, pool and board paddling activities • those designed to enhance the biomechanical principles in the context of advanced surf life saving.
Location may include:	• appropriate beach and surf conditions within designated areas • pool • club house.
Equipment may include:	• surf boards • surf skis and paddles • flags • inflatable rescue boat (IRB) • reel and rescue equipment • marker buoys.
Resources may include:	• life guard or lifeguards • teaching and coaching tools • stop watch • personal clothing and footwear • first aid kit.
Feedback may include:	• information on participant progress • improvements needed • verbal or written or visual.
Risks may include:	• injuries • illness • collision

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	• hazardous objects on the ground or in water • inappropriate behaviour or fighting.

Rules and regulations may include:	• local, national and international rules of surf life saving
	• best practice codes of ethics:
	  • Surf Life Saving Australia Code of Ethics
	  • Surf Life Saving Australia Anti-doping policy
	  • Australian Sports Commission Harassment-free Sport policy
	• age restrictions.

Communication system may include:	• a style appropriate to the surf life saving community with coach interacting with participants, officials, broader community and media • appropriate use of verbal, non-verbal and written modes according to the Surf Life Saving Australia Coaches Code of Conduct policy and the culture of the surf life saving • correct use of terminology and language to suit age, ability or disability and size of group.
Teaching and coaching techniques may include:	• demonstrating advanced skills • giving clear and concise instructions • using teaching and coaching tools • progressing through, linking and analysing skills • whole and part approaches • shaping and modelling approaches.
Required knowledge may include:	• rules and regulations of surf life saving • advanced surf life saving skills and their learning components • biomechanical principles in the context of advanced surf life saving skills • factors affecting skill acquisition • safety and risk management • equipment selection, use and maintenance • communication systems used in surf life saving.
Advanced skills of surf life saving may include:	• skill level for athlete at national competition level beach sprints • surf board paddling • surf boat rowing • inflatable rescue boat (IRB)

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	• reel and rescue • surf ski paddling • surf swimming.
Participant's performance may include:	• use of appropriate communication systems • participation and practice of advanced skills • performance and accuracy of advanced skills • attitude and behaviour.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participant's abilities • validity and reliability of assessment and evaluation tools.

Unit Sector(s)

Sport

Competency Field

Surf life saving

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SISSSUR406A Officiate advanced level surf life saving competitions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to officiate surf life saving at the advanced level. This unit focuses on the ability to apply the rules of surf life saving, use communication strategies, demonstrate correct positioning and manage results of advanced level surf life saving competitions.

Application of the Unit

This unit applies to current or aspiring surf life saving officials who are responsible for officiating surf life saving competitions or carnivals at the advanced level.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Apply the rules of surf life saving at the advanced level.	1.1. Assess suitability of competitors and ***conditions*** for the event according to the organisation's ***rules and regulations***, requirements of the ***advanced level*** event, ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Assess ***external influences***, safety aspects and risks prior to commencement of the event. 1.3. Observe the event, with minimal disruption, to ensure competitors and officials are operating according to the organisation's ***rules and regulations***. 1.4. Identify and document breaches of ***rules and regulations*** and address these according to organisational policies and procedures. 1.5. Interpret and apply the rules and regulations according to current guidelines and ***national trends*** of surf life saving. 1.6. Make consistent decisions based on relevant ***information***, fairness, equity and participant safety.
2. Use communication strategies to officiate surf life saving.	2.1. Communicate decisions and manage the outcomes of decision making while officiating the event according to ***rules and regulations of surf life saving***. 2.2. Explain and convey decisions to competitors, ***other officials and*** spectators. 2.3. Respond to competitors and ***other officials*** according to the ***given situation***. 2.4. Use ***auditory devices*** and signals to clearly convey decisions to competitors when officiating. 2.5. Provide and receive formal and informal ***feedback*** in a ***positive and constructive manner***. 2.6. Implement changes to improve the quality of officiating according to informal discussions with ***relevant persons***.
3. Demonstrate positioning skills to officiate surf life saving events.	3.1. Adopt appropriate position to officiate advanced level events according to the rules and regulations. 3.2. Identify and document external influences and conditions for adjusting position when officiating advanced level events. 3.3. Move to maintain optimal position to view events

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ELEMENT	PERFORMANCE CRITERIA
	and record results according to the ***rules and regulations***.
	3.4. Adopt position to record results for beach and water events.
4. Manage the results of a surf life saving competition.	4.1. Interpret and document results as directed by the organising body.
	4.2. Record and process the results of an event or competition according to organisational policies and procedures.
	4.3. Document decisions received about disqualifications and penalties and communicate to participants affected by the decisions according to the ***rules and regulations*** of the organising body.
	4.4. ***Communicate information*** and results to all individuals within the set timeframe specified by the organising body.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - indicate decisions to competitors and other officials
  - confirm decisions of other officials
  - develop rapport with competitors and other officials
  - give feedback to competitors and other officials
- teamwork skills to:
  - officiate as part of a team of officials
  - support other official's decisions
- self management skills to respond appropriately to criticism
- literacy skills to:
  - record event results
  - document decisions regarding disqualifications and penalties
- problem-solving skills to:
  - document and address breaches of ***rules and regulations***
  - assess suitability of competitors and conditions for an event
- numeracy skills to:

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- record event results
- communicate information to individuals within set timeframes.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of surf life saving competitions
- rules and regulations and national trends of surf life saving to officiate effectively
- safety requirements of surf life saving to conduct a safe competition
- presentation requirements, including use of auditory devices and body language, to enable clear and effective communication of decisions
- roles and responsibilities of other officials to enable clear decision making and communication to competitors
- communication processes to develop rapport with other officials and competitors
- result processing procedures to record and process competition results efficiently
- positioning principles to maintain optimal position to view competitors.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assesses external influences and conditions for surf life saving competition prior to commencement, and applies the rules and regulations of surf life saving • makes consistent decisions and communicates these to competitors, other officials, coaches and spectators • conveys a professional manner and maintains optimal position to view competitors throughout events • records and processes results for an event or competition ***and communicates information*** and results to all individuals.
Context of and specific resources for assessment	Assessment must ensure demonstration of officiating multiple surf life saving events at the advanced level that are of sufficient breadth and duration to demonstrate competency and consistency of performance.

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Assessment must also ensure access to:

- a surf life saving event, with facilities and conditions suitable for advanced level competitors
- competitors competing at a state or national level of competition
- surf life saving equipment
- officiating equipment and resources
- rules and regulations of surf life saving.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of identifying breaches of rules and regulations by competitors and other officials
- oral or written questioning to assess knowledge of the rules and regulations of surf life saving as they apply to events at the advanced level
- observation of applying communication and positioning techniques while officiating surf life saving events at the advanced level
- a portfolio containing records of results and documentation of decisions regarding disqualifications and penalties where required
- third-party reports from a supervisor detailing officiating performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Conditions may include:

- environment
- facilities

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	• equipment • resources.
Rules and regulations may include:	• Surf Life Saving Australia competition manual • Surf Life Saving Australia supplementary regulations • nipper rules and regulations of surf life saving • competition bulletins.
Advanced level may include:	• level two experience in surf life saving officiating • carnival and sectional refereeing experience.
Relevant legislation may include:	• occupational health and safety • environmental regulations • working with children • anti-doping policy • harassment-free sports policies.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • managing competition results • code of ethics.
External influences may include:	• water and beach conditions • weather conditions • public • spectators • media • promotional schedules and equipment.
National trends may include:	• competition and event safety • sportsmanship • code of conduct • Surf Life Saving Australia policies.
Information may include:	• competition qualification policy and categories • positioning • gear specifications • scrutineering • competition area and beach positions • competition courses • competitor limitations • timing, scoring, recording and reporting • type of event or discipline • infringements.
Other officials may include:	• referees

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- liaison officers
- judges
- scrutineers
- stewards
- timekeepers
- result recorders.

Auditory devices may include:

- whistles
- loud hailers
- public address system
- radios.

Relevant persons may include:

- competitors
- other officials
- administrators
- parents.

Unit Sector(s)

Sport

Competency Field

Surf life saving

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SISSSWM301A Teach the competitive strokes of swimming

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the competitive strokes of swimming. This unit focuses on planning, conducting and evaluating drills, activities and games to develop swimming strokes, starts, turns and finishes.

Application of the Unit

This unit applies to individuals operating as swimming coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and competitions. This may also involve supervising practice sessions, preparing for competitions and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Plan swimming sessions.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of the ***competitive strokes*** and ***starts***, ***turns and finishes of swimming*** to identify ***session aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures*** and ***best practice principles of swimming*** and ***aquatic activities***. 1.4. Identify ***safety procedures*** associated with swimming ***drills***, ***activities and games*** according to organisational policies and procedures. 1.5. Select and access a pool, ***equipment and resources***. 1.6. Identify and analyse the competitive strokes, starts, turns and finishes of swimming to be developed.
2. Brief participants.	2.1. Communicate instructions and relevant information about the session in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures and appropriate behaviour according to organisational policies and procedures and accepted best practice. 2.4. Establish a suitable communication system to use while participating in drills, activities and games.
3. Conduct swimming sessions.	3.1. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.2. Conduct warm-up and introductory activities. 3.3. Apply ***teaching and coaching techniques*** to impart required knowledge and the requirements of the competitive strokes, starts, turns and finishes to be developed. 3.4. Monitor individual ***participant's performance*** and maintain effective communication during drills, activities and games. 3.5. Observe participant's skill execution during drills, activities and games, and adjust or refine individual and group technique as required.

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ELEMENT	PERFORMANCE CRITERIA
	3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop the competitive strokes of swimming.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session and give feedback as required.
	4.2. Evaluate ***relevant aspects*** of the session and determine the level of learning achieved.
	4.3. Identify potential areas of improvement for future swimming sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan sessions that meet their needs
  - convey information about all aspects of the session
  - provide feedback to individuals and group
- problem-solving skills to:
  - address participant difficulties in developing skills and techniques
  - anticipate and respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - observe, monitor and evaluate progress
  - organise participants into manageable groups for drills, activities and games
- literacy skills to:
  - produce a plan for the swimming sessions
  - complete post-session participant and self-evaluations
- numeracy skills to deliver drills, activities and games within session timeframes
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures and accepted best practices of swimming to enable safe conduct of sessions
- equipment and resources used for swimming to teach the required skills of competitive strokes, starts, turns and finishes of swimming

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- teaching and coaching techniques and practices applicable to a range of ages and learning abilities to enable appropriate and effective conduct of sessions
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- competitive strokes, starts, turns and finishes and specific drills, activities and games that promote progressive skill acquisition in individuals and group
- communication systems used between participants, coaches, referees and support staff during swimming sessions
- risks commonly associated with swimming and methods of mitigating these risks
- emergency response and safety procedures appropriate for swimming to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for swimming session to ensure activities are conducted safely according to participant needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the competitive strokes, starts, turns and finishes of swimming • uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of individual learning styles • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure conduct of multiple sessions that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

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Assessment must also ensure access to:

- a group of participants at a basic swimming level
- equipment and resources
- swimming pool facilities.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of using a range of teaching and coaching techniques to develop the competitive strokes, starts, turns and finishes of swimming
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules, policies and regulations of swimming to enable safe conduct of all drills, activities and games during sessions
- observation of monitoring and adjusting individual or group techniques where required
- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSWM302A Plan a program for a competitive swimmer.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may include:

- age
- cultural and situational factors

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	• swimming experience • fitness level and physical capabilities • injuries and illnesses.
Participant readiness may include:	• physiological • psychological • technical • social • emotional.
Competitive strokes may include:	• freestyle • breast stroke • backstroke • butterfly.
Starts, turns and finishes of swimming may include:	• general, stroke specific and relay starts • tumble, twist, stroke specific and medley turns • general and stroke specific finishes.
Session aims and objectives may include:	• progressive skill acquisition • self-improvement • fitness targets • competition readiness.
Plan may include:	• session aims and objectives • date, time and duration • location, resources and equipment • coach and participant ratios • drills, activities and games • safety requirements.
Relevant legislation may include:	• occupational health and safety • privacy • working with children • anti-doping policy • harassment-free sports policies.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • pool safety and hygiene requirements • use, care and maintenance of equipment and facilities • training and scheduling commitments • code of ethics.
Best practice principles of swimming and aquatic activities may include:	• International Activity Organisation rules • best practice codes of ethics developed by the peak bodies responsible for the coaching of

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	swimming • policies of employer organisations • Swimming Coaches Code of Conduct policy • Australian Sports Commission's Harassment-free Sport policy • the culture of swimming.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common risks • clear communication systems.
Drills, ***activities and games*** may include:	• those described in National Activity Organisation Level 2 Coaching Manual • modified games.
Equipment and resources may include:	• training equipment • technical equipment • teaching resources.
Risks may include:	• injuries • exhaustion • dehydration • cramps.
Teaching and coaching techniques may include:	• demonstrating skills • whole and part approaches • shaping approaches • modelling approaches • command and response approaches.
Participant performance may include:	• performance and accuracy of swimming skills • attitude and behaviour • ability to perform competitive strokes, starts, turns and finishes during a competition.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to and by participants • initial and final assessment of participant's abilities • validity and reliability of assessment and evaluation tools.

Unit Sector(s)

Sport

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Competency Field

Swimming

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SISSSWM302A Plan a program for a competitive swimmer

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan a training program for a competitive swimmer. It focuses on the skills needed to develop a program which meets the needs of individual or groups of swimmers and involves planning for competitive swimming situations.

Application of the Unit

This unit applies to coaches and or performance development officers working with individuals or teams of competitive swimmers. This includes planning individualised programs to improve the performance of swimmers while maintaining their wellbeing.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Identify needs and requirements of swimmers and program.	1.1. Analyse the ***requirements*** of competitive performance for the activity or discipline in swimming. 1.2. Use approved ***assessment methods*** to develop ***profiles*** for each individual, subgroup and group participating in the program. 1.3. Outline ***objectives*** for the program, and each phase within the program, according to swimmer's profiles and through negotiation with swimmers and ***support personnel***.
2. Develop a program.	2.1. Develop a performance ***strategy*** to meet the identified needs and requirements of the swimmer or team. 2.2. Select drills, activities and games that address the identified needs and requirements according to ***best practice principles of swimming and aquatic activities***. 2.3. Establish ***fixed points*** of the program and identify and document ***periodisation*** within the program. 2.4. Identify strengths and weaknesses of the opposition. 2.5. Develop individual and team ***tactics*** to match the performance ***strategy*** and the opposition profile according to swimming ***rules***, ***policies and regulations***. 2.6. Identify ***resource requirements*** for the program according to ***relevant legislation*** and ***organisational policies and procedures***. 2.7. Schedule and document all aspects of the training program according to organisational policies and procedures and ***best practice principles of swimming and aquatics activities***. 2.8. Identify ***potential constraints*** and ***external influences*** and develop ***strategies*** to overcome these. 2.9. Determine ***evaluation methods*** to monitor the program prior to and after implementation.
3. Evaluate program.	3.1. Gather and discuss data on swimmer's performance in competitions as a result of program implementation. 3.2. Seek feedback from participating swimmers, other coaches and support personnel. 3.3. Evaluate effectiveness of training program and

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ELEMENT	PERFORMANCE CRITERIA
	modify as required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organising skills to:
  - develop an individualised training program to improve competitive swimming skills
  - devise a program schedule according to identified requirements and objectives
- communication skills to:
  - liaise with swimmers, other coaches, health professionals and support personnel
  - convey training program requirements
  - seek feedback from various sources
- problem-solving skills to:
  - select appropriate techniques and strategies for the program to meet objectives
  - modify program as required
- literacy skills to develop individual profiles and programs
- numeracy skills to gather and analyse data on swimmer's performance.

Required knowledge

- legislation, organisational policies and procedures and accepted best practices of swimming to enable development of safe training programs
- anatomical, physiological and biomechanical differences of swimmers to plan individualised programs
- planning and periodisation methods to meet individual and group needs
- principles of growth and development and their relationship to coaching pedagogy
- drills, activities and games to improve specific swimming skills and performance.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- assesses swimmer's needs and current training status and applies this information to develop individual profiles and identify program requirements and objectives
- develops programs for individuals and groups of competitive swimmers that incorporate drills, activities and games that are aimed to improve swimming performance
- evaluates and modifies the training program according to swimmer's performance and required improvement.

Context of and specific resources for assessment

Assessment must ensure development of training programs for multiple competitive swimmers to allow the demonstration of competency and consistency of performance.

Assessment must also ensure access to:

- a group of swimmers at the competitive level
- resources and support personnel
- swimming pool facilities and equipment
- documentation on individual swimmer's performance history.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of developing swimmer profiles and planning a program for a competitive swimmer
- observation of communicating with swimmers, other coaches and support personnel to identify and meet program requirements
- oral or written questioning to assess knowledge of the impact of anatomical, physiological and biomechanical differences of swimmers on the development of individualised programs
- portfolio of training program and analysis of data collected on swimmer's performance
- third-party reports from a supervisor detailing performance.

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Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSWM301A Teach the competitive strokes of swimming.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Requirements may include:

- objectives
- structure
- specific activities
- range of activities
- time
- equipment and safety.

Assessment methods may include:

- field assessments
- interviews with swimmers
- observation of performance
- performance history
- physical ability tests
- trials
- national testing protocol.

Profiles may include:

- physical
- psychological
- tactical
- technical
- leadership.

Objectives may include:

- swimmer enjoyment
- competition and performance.

Support personnel may include:

- administrators
- coaches
- sports scientists
- sports medicine providers

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	• other health professionals • parents or guardians.
Best practice principles of swimming and aquatic activities may include:	• preventative practice to minimise hazards or risks • Coaches or Instructors Code of Conduct policies • national activity organisation regulations and guidelines • relevant national, state or territory or local government regulations and guidelines • the culture of swimming • current and past good practice.
Fixed points may include:	• structure and subdivision of the competition • individual and team involvement • intended peaks • selection dates and criteria.
Periodisation may include:	• macro-cycles • micro-cycles • meso-cycles • pre-season • in-season • post-season.
Resource requirements may include:	• ratio of coaches to swimmers • ratio of equipment to swimmers • access to first aid facilities, equipment and facilities • objectives and structure of program • specific and range of activities • time and budget • specialist support.
Relevant legislation may include:	• occupational health and safety • privacy • working with children • anti-doping policy • harassment-free sports policies.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment and facilities • training and scheduling commitments • code of ethics.

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Potential constraints may include:
- background noise
- time availability
- stress level of coach and swimmers
- information overload
- conflict.

External influences may include:
- environmental conditions
- other facility users
- spectators
- parents
- officials and administrators
- other coaches.

Evaluation methods may include:
- fitness and lab assessments
- discussions with swimmers
- training and competition performances
- training diaries
- input into the program.

Unit Sector(s)

Sport

Competency Field

Swimming

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SISSSWM303A Teach the advanced skills of competitive swimming

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use drills, activities and games to teach the advanced skills of swimming. This unit focuses on planning, conducting and evaluating drills, activities and games to develop advanced swimming skills of competitive swimming.

Application of the Unit

This unit applies to individuals operating as swimming coaches at a national or international level. This includes instructing, planning, conducting and evaluating training sessions and competitions. This may also involve supervising practice sessions, preparing for competitions and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan swimming sessions.	1.1. Establish participant's needs and ***characteristics***. 1.2. Assess ***participant readiness*** and current knowledge of ***starts***, ***dives***, ***turns and finishes of swimming*** to identify ***session aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures and best practice principles of swimming and aquatic activities***. 1.4. Identify ***safety procedures*** associated with swimming ***drills***, ***activities and games*** according to organisational policies and procedures. 1.5. Select and access a pool, ***equipment and resources***. 1.6. Identify and analyse the ***advanced skills***, starts, dives, turns and finishes of swimming to be developed.
2. Brief participants.	2.1. Communicate instructions and relevant information about the session and ***competition schedule*** in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures and appropriate behaviour according to rules, policies and regulations and accepted best practice. 2.4. Establish a suitable communication system to use while participating in drills, activities and games.
3. Conduct swimming sessions.	3.1. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.2. Conduct warm-up and introductory activities. 3.3. Apply ***teaching and coaching techniques*** to impart required knowledge and the requirements of competitive advanced swimming to be developed. 3.4. Monitor individual participant's performance and maintain effective communication during drills, activities and games. 3.5. Observe participant's skill execution during drills,

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ELEMENT	PERFORMANCE CRITERIA
	activities and games, and adjust or refine individual and group technique as required. 3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop the advanced skills of competitive swimming.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session and give feedback as required. 4.2. Evaluate ***relevant aspects*** of the session and determine the level of learning achieved. 4.3. Identify potential areas of improvement for future competitive swimming sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan session that meets their needs
  - convey information about the safety aspects of the session
  - provide feedback to individuals and group
- problem-solving skills to:
  - address participant difficulties in developing skills and techniques
  - anticipate and respond to non-routine situations
- planning and organisational skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - observe, monitor and evaluate progress
  - organise participants into manageable groups for drills, activities and games
- literacy skills to:
  - produce a plan for the swimming sessions
  - complete post-session participant and self-evaluations
- numeracy skills to deliver drills, activities and games within session timeframes
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures and accepted best practices of swimming to enable safe conduct of sessions

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- equipment and resources used to teach the advanced skills of swimming
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities to enable appropriate and effective conduct of sessions
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- advanced competitive strokes, ***starts***, ***dives***, ***turns and finishes*** of swimming and drills, activities and games that promote progressive skill acquisition in individuals and group
- communication systems used between participants, coaches, referees and support staff during swimming sessions
- risks commonly associated with swimming and methods of mitigating these risks
- biomechanics as applied to advanced competitive strokes of swimming
- emergency response and safety procedures appropriate for swimming to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for swimming session to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the advanced skills of competitive swimming • uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of individual learning styles • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure the conduct of multiple swimming drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate

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competency and consistency of performance.

Assessment must also ensure access to:

- access to a group of participants involved in an advanced competitive swimming program
- access to equipment and resources
- access to swimming pool facilities.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of using a range of teaching and coaching techniques to develop the advanced skills of competitive swimming
- oral or written questioning to assess knowledge of biomechanics as applied to the development of advanced competitive strokes of swimming
- observation of monitoring and adjusting individual and group techniques to improve performance
- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSWM302A Plan a program for a competitive swimmer.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Characteristics may include:	• age • cultural and situational factors • swimming experience • fitness level and physical capabilities • injuries and illnesses.
Participant readiness may include:	• physiological • psychological • technical • social.
Starts, ***dives***, ***turns and finishes of swimming*** may include:	• stroke specific and relay starts • general dives • tumble, twist, stroke specific and medley turns • general and stroke specific finishes.
Session aims and objectives may include:	• progressive skill acquisition • performance improvement • competition readiness.
Plan may include:	• session aims and objectives • date, time and duration • location, resources and equipment • coach and participant ratios • drills, activities and games • safety requirements.
Relevant legislation may include:	• occupational health and safety • privacy • working with children • anti-doping policy • harassment-free sports policies.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment and facilities • training and scheduling commitments • code of ethics.
Best practice principles of swimming and aquatic activities may include:	• International Activity Organisation rules • best practice codes of ethics developed by the peak bodies responsible for the coaching of swimming • Swimming Coaches Code of Conduct policy • Australian Sports Commission's Harassment-free Sport policy

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	• the culture of swimming • current and past good practice.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common risks • clear communication systems.
Drills, ***activities and games*** may include:	• those described in National Activity Organisation Level 3 Coaching Manual • self-directed activities • swimming drills • starts, turns, dives and finishing drills • relevant modified games.
Equipment and resources may include:	• training equipment • technical equipment • teaching resources • first aid equipment.

Advanced skills may include:	• tactical skills for pacing and race judgement
	• race and competition tactics:
	  • single stroke
	  • medley
	  • relay
	  • skins format.

Competition schedule may include:	• heats • semifinals • finals.
Risks may include:	• injuries • exhaustion • dehydration • cramps • drowning.
Teaching and coaching techniques may include:	• demonstrating skills • using teaching and coaching tools • focusing on a single skill • breaking down skills into components • progressing through and linking skills • managing time effectively • providing positive reinforcement and feedback • questioning, monitoring and observing progress.
Relevant aspects may include:	• effectiveness of the teaching and coaching session

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- suitability of teaching and coaching methods
- competition and performance analysis
- initial and final assessment of participant's abilities
- validity and reliability of assessment and evaluation tools.

Unit Sector(s)

Sport

Competency Field

Swimming

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SISSTNS201A Assist in conducting tennis activities for beginner players

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist in the preparation and conduct of basic tennis activities for beginner players.

Application of the Unit

This unit applies to those who work as assistant tennis coaches under direct supervision from an activity leader. This may include those undertaking a supportive role in the planning and implementation of tennis activities for beginner players.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Assist in planning for tennis activities.	1.1. Determine individual roles, tasks and responsibilities with the activity leader. 1.2. Confirm ***activity plan*** and ***objectives*** with leader. 1.3. Confirm the ***basic tennis skills*** to be developed. 1.4. Assess conditions and equipment for safety and suitability according to ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Brief the group on safety issues and activity-specific participation requirements and techniques prior to commencement.
2. Assist in conducting tennis activities.	2.1. Conduct warm-up and introductory activities. 2.2. Assist in implementing ***game-based tennis activities*** for ***beginner players*** according to relevant legislation and organisational policies and procedures. 2.3. Apply a range of ***teaching and coaching techniques*** to impart the basic tennis skills being developed. 2.4. Monitor participant's performance and maintain effective communication during activities. 2.5. Review and adapt teaching and coaching styles in response to feedback. 2.6. Allow time for cooling down at the end of the session.
3. Participate in activity debriefing.	3.1. Evaluate personal role within the activity, based on feedback from participants, activity leader and personal reflection. 3.2. Review own performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - confirm roles and responsibilities with activity leader
  - interact with participants and activity leader
  - convey information about activities

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- planning and organising skills to:
  - assist in planning for tennis activities
  - assess conditions and equipment for safety and suitability
- self-management skills to:
  - recognise and act within boundaries of roles and responsibilities
  - evaluate and reflect on personal performance
- teamwork skills to carry out allocated tasks
- literacy skills to interpret and seek clarification on activity plans and objectives.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- location-specific information to assist in the planning process and enable management of potential risks applying to the location
- equipment used to teach and develop the basic skills of tennis
- teaching and coaching techniques applicable to a range of ages and physical and learning abilities
- basic skills of tennis to promote progressive skill acquisition in individuals and groups
- game-based activities to teach and develop the basic skills of tennis.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assists in planning processes required for tennis activities and identifies individual roles, responsibilities and activity objectives in consultation with activity leader • interacts effectively with beginner level participants and communicates information about safety aspects • uses a variety teaching and coaching techniques to cater for a range of individual learning styles and monitors participant's performance throughout game-based tennis activities • contributes to the evaluation of tennis activities and

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	reflects on own performance to identify areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure assisting in the conduct of multiple tennis activities for beginner players that are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also include access to: • groups of participants to take part in beginner level tennis activities • a tennis venue with courts suitable for the conduct of tennis activities • equipment for tennis activities.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of participation in planning, conducting and debriefing processes under the guidance of an activity leader • oral or written questioning to assess knowledge of the application of legislation and organisational policies and procedures required to maintain participant safety • third-party reports from a supervisor or leader detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISSCGP201A Apply legal and ethical coaching practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Activity plan may include:
- objectives
- location
- equipment and resources
- time
- activities.

Objectives may include:
- self-improvement
- fitness targets
- progressive skill acquisition.

Basic tennis skills may include:
- serving
- forehand and backhand techniques
- rallying
- ball and racquet control.

Relevant legislation may include:
- occupational health and safety
- working with children
- equal opportunity
- privacy
- environmental regulations.

Organisational policies and procedures may include:
- occupational health and safety
- time and budget constraints
- risk management
- communication protocols
- supervision requirements
- first aid procedures
- code of ethics.

Game-based tennis activities may include:
- warm-up games
- game-specific activities
- hand-eye coordination drills
- footwork activities
- decision making games.

Beginner players may include:
- those demonstrating basic coordination and skill development
- non-competition players.

Teaching and coaching techniques may include:
- demonstration
- explanation
- whole and part approaches
- repetition and practice of skills.

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Unit Sector(s)

Sport

Competency Field

Tennis

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SISSTNS202A Interpret and apply the rules of tennis

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to interpret and apply rules of tennis to support the role of court supervisor of non-umpired games such as local and junior games.

Application of the Unit

This unit applies to those conducting coaching activities suited to junior tennis players.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SISSCGP201A Apply legal and ethical coaching practices.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for the role of	1.1. Identify the roles and responsibilities of ***tennis***

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ELEMENT	PERFORMANCE CRITERIA
court supervisor.	***officials*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Interpret match schedules to confirm court supervision requirements. 1.3. Identify ***dress and equipment regulations*** of the sporting body hosting the event according to organisational policies and procedures.
2. Apply court supervision during non-umpired games.	2.1. Inform players about tennis rules and ***etiquette for non-umpired matches***. 2.2. Apply ***basic rules of tennis*** to respond to questions and resolve disputes. 2.3. Monitor player and spectator behaviour to ensure that tennis etiquette is maintained. 2.4. Establish appropriate ***communication skills*** to support court supervisor role. 2.5. Apply conflict management skills to minimise and resolve disputes according to organisational policies and procedures. 2.6. Identify and manage ***inappropriate behaviour*** according to ***disciplinary policies and procedures*** to uphold ***sporting standards***.
3. Implement strategies to improve court supervision.	3.1. Seek ***feedback*** from ***relevant stakeholders*** on quality of supervision and areas for improvement. 3.2. Evaluate personal experience and feedback from others to identify opportunities for improvement. 3.3. Revise court supervision approach and strategies to incorporate improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read and interpret match schedules and revise feedback
- communication and interpersonal skills to:
  - inform players of tennis rules and etiquette
  - interact with players, other officials, sporting body personnel and spectators
  - seek feedback from stakeholders
- numeracy skills to support effective time management when on-court presence is

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required
- observation and monitoring skills to maintain tennis etiquette and appropriate behaviour of players and spectators
- problem-solving skills to identify and manage inappropriate behaviour and conflicts
- self-management skills to reflect on personal style and skills to identify opportunities for improvement.

Required knowledge

- legislation, organisational policies and procedures, basic tennis rules and etiquette and disciplinary policies and procedures to enable safe and appropriate conduct of supervising role
- roles and responsibilities of tennis officials including strategies to manage inappropriate behaviour and the relationship between referees and court supervisors
- the role of player education and support in non-umpired games
- expectations of tennis officials in modelling the code of conduct and reinforcing tennis etiquette
- sources of information and support to resolve more complex issues
- strategies to manage injury time or medical time-outs
- dress, equipment and court requirements and regulations
- strategies to improve court supervision role and self-evaluation such as:
  - diary keeping
  - personal performance feedback
  - mentor reports
- communication systems appropriate to court supervision role.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • interprets and applies tennis rules, etiquette and dress and equipment regulations • informs and supports players to observe tennis etiquette and rules in non-umpired games • monitors behaviour of players and spectators and

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	manages issues or disputes appropriately to ensure tennis etiquette is maintained • seeks feedback on opportunities to improve approach and strategies used to support court supervision.
Context of and specific resources for assessment	Assessment must ensure court supervision of multiple non-umpired games that are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also enable access to: • a facility where court supervision can be conducted • players • tennis equipment • relevant legislation, organisational policies and procedures, disciplinary policies and procedures, and rules and etiquette of tennis.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interacting with players to foster a positive learning environment • observation of adequate court supervision, including monitoring behaviour and managing issues or disputes • written or oral questioning to assess knowledge and understanding of legislative and organisational requirements when supervising players • portfolio of self-evaluations and feedback reviews. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example when used to coach junior tennis players: • SISSTNS303A Coach stroke production and tactics for junior tennis players.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Tennis officials may include:

- line umpires
- chair umpires
- court supervisors
- chief umpire
- referees.

Relevant legislation may include:

- occupational health and safety
- privacy
- working with children
- harassment-free sports policies.

Organisational policies and procedures may include:

- occupational health and safety
- access and storage of information
- use and maintenance of equipment
- conflict resolution
- communication protocols
- codes of conduct
- code of ethics for tennis officials adopted by:
  - Tennis Australia (TA)
  - Association of Tennis Professionals ATP
  - International Tennis Federation (ITF)
  - Women's Tennis Association (WTA).

Dress and equipment regulations may include:

- event specifications
- standard of competition
- host venue.

Etiquette for non-umpired matches may include:

- method of choice of service or return
- warm-up procedure
- return of balls to server
- calling of score
- care of tennis courts before and after match
- reporting of score to officials
- dress code.

Basic rules of tennis may include:

- specific court, ball and racquet requirements
- scoring
- ball in play
- ball out of play

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	• order of service • service faults • correcting errors • role of court officials • coaching • non-umpired matches.
Communication skills may include:	• appropriate tone and level of voice • appropriate terminology and language to suit audience • effective verbal and body language • critical listening and questioning skills and techniques • constructive and supportive feedback.
Inappropriate behaviour may include:	• disruptive behaviour • violent or inappropriate language • verbal or physical abuse • bullying • insensitive verbal or physical behaviour towards others • dominant or overbearing behaviour • non-compliance with safety and other instructions.
Disciplinary policies and procedures may include:	• Tennis Australia Events Disciplinary procedure and related code violations.
Sporting standards may include:	• respect for opponents and officials • fair play.
Feedback may include:	• verbal • written • video recording of session • critical questioning and review of personal performance • self-reflection and diary.
Relevant stakeholders may include:	• players • peers • coaches • umpires.

Unit Sector(s)

Sport

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Competency Field

Tennis

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SISSTNS303A Coach stroke production and tactics for junior tennis players

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coach junior tennis players in fundamental stroke production and tactical strategies appropriate to singles and doubles.

Application of the Unit

This unit applies to those working as assistant tennis coaches. This may include those undertaking a supportive role in the planning and implementation of tennis activities for junior players.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Introduce fundamental aspects of stroke production.	1.1. Identify the ***fundamental aspects of stroke production*** to be developed. 1.2. Provide opportunities for players to practice components of stroke production according to ***relevant legislation*** and ***organisational policies and procedures***.
2. Coach junior tennis players to produce strokes and apply tactics.	2.1. Introduce players to the major stroke types. 2.2. Demonstrate and explain tennis strokes and ***stroke fundamentals***, ***strategies and tactics*** for singles and doubles tennis according to relevant legislation and organisational policies and procedures. 2.3. Support players to practice each type of tennis stroke and apply tactical knowledge and perspective. 2.4. Observe and monitor player progress and adjust activities where required according to relevant legislation and organisational policies and procedures.
3. Analyse and correct stroke production and tactics.	3.1. Analyse individual and group progress and select appropriate corrective strategies. 3.2. Develop and implement an ***improvement program***. 3.3. Devise stroke development and tactical progression and regression activities to address correction requirements of individuals and groups. 3.4. Apply correction activities to encourage junior players and provide constructive feedback.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - interact with participants and convey information about activities
  - explain stroke fundamentals, strategies and tactics
- observation skills to:
  - identify learning needs
  - monitor individual and group progress

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    - select appropriate corrective strategies
- problem-solving skills to:
    - recognise and accommodate the needs of individual learners of different age groups and ability levels
    - adjust coaching session to improve skills and tactical knowledge of players
- numeracy skills to support effective time management to deliver coaching activities within timeframes
- literacy skills to develop an improvement program.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- technical, tactical, physical and psychological needs of junior tennis players to plan developmentally appropriate activities
- fundamental aspects of stroke production as applied to each type of stroke
- progressions for tactical development to determine next points of progression
- tactical and technical errors and related correction strategies or activities
- player positions and strategies relevant to singles and doubles
- equipment and resource requirements to ensure suitability to junior players
- tennis skills to demonstrate major stroke types and tactics.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrates technical tennis skills to support explanation of aspects of stroke production, major stroke types and tactics • analyses player progress and determines appropriate corrective strategies and improvement plans • structures sessions to provide appropriate skill progression and regression for individuals and groups • structures and delivers coaching activities to support and reinforce positive learning outcomes for junior players.
Context of and specific resources for	Assessment must ensure coaching of multiple sessions

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assessment	for junior players that are of sufficient duration and breadth to demonstrate competency and consistency of performance Assessment must also include access to: • groups of participants to take part in junior level tennis activities • a tennis venue with courts suitable for the conduct of tennis activities • equipment for tennis activities.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of demonstrating stroke fundamentals, strategies and tactics for singles and doubles tennis • observation of monitoring player's development of skills and tactics and adjusting activities where required • oral or written questioning to assess knowledge of the application of legislation and organisational policies and procedures required to maintain participant safety • third-party reports from a supervisor or leader detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. Industry has determined that this unit must be assessed with the following unit: • SISSCGP201A Apply legal and ethical coaching practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Fundamental aspects of stroke production may include:	• grip • stance • footwork • initial preparation • swing pattern • contact • follow through.
Relevant legislation may include:	• occupational health and safety • working with children • equal opportunity • privacy • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • risk management • communication protocols • supervision requirements • use and maintenance of equipment and procedures • first aid procedures • code of ethics.
Stroke fundamentals, ***strategies and tactics*** may include:	• forehand, ground strokes • backhand, ground strokes • serve • net play • lob • singles and doubles play.
Improvement program may include:	• systematic analysis of play • checklist of improvements • corrective strategies and activities • timetable for implementing corrective strategies.

Unit Sector(s)

Sport

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Competency Field

Tennis

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SISSTOU201A Perform the intermediate skills of Touch

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the intermediate skills of Touch. This unit focuses on the development and performance of Touch skills at an intermediate level during drills, activities, games and or competitions.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in Touch at a local, state or national level. It may also apply to those in sports development programs.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Prepare for Touch drills, activities, games and competitions.	1.1. Access and interpret Touch ***rules***, ***regulations and policies***. 1.2. Determine ***basic biomechanical principles*** as they apply to Touch. 1.3. Identify ***intermediate skills of Touch*** and determine observable body movements for each stage of these skills in priority of importance when performing the skills. 1.4. Identify the intermediate skills of Touch players as applicable to each position and or player, and their purpose.
2. Participate in Touch drills, activities, games and competitions.	2.1. Undertake ***drills***, ***activities***, ***games and competitions*** in a safe manner according to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Link and perform the intermediate skills of Touch to form a sequence of movements in competition conditions. 2.3. Maintain ***effective communication*** with team members and coach during drills, activities, games and competitions.
3. Review intermediate skills performance.	3.1. Review skills practiced throughout drills, activities, games and competitions, and identify strengths and areas requiring improvement. 3.2. Identify ***conditions and external influences*** affecting conduct of activities and identify contingency strategies to improve future sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills on and off the Touch field to:
  - determine other player's intentions and movements
  - clarify positions, rules and play set-ups
  - seek feedback and instructions from team members, coaches, support staff and referees
- teamwork skills to:
  - encourage and support team members

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  - share the ball with others
  - respect other player's decisions
  - participate effectively in training activities
- language and literacy skills to access, interpret and apply information about the rules and regulations of Touch games and competitions
- problem-solving skills to respond appropriately to changing conditions during training and game situations
- self management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation during drills, activities, games and competitions
- rules, regulations and policies of Touch, including laws of the game and best practice codes to participate appropriately
- positions and players of Touch and their roles and responsibilities on the field, during games
- communication systems used between players, coaches, support staff and referees during Touch drills, activities, games and competitions
- equipment and technological aids used in Touch drills, activities, games and competitions to enhance intermediate skills
- biomechanical principles that apply to the game of Touch
- self reflection principles to enable effective self-evaluation for future improvement.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • utilises knowledge and interpretation of Touch skills, rules, regulations and policies to perform and apply the skills at an intermediate level • determines observable body movements for each stage of intermediate skills and links together and practices these during drills, activities, games and

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competitions
- communicates appropriately with team members, coach, referees and support staff throughout drills, activities, games and competitions, and responds to feedback
- reviews own and team's performance to identify strengths and areas requiring improvement or modifications.

Context of and specific resources for assessment

Assessment must ensure performance of skills relevant to position requirements and conditions on multiple occasions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- Touch training and competition facilities, with marked out fields
- groups or teams of players to play intermediate Touch
- a coach to instruct and address players
- suitably qualified referees
- support staff, such as trainers
- technological aids and Touch equipment, such as Touch balls
- rules and regulations such as the International Activity Organisation laws and best practice codes of conducts such as Australian Touch Association Incorporated Code of Conduct
- current relevant legislation and organisational policies and procedures that impact on the conduct of drills, activities, games and competitions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance of intermediate level Touch skills during drills, activities, games and competitions
- oral or written questioning to assess knowledge of relevant rules, regulations and policies of Touch, and their application to performance
- third-party reports from coaches or referees detailing performance.

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Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSTOU202A Perform the intermediate tactics and strategies of Touch.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rules**, **regulations and policies may include:

- International Activity Organisation laws
- Australian Touch Association Incorporated Code of Conduct
- Australian Touch Association Incorporated anti doping policy
- Australian Sports Commission Harassment-free Sport policy.

Basic biomechanical principles may include:

- balance
- motion
- force
- momentum
- power.

Intermediate skills of Touch may include:

- running
- passing and catching:
  - catch and pass
  - acting half pass
  - switch pass
- positional play:
  - the wrap
- touching
- play the ball:
  - roll ball
- effecting a touch.

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Drills, ***activities*** may include:	• those showing a sequential progression to an 'on field' situation or starting with the 'on field' situation and then breaking down skills • games • assessment of opposition • intermediate skill drills • warm-ups and cool-downs • grid work • manual work.
Games and competitions may include:	• modified games • practice matches: • inter-club or team games • competition games.
Relevant legislation may include:	• occupational health and safety • authority or permission from land owners, local council or Touch clubs.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment and field • training and scheduling commitments • code of ethics.
Effective communication may include:	• calls • hand signals • eye signals • signs.
Conditions and external influences may include:	• environmental and weather conditions • other facility users • support staff • spectators • parents • referees and administrators • other coaches.

Unit Sector(s)

Sport

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Competency Field

Touch Football

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SISSTOU202A Perform the intermediate tactics and strategies of Touch

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the intermediate tactics and strategies of Touch. This unit focuses on the development and performance of Touch tactics and strategies at an intermediate level through the participation in activities, discussions and games.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in Touch at a local, state or national level. It may also apply to those in sports development programs.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Participate in pre-game preparation sessions.	1.1. Identify the ***intermediate tactics and strategies*** to be developed in consultation with the coach and other players. 1.2. Determine appropriate ***psychological methods and techniques*** during pre-game preparation. 1.3. Analyse ***strengths and weaknesses*** of individual opposition player or players and identify counter strategies. 1.4. Identify individual and team ***game plans***. 1.5. Identify the ***role of the coach*** and support staff regarding tactics for training, team preparation, game situations and the Touch environment.
2. Implement tactics and strategies during a Touch game.	2.1. Apply agreed tactics and strategies to counter strengths and weaknesses of own player or players and opposition player or players. 2.2. Implement identified ***game plans in a safe manner***, ***according to*** Touch ***rules***, ***regulations and policies***, ***relevant legislation*** and ***organisational policies and procedures***. 2.3. Identify ***statistics*** for team and players and implement relevant adjustments where required. 2.4. Maintain ***effective communication*** with team members and coach in order to develop own and team performance.
3. Participate in post-game analysis and follow-up.	3.1. Review tactics and strategies practiced throughout activities and games, and identify strengths and areas requiring improvement. 3.2. Debrief on game and analyse ***strengths and weaknesses of own player or players and opposition player or players*** in relation to field positioning and match-ups for future referral. 3.3. Record and analyse game and player or players ***statistics***, ***and use to inform future training and preparation for games***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills on and off the Touch field to:
  - determine other player's intentions and movements
  - communicate with coaches and clarify positions, tactics and strategies
  - seek feedback and instructions from team members, coaches, support staff and referees
- teamwork skills to:
  - encourage and support team members
  - share the ball with others
  - respect other player's decisions
  - participate effectively in training activities
- language and literacy skills to access, interpret and apply information about the rules and regulations of Touch games and competitions
- problem-solving skills to:
  - read the play
  - predict the actions of other players
  - determine the strengths and weaknesses of the opposition,
  - respond with appropriate tactics and strategies during a game
- self management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation during Touch activities and games
- rules, regulations and policies of Touch, including laws of the game and best practice codes to participate appropriately
- ***psychological methods and techniques*** used in game preparation
- positions and players of Touch and their roles and responsibilities on the field, during games
- equipment used in Touch activities and games to enhance development of tactics and strategies
- communication systems used between players, coaches, support staff and referees during Touch activities and games
- self-reflection principles to enable effective self-evaluation for future improvement of tactics and strategies.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- utilises knowledge and interpretation of tactics and strategies of Touch, and relevant rules, regulations and policies to develop and follow game plans, and apply the tactics and strategies applicable to different positions at an intermediate level
- determines strengths and weaknesses of individual player or players and teams and psychologically prepares to apply tactics and strategies accordingly
- communicates appropriately with team members, coach, referees and support staff throughout activities and games, and responds to feedback
- reviews own and team's Touch performance to identify strengths and areas requiring improvement or modifications.

Context of and specific resources for assessment

Assessment must ensure performance of tactics and strategies relevant to position and conditions on sufficient occasions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- Touch training and competition facilities, with marked out fields
- groups of players to play intermediate Touch
- a coach to instruct and address players
- suitably qualified referees
- support staff, such as trainers
- technological aids and Touch equipment, such as Touch balls
- rules and regulations such as the International Activity Organisation laws and best practice codes of conducts such as Australian Touch Association Incorporated Code of Conduct
- current relevant legislation and organisational

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	policies and procedures that impact on the conduct of drills, activities, games and competitions.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance of intermediate tactics and strategies during activities and games • oral or written questioning to assess knowledge of tactics and strategies and their application to the different positions of Touch • third-party reports from coaches or referees detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISSTOU201A Perform the intermediate skills of Touch.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Intermediate tactics and strategies may include:	• set plays
	• patterns and principles of play in attack:
	  • going forward
	  • speed of play
	  • use of touch count
	  • pressure
	  • support the ball
	• patterns and principles of play in defence:
	  • wrap defence
	  • ruck or rollball defence

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- switch pass defence
- wing policy
- ruck policy

- decision making
- match analysis
- game plans for team and individuals
- weather and ground condition
- communication.

Psychological methods and techniques may include:

- goal setting
- visualisation
- relaxation techniques
- motivation techniques
- focusing.

Strengths and weaknesses may include:

- height
- weight
- speed
- ability to successfully implement team plays
- ability to use deception and prediction.

Game plans may include:

- individual and team
- targeting opposition players
- style of play
- set plays
- identifying weaknesses in opposition team
- situational plays.

Role of the coach may include:

- individual and team preparation
- identify strengths and weaknesses
- develop strategies to improve weaknesses and strengths
- developing an implementing tactics and strategies
- performance assessment of team and opposition.

Rules, ***regulations and policies*** may include:

- International Activity Organisation laws
- Australian Touch Association Incorporated Code of Conduct
- Australian Touch Association Incorporated Anti-doping policy
- Australian Sports Commission Harassment-free Sport policy.

Relevant legislation may include:

- occupational health and safety
- authority or permission from land owners, local council and or Touch clubs.

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Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment and field • training and scheduling commitments • code of ethics.
Statistics may include:	• penalties • errors • team plays • touchdowns.
Effective communication may include:	• calls • hand signals • eye signals • signs.

Unit Sector(s)

Sport

Competency Field

Touch Football

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SISSTOU303A Teach the intermediate skills of Touch

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the intermediate skills of Touch. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills of Touch to an intermediate level.

Application of the Unit

This unit applies to individuals operating as Touch coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and games. This also involves supervising practice sessions, preparing for games and completing post competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Plan intermediate Touch session or sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of Touch in order to determine ***session's aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures*** and ***endorsed standards promoted by Touch***. 1.4. Identify ***safety procedures*** associated with Touch ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.5. Select and access location, ***equipment*** and ***resources*** according to organisational policies and procedures.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the intermediate Touch session in a manner appropriate to the participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and intermediate Touch ***rules and regulations***. 2.4. Establish a suitable ***communication system*** to promote team work while participating in drills, activities and games.
3. Conduct intermediate Touch football session or session or sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the ***intermediate skills of Touch*** to be developed. 3.2. Conduct warm-up and or introductory activities for participants, to reduce the risk of injury. 3.3. Monitor individual ***participant's performance*** and maintain effective communication during intermediate Touch drills, activities and games. 3.4. Observe participants during intermediate Touch drills, activities and games, and adjust or refine individual and or group technique as required. 3.5. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their intermediate Touch skills.
4. Complete	4.1. Provide opportunities for participants to identify

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ELEMENT	PERFORMANCE CRITERIA
post-session responsibilities.	their personal progress and satisfaction with the session, and give feedback as required. 4.2. Evaluate ***relevant aspects*** of intermediate Touch session and determine the level of learning achieved. 4.3. Identify potential areas of improvement for future intermediate Touch sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan intermediate Touch sessions that meet their needs
  - convey information about the safety aspects of the sessions
  - interact with participants to create a safe and positive team environment
- problem-solving skills to:
  - plan a suitable intermediate Touch session according to participant's needs and characteristics
  - address participant difficulties in developing skills and techniques
  - anticipate and respond appropriately to non routine situations
- planning and organisation skills to:
- source, allocate and coordinate resources, equipment and a suitable location
- monitor and evaluate progress
- organise participants into manageable groups for intermediate Touch drills, activities and games
- language and literacy skills to:
  - produce a plan for the intermediate Touch session or sessions
  - complete post-session participant and self evaluations
  - give and receive feedback
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to support effective time management to deliver drills, activities and games within session timeframes
- personal intermediate Touch skills to a high level of technical correctness to:
- understand progressive skill acquisition
- demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

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Required knowledge

- legislation, organisational policies and procedures, and rules and regulations of intermediate Touch to enable safe and non-discriminatory conduct of session or sessions
- site specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- equipment types, characteristics and technology used for intermediate Touch
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- intermediate skills of Touch and specific drills, activities and games that promote progressive skill acquisition in individuals and group
- communication systems used between players, coaches, referees and support staff during intermediate Touch
- risks commonly associated with intermediate Touch, and methods of mitigating these risks
- emergency response and safety procedures appropriate for intermediate Touch, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers information, explanations and demonstrations for Touch session or sessions to ensure activities are conducted safely according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the skills of Touch to an intermediate level
- uses and modifies teaching and coaching techniques, drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need

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improvement.

Context of and specific resources for assessment

Assessment must ensure the conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding participants and location to accurately plan, coach and document intermediate Touch sessions for a variety of participants
- local, national and international rules and regulations of Touch, International Activity Organisation laws and best practice codes of ethics
- current relevant legislation and organisational policies and procedures that impact on the conduct of drills, activities and games
- a suitable location, field or facility
- a group of participants to take part in the intermediate Touch sessions and games
- suitably qualified referees
- equipment such as a Touch balls.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of Touch to enable safe conduct of all drills, activities and games during the sessions
- observation of safe coaching of Touch skills to an intermediate level and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the

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industry sector, workplace and job role is recommended, for example:

- SISSTOU304A Teach the intermediate tactics and strategies of Touch.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural factors • fitness level and physical capabilities • intermediate Touch skills and knowledge • injuries and illnesses.
Readiness may include:	• fitness levels • motor performance factors • compatibility between players in match situations • level of arousal which will enhance performance.
Session's aims and objectives may include:	• progressive skill acquisition • self improvement • fitness targets • motivation • team skills.
Plan may include:	• session's aims and objectives • date, time and duration • location • coach and participant ratios • resources • equipment • skill-based, technical or physical drills and activities • safety requirements.
Relevant legislation may include:	• occupational health and safety

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	• authority or permission from land owners, local council or Touch clubs • privacy • working with children • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment and field • training and scheduling commitments • individual Touch club's policies • code of ethics.
Endorsed standards promoted by Touch may include:	• the Australian Touch Association Incorporated Code of Conduct policy • Australian Touch Association Incorporated Anti-doping policy • Australian Sports Commission Harassment-free Sport policy.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common Touch injuries • equipment checking and usage • clear communication systems • clear explanations of all requirements.
Drills, ***activities*** may include:	• those described in Australian Touch Association Incorporated Level 1 Coach Handbook • sequential progression of skills • breaking down skills • modified skill drills • warm ups and cool downs • grid work.
Games may include:	• modified games • practice matches • small and full games • games for outcomes • linking and practicing skills learnt during drills and activities.
Equipment may include:	• Touch balls • uniforms.
Resources may include:	• teaching and coaching tools

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	• video equipment • sports science testing equipment • first aid kit.
Relevant information may include:	• skill or skills focus • equipment and resource requirements, selection and use • safety procedures • communication systems • objectives • rules and regulations of Touch • responsible and safe behaviour.
Risks may include:	• injuries • exhaustion • dehydration.
Rules and regulations may include:	• local, national and international rules of Touch • International Activity Organisation laws • Australian Touch Association Incorporated Code of Ethics • age restrictions.
Communication system may include:	• calls • hand and eye signals.
Teaching and coaching techniques may include:	• demonstration • explanation • focusing on a single skill • breaking down skills into components • progressing through and linking skills • assessment and evaluation.
Required knowledge may include:	• rules and regulations of Touch • Touch skills and positions • basic biomechanical principles • factors affecting skill acquisition • safety and risk management • equipment selection, use and maintenance.
Intermediate skills of Touch may include:	• running • passing and catching • positional play • touching • play the ball • effecting a touch.
Participant's performance may	• use of appropriate communication systems • team participation

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include:

- performance and accuracy of skills
- attitude and behaviour
- ability to link and perform the skills.

Relevant aspects may include:

- effectiveness of the teaching and coaching session
- suitability of teaching and coaching methods
- feedback provided to or by participants
- initial and final assessment of participant's abilities.

Unit Sector(s)

Sport

Competency Field

Touch Football

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SISSTOU304A Teach the intermediate tactics and strategies of Touch

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the intermediate tactics and strategies of Touch. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the tactics and strategies of Touch to an intermediate level.

Application of the Unit

This unit applies to individuals operating as Touch coaches at local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and games. This also involves supervising practice sessions, preparing for games and completing post competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan intermediate Touch football session or sessions.	1.1. Assess participant's ***readiness*** and current knowledge of ***intermediate tactics and strategies of Touch*** in order to determine ***aims and objectives***. 1.2. Develop a ***plan*** according to participant's ***needs and characteristics***, ***relevant legislation***, ***organisational policies and procedures*** and ***endorsed standards promoted by Touch***. 1.3. Identify ***safety procedures*** associated with intermediate Touch ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.4. Select and access location, ***equipment*** and ***resources*** according to organisational policies and procedures, and check to ensure safety and suitability.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about intermediate Touch drills, activities and games in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and Touch ***rules and regulations***. 2.4. Establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games. 2.5. Develop individual and team ***game plans*** which include tactics and strategies to counter strengths and weaknesses of own player or players and opposition player or players. 2.6. Prepare players ***psychologically*** for Touch games played at an intermediate level.
3. Conduct drills, activities and games.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the tactics and strategies to be developed. 3.2. Conduct warm-up and introductory activities for participants to reduce the risk of injury. 3.3. Monitor individual ***participant's performance*** and maintain effective communication during

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ELEMENT	PERFORMANCE CRITERIA
	intermediate Touch drills, activities and games. 3.4. Conduct ***in-game analysis*** and implement relevant adjustments where required. 3.5. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their Touch tactics and strategies.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with drills, activities and games, and give feedback as required. 4.2. Analyse performances of individuals and the team, and develop relevant ongoing coaching strategies to enhance performance. 4.3. Evaluate ***relevant aspects*** of intermediate Touch game and determine the level of learning achieved. 4.4. Identify potential areas of improvement for future intermediate Touch games.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan, conduct and evaluate Touch drills, activities and games that meet their needs
  - convey information about safety aspects
  - clarify positions, tactics and strategies
  - interact with participants to create a safe and positive team environment
- problem-solving skills to:
  - plan suitable Touch drills, activities and games according to participant's needs and characteristics
  - determine player's intentions, movements, strengths and weaknesses
  - read and predict play
  - address participant difficulties in developing tactics and strategies
  - anticipate and respond appropriately to non-routine situations
- planning and organisation skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate short and long term progress
  - organise participants into manageable groups for intermediate Touch drills,

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activities and games
- language and literacy skills to:
  - produce a plan for intermediate Touch session or sessions
  - complete post-game participant and self evaluations
  - give and receive feedback
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to support effective time management to deliver drills, activities and games within allocated timeframes
- personal intermediate level Touch tactics and strategies to a high level of technical correctness to demonstrate, explain and break down tactics and strategies for participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules and regulations of intermediate Touch to ensure safe conduct of all activities
- site specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- equipment types, characteristics and technology used for intermediate Touch
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- intermediate Touch tactics and strategies, such as patterns of play in attack and defence and game plans for team and individuals, and how to implement these during a game
- specific drills, activities and games that promote the learning of tactics and strategies in individuals and group
- communication systems used between players, coaches, referees and support staff during intermediate Touch
- ***psychological methods and techniques*** used in game preparation
- positions and players of Touch and their roles and responsibilities on the field, during games
- risks commonly associated with intermediate level Touch, and ways to avoid or prevent these
- emergency response and safety procedures appropriate for intermediate Touch, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers information, explanations and demonstrations to ensure Touch activities are conducted safely, according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop attacking and defending tactics and strategies of Touch to an intermediate level
- uses and modifies coaching techniques, drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding participants and location to accurately plan, coach and evaluate intermediate Touch drills, activities and games for a variety of participants
- local, national and international rules and regulations of Touch, International Activity Organisation laws and best practice codes of ethics
- current relevant legislation and organisational policies and procedures that impact on the conduct of drills, activities and games
- a suitable location, field or facility
- a group of participants to take part in intermediate Touch session or sessions and games
- suitably qualified referees

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- support staff, such as runners
- equipment, such as Touch balls.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of Touch to enable safe conduct of all drills, activities and games
- observation of safe coaching of intermediate Touch tactics and strategies and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of plans, self and or player evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSTOU303A Teach the intermediate skills of Touch.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Readiness may include:

- levels of fitness
- motor performance factors
- compatibility between players in match situations
- level of arousal which will enhance performance.

Intermediate tactics and strategies

- set plays
- patterns and principles of play in attack and

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may include:	defence • decision making • reading play • match analysis • game plans for team and individuals • preparation time • communication.
Aims and objectives may include:	• progressive skill acquisition • self-improvement • fitness targets • motivation • team skills.
Plan may include:	• session's aims and objectives • date, time and duration • location • coach and participant ratios • resources • equipment • tactical and strategically based, technical or physical drills and activities • safety requirements.
Needs and characteristics may include:	• age • cultural factors • fitness level and physical capabilities • knowledge of intermediate Touch tactics and strategies • injuries and illnesses.
Relevant legislation may include:	• occupational health and safety • authority or permission from land owners, local council or Touch clubs • privacy • working with children • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment and field • training and scheduling commitments • code of ethics.
Endorsed standards promoted by	• the Australian Touch Association Incorporated Code of Conduct policy

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Touch may include:	• Australian Touch Association Incorporated anti doping policy • Australian Sports Commission Harassment-free Sport policy.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common Touch injuries • equipment checking and usage.
Drills, ***activities*** may include:	• those described in Australian Touch Association Level 1 Coach handbook • warm ups and cool downs • small group practices • individual and team practices • offensive and defensive situations • grid work.
Games may include:	• coordinated positional plays • practice matches • small games • full games • games for outcomes.
Equipment may include:	• Touch balls • uniforms with numbers.
Resources may include:	• teaching and coaching tools • video equipment • sports science testing equipment • first aid kit.
Relevant information may include:	• tactic and strategy focus • equipment and resource requirements, selection and use • objectives • rules and regulations of Touch • responsible and safe behaviour.
Risks may include:	• injuries • exhaustion • dehydration.
Rules and regulations may include:	• local, national and international rules of Touch football • International Activity Organisation laws • Australian Touch Association Incorporated code of ethics • age restrictions.
Communication system may	• calls

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include:	• hand and eye signals.
Game plans may include:	• individual and team • set plays • targeting opposition players • style of play • situational plays.
Psychologically may include:	• goal setting • visualisation • relaxation techniques • motivation techniques • focusing • creating values.
Teaching and coaching techniques may include:	• demonstration • explanation • whole, part, whole approaches • shaping and modelling approaches • command and response approaches • reciprocal or peer tutoring approaches • feedback and refinement approaches • experiential, guided discovery and problem-solving • diagrams and drawings • individual, pair, small group and large group work • assessment and evaluation.

Required knowledge may include:	• rules and regulations of Touch
	• Touch tactics and strategies
	• counteractive strategies encountered during competition
	• basic biomechanical principles:
	  • balance
	  • motion
	• factors affecting tactic and strategy acquisition
	• strengths and weaknesses of opposition and own team.

Participant's performance may include:	• use of appropriate communication systems • team participation • speed and accuracy of performance • attitude and behaviour.
In-game analysis may include:	• analysing game statistics • analysing game performances

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- psychological and motivational wellbeing of players
- tactical strengths and weaknesses:
  - ability to successfully implement team plays
  - ability to use deception and prediction.

Relevant aspects may include:

- effectiveness of the teaching and coaching session
- suitability of teaching and coaching methods
- feedback provided to or by participants
- initial and final assessment of participant's abilities.

Unit Sector(s)

Sport

Competency Field

Touch Football

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SISSTPB201A Teach fundamental tenpin bowling skills

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the fundamental skills of tenpin bowling. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills of tenpin bowling to a fundamental level.

Application of the Unit

This unit applies to those operating as assistant tenpin bowling coaches.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Plan fundamental tenpin bowling session or sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Assess participant's ***readiness*** and current knowledge of tenpin bowling in order to determine ***session aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures*** and ***accepted best practice of tenpin bowling***. 1.4. Identify ***safety procedures*** associated with tenpin bowling ***drills***, ***activities and games*** according to organisational policies and procedures. 1.5. Select and access facility, ***equipment*** and ***resources*** according to organisational policies and procedures.
2. Brief participants.	2.1. Communicate instructions and relevant information about the tenpin bowling session in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and fundamental tenpin bowling rules and regulations. 2.4. Establish a suitable communication system to use while participating in drills, activities and games.
3. Conduct fundamental tenpin bowling session or sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the ***fundamental skills of tenpin bowling*** to be developed. 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.3. Conduct warm-up and ***introductory activities*** for participants to reduce the risk of injury. 3.4. Monitor individual ***participant's performance*** and maintain effective communication during drills, activities and games. 3.5. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their skills.
4. Complete post session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session and give feedback as required.

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ELEMENT	PERFORMANCE CRITERIA
	4.2. Evaluate ***relevant aspects*** of session and determine the level of learning achieved. 4.3. Identify potential areas of improvement for future fundamental tenpin bowling sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan fundamental tenpin bowling sessions that meet their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan suitable fundamental tenpin bowling sessions according to participant's needs and characteristics
  - address participant difficulties in developing skills and techniques
  - anticipate and respond appropriately to non routine situations
- planning and organisational skills to:
  - source, allocate and coordinate resources, equipment and a suitable facility
  - monitor and evaluate progress
  - organise participants into manageable groups for fundamental tenpin bowling drills, activities and games
- language and literacy skills to:
  - produce a plan for the sessions
  - complete post-session participant and self-evaluations
  - give and receive feedback
  - apply for permission to use a suitable facility as required
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to support effective time management to deliver drills, activities and games within session timeframes
- personal fundamental tenpin bowling skills to a high level of technical correctness to:
  - understand progressive skill acquisition
  - demonstrate, explain and break down skills and techniques to participants

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- first aid and emergency response skills appropriate to the facility.

Required knowledge

- legislation, organisational policies and procedures, accepted best practices, and rules and regulations of tenpin bowling to enable safe and non-discriminatory conduct of sessions
- facility-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the facility
- equipment and resources used to teach and develop fundamental skills of tenpin bowling
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- biomechanical principles related to tenpin bowling to minimise risk and prevent injury in the application of fundamental tenpin bowling skills
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- fundamental skills of tenpin bowling and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- communication systems used between participants, coaches, referees and support staff during tenpin bowling
- risks commonly associated with fundamental level tenpin bowling, and methods of mitigating these risks
- emergency response and safety procedures appropriate for tenpin bowling, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers information, explanations and demonstrations for tenpin bowling sessions to ensure activities are conducted safely according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the fundamental skills of tenpin bowling

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- uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a sufficient tenpin bowling facility with space and lanes for at least 10 participants
- a group of participants at the beginner level to take part in sessions and games
- equipment such as bowling shoes, a variety of bowling balls, bowling lanes, pins, lane markers and coloured tape
- teaching resources and information regarding participants and facility to accurately plan, coach and document fundamental tenpin bowling sessions for a variety of participants
- current relevant legislation, organisational policies and procedures, and rules and regulations of tenpin bowling that impact on the conduct of fundamental drills, activities, and games.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of tenpin bowling to enable safe conduct of all drills, activities and games during the sessions
- observation of safe coaching of fundamental tenpin bowling skills, and monitoring and adjusting

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instructional techniques according to participant's needs, characteristics and responses
- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSCGP201A Apply legal and ethical coaching practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:
- age
- cultural factors
- situational factors
- previous experience
- fitness level
- physical capabilities
- injuries and illnesses.

Readiness may include:
- fitness levels
- motor performance factors
- compatibility between participants in game situations
- level of arousal which will enhance performance.

Session's aims and objectives may include:
- progressive skill acquisition
- self-improvement
- fitness targets.

Plan may include:
- session's aims and objectives
- date, time and duration
- tenpin bowling facility

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	• coach and participant ratios • equipment and resources • drills, activities and games • participant information • safety requirements.
Relevant legislation may include:	• occupational health and safety • authority or permission from local council or tenpin bowling clubs • privacy • working with children.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment • training and scheduling commitments • code of ethics.
Accepted best practice of tenpin bowling may include:	• guiding principles for nationally recognised programs • coaches code of conduct policy • safety considerations for bowlers • sport program management and technical regulations.
Safety procedures may include:	• group management in emergency situations • prevention of common tenpin bowling injuries • clear communication systems and explanations of all requirements • assessing bowling conditions and equipment • adequately preparing bowlers for session • ensuring participant's shoes and dress is safe and appropriate for bowling.
Drills, ***activities and games*** may include:	• a sequential progression of fundamental skills • breaking down skills • modified games • modifying strategies for ***bowlers with a disability***.
Equipment may include:	• bowling shoes • variety of bowling balls • pins • lane markers • coloured tape.
Resources may include:	• Tenpin Bowling Australia coaching manual and resources

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	• accreditation or technical resources and information • first aid kit • score sheets or boards.
Risks may include:	• injuries • falling or slipping • incorrect weight of ball for participant • hazardous objects on the ground • inappropriate behaviour or fighting.
Teaching and coaching techniques may include:	• demonstration • explanation • progressing through and linking skills • whole and part approaches • shaping and modelling approaches • reciprocal or peer tutoring • assessment and evaluation.
Required knowledge may include:	• rules and regulations of tenpin bowling • fundamental tenpin bowling skills • biomechanical principles • factors affecting skill acquisition • safety and risk management • equipment selection, use and maintenance.
Fundamental skills of tenpin bowling may include:	• balance • approach • release • four step delivery.
Introductory activities may include:	• correct weight of ball for bowler • correct fit of ball for bowler • centre rules and etiquette.
Participant's performance may include:	• use of appropriate communication systems • adequate participation • performance and accuracy of skills • attitude and behaviour.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participant's abilities • validity and reliability of assessment and evaluation tools.

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Unit Sector(s)

Sport

Competency Field

Tenpin Bowling

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SISSVOL301A Teach the intermediate skills of volleyball

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the intermediate skills of volleyball. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills of indoor and beach volleyball to an intermediate level.

Application of the Unit

This unit applies to individuals operating as indoor or beach volleyball coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and games. This also involves supervising practice sessions, preparing for games and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan intermediate volleyball session or sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Determine participant's ***readiness*** and current knowledge of ***volleyball*** in order to determine ***session aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures and endorsed standards promoted by volleyball***. 1.4. Identify ***safety procedures*** associated with volleyball ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.5. Select and access ***location***, ***equipment*** and ***resources*** according to organisational policies and procedures.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the intermediate volleyball session in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and intermediate volleyball ***rules and regulations***. 2.4. Establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games.
3. Conduct intermediate volleyball session or sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the ***intermediate skills of volleyball*** to be developed. 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury. 3.4. Monitor individual ***participant's performance*** and maintain effective communication during intermediate volleyball drills, activities and games. 3.5. Observe participants during intermediate volleyball drills, activities and games, and adjust or refine

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ELEMENT	PERFORMANCE CRITERIA
	individual or group techniques as required.
	3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their intermediate volleyball skills.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required.
	4.2. Evaluate ***relevant aspects*** of intermediate volleyball session and determine the level of learning achieved.
	4.3. Identify potential areas of improvement for future intermediate volleyball sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan volleyball sessions that meet their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive team environment
- problem-solving skills to:
  - plan a suitable volleyball session according to participant's needs and characteristics
  - address participant difficulties in developing skills and techniques
  - anticipate and respond appropriately to non routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate progress
  - organise participants into manageable groups for volleyball drills, activities and games
- language and literacy skills to:
  - produce a plan for the volleyball sessions
  - complete post-session participant and self-evaluations
  - give and receive feedback
- numeracy skills to deliver drills, activities and games within session timeframes
- personal intermediate volleyball skills to a high level of technical correctness to understand progressive skill acquisition and demonstrate, explain and break down skills and techniques to participants

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- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules and regulations of volleyball to enable safe conduct of sessions
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the indoor or beach location
- equipment types, characteristics and technology used for volleyball to enable safe conduct of sessions
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities to enable appropriate and effective conduct of sessions
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- intermediate level skills of beach and indoor volleyball and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- communication systems used between players, coaches, referees and support staff during volleyball
- risks commonly associated with intermediate volleyball, and methods of mitigating these risks
- emergency response and safety procedures appropriate for intermediate volleyball, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for volleyball sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the skills of indoor and beach volleyball to an intermediate level • uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of

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	individual learning styles • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • suitable indoor or beach locations and facilities to conduct sessions • a group of participants to take part in the intermediate volleyball sessions and games • suitably qualified referees • equipment such as nets, volleyball, witches hats, spiking frame, teaching aids and uniforms • resources and information regarding participants and location to accurately plan, coach and document intermediate volleyball sessions for a variety of participants.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of volleyball to enable safe conduct of all drills, activities and games during the sessions • observation of safe coaching of volleyball skills to an intermediate level and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses • portfolio of session plans and self-evaluations • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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for example:

- SISSVOL302A Teach the intermediate tactics and strategies of volleyball.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural factors • previous experience • fitness level and physical capabilities • injuries and illnesses.
Readiness may include:	• fitness levels • motor performance factors • compatibility between players in match situations • level of arousal which will enhance performance.
Volleyball may include:	• indoor • beach.
Session aims and objectives may include:	• progressive skill acquisition • self-improvement • fitness targets • motivation.
Plan may include:	• session aims and objectives • date, time and duration • location • coach and participant ratios • resources and equipment • drills, activities and games • safety requirements.
Relevant legislation may include:	• occupational health and safety (OHS) • authority or permission from land owners, local council or volleyball clubs

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	• privacy • working with children • environmental regulations.
Organisational policies and procedures may include:	• OHS • conflict resolution • communication protocols • use, care and maintenance of equipment and facilities • training and scheduling commitments • code of ethics.
Endorsed standards promoted by volleyball may include:	• Australian Volleyball Federation Coaches Code of Conduct policy • Australian Volleyball Federation policies, such as anti-doping and blood policies • Australian Sports Commission Harassment-free Sport policy.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common volleyball injuries • equipment checking and usage.
Drills, ***activities*** may include:	• those described in Australian Volleyball Federation Level 2 Coaching Course • sequential progression of skills • modified skill drills • warm-ups and cool-downs • grid work • balance and motion drills.
Games may include:	• modified games • practice matches.
Location may include:	• indoor court • beach court • man-made sand court.
Equipment may include:	• nets • volleyballs.
Resources may include:	• teaching and coaching tools • video equipment • sports science testing equipment • first aid kit.
Relevant information may include:	• skills focus • equipment and resource requirements, selection and use • safety procedures

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	• rules and regulations of volleyball • responsible and safe behaviour.
Risks may include:	• injuries • exhaustion • dehydration.
Rules and regulations may include:	• local, national and international rules of indoor and beach volleyball • Australian Volleyball Federation Code of Ethics • Australian Volleyball Federation Anti-doping policy • Australian Sports Commission Harassment-free Sport policy • age restrictions.
Communication system may include:	• calls • hand signals • eye signals.
Teaching and coaching techniques may include:	• demonstration • explanation • focusing on a single skill • breaking down skills and tactics • progressing through and linking skills and tactics • shaping and modelling approaches • reciprocal or peer tutoring • questioning, monitoring and observing progress • assessment and evaluation.
Required knowledge may include:	• rules and regulations of volleyball • volleyball skills and positions • basic biomechanical principles • factors affecting skill acquisition • equipment selection, use and maintenance • communication systems used in volleyball.
Intermediate skills of volleyball may include:	• lunging • jumping • diving • spiking • setting • passing • serving • blocking

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	• indoor and beach aspects.
Participant's performance may include:	• use of appropriate communication systems • team participation • performance and accuracy of skills • attitude and behaviour.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participant's abilities.

Unit Sector(s)

Sport

Competency Field

Volleyball

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SISSVOL302A Teach the intermediate tactics and strategies of volleyball

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the intermediate tactics and strategies of volleyball. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the tactics and strategies of volleyball to an intermediate level.

Application of the Unit

This unit applies to individuals operating as indoor and or beach volleyball coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and games. This also involves supervising practice sessions, preparing for games and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan intermediate volleyball session or sessions.	1.1. Determine participant's ***readiness*** and current knowledge of ***intermediate volleyball tactics and strategies*** in order to determine ***session aims and objectives***. 1.2. Develop a ***plan*** according to participant's ***needs and characteristics***, ***relevant legislation***, ***organisational policies and procedures*** and ***endorsed standards promoted by volleyball***. 1.3. Identify ***safety procedures*** associated with intermediate volleyball ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.4. Select and access ***location***, ***equipment*** and ***resources*** according to organisational policies and procedures, and check to ensure safety and suitability.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about intermediate volleyball drills, activities and games in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and volleyball ***rules and regulations***. 2.4. Establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games. 2.5. Develop individual and team ***game plans which include*** tactics and strategies to counter strengths and weaknesses of own players and opposition players. 2.6. Prepare players ***psychologically*** for volleyball games played at an intermediate level.
3. Conduct drills, activities and games.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the tactics and strategies to be developed. 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury. 3.4. Monitor individual ***participant's performance*** and maintain effective communication during intermediate volleyball drills, activities and games. 3.5. Conduct ***in-game analysis*** and implement relevant adjustments where required. 3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their volleyball tactics and strategies.
4. Complete post session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with drills, activities and or game, and give feedback as required. 4.2. Analyse performances of individuals and the team, and develop relevant ongoing coaching strategies to enhance performance. 4.3. Evaluate ***relevant aspects*** of intermediate volleyball game and determine the level of learning achieved. 4.4. Identify potential areas of improvement for future intermediate volleyball games.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan, conduct and evaluate volleyball drills, activities and games that meet their needs
  - convey information about safety aspects
  - clarify positions, tactics and strategies
  - interact with participants to create a safe and positive team environment
- problem-solving skills to:
  - plan suitable volleyball drills, activities and games according to participant's needs and characteristics
  - determine player's intentions, movements, strengths and weaknesses
  - read and predict play
  - address participant difficulties in developing tactics and strategies

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    - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
    - source, allocate and coordinate resources, equipment and a suitable location
    - monitor and evaluate short and long term progress
    - organise participants into manageable groups for intermediate volleyball drills, activities and games
- language and literacy skills to:
    - produce a plan for intermediate volleyball sessions
    - complete post-game participant and self-evaluations
    - give and receive feedback
- numeracy skills to deliver drills, activities and games within timeframes
- personal intermediate level volleyball tactics and strategies to a high level of technical correctness to demonstrate, explain and break down tactics and strategies for participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules and regulations of intermediate volleyball to enable safe conduct of all activities
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- equipment types, characteristics and technology used for volleyball to enable safe conduct of sessions
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities to enable appropriate modifications to coaching sessions according to the needs of participants
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- intermediate indoor and beach volleyball tactics and strategies, such as attacking and defensive systems, and game plans for team and individuals, and how to implement these during a game
- drills, activities and games that promote the learning of tactics and strategies in individuals and groups
- communication systems used between players, coaches, referees and support staff during intermediate volleyball
- ***psychological methods and techniques*** used in game preparation
- positions and players of volleyball and their roles and responsibilities on the court, during games
- risks commonly associated with intermediate level volleyball, and ways to avoid or prevent these
- emergency response and safety procedures appropriate for intermediate volleyball, to ensure risk minimisation to self and group.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers information, explanations and demonstrations to ensure volleyball activities are conducted safely, according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop attacking and defending tactics and strategies of indoor or beach volleyball to an intermediate level
- uses and modifies coaching techniques, drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding participants and location to accurately plan, coach and evaluate intermediate volleyball drills, activities and games for a variety of participants
- suitable indoor or beach locations and facilities
- a group of participants to take part in volleyball session or sessions and games
- equipment such as nets, volleyball, witches hats, spiking frame, teaching aids and uniforms.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of volleyball to enable safe conduct of all drills, activities and games
- observation of safe coaching of volleyball tactics and strategies to an intermediate level and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of plans and self or player evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSVOL301A Teach the intermediate skills of volleyball.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Readiness may include:

- levels of fitness
- motor performance factors
- compatibility between players in match situations
- level of arousal which will enhance performance.

Intermediate volleyball tactics and strategies may include:

- defensive skills
- attacking systems
- defensive systems
- formations
- indoor and beach aspects.

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Session aims and objectives may include:	• progressive skill acquisition • self-improvement • fitness targets • motivation • team skills.
Plan may include:	• session aims and objectives • date, time and duration • location • coach and participant ratios • resources and equipment • tactical and strategically-based technical or physical drills and activities • evaluation • safety requirements.
Needs and characteristics may include:	• age • cultural factors • previous experience • fitness level and physical capabilities • injuries and illnesses.
Relevant legislation may include:	• occupational health and safety (OHS) • authority or permission from land owners, local council or volleyball clubs • privacy • working with children • environmental regulations.
Organisational policies and procedures may include:	• OHS • conflict resolution • communication protocols • use, care and maintenance of equipment and court • training and scheduling commitments • code of ethics.
Endorsed standards promoted by volleyball may include:	• the Australian Volleyball Federation Coaches Code of Conduct policy • Australian Volleyball policies, such as anti-doping and blood policies • Australian Sports Commission Harassment-free Sport policy.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common volleyball injuries • equipment checking and usage.

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Drills, ***activities*** may include:	• those described in Australian Volleyball Federation Level 2 Coaching Course • small group practices • individual and team practices • defensive skills • attacking systems • defensive systems • warm-ups and cool-downs • grid work.
Games may include:	• simulated game conditions • coordinated positional plays • practice matches.
Location may include:	• indoor court • beach court • inland sand court.
Equipment may include:	• nets • volleyballs.
Resources may include:	• teaching and coaching tools • video equipment • sports science testing equipment • first aid kit.
Relevant information may include:	• tactic and strategy focus • equipment and resource requirements, selection and use • objectives • rules and regulations of volleyball • responsible and safe behaviour.
Risks may include:	• injuries • exhaustion • dehydration.
Rules and regulations may include:	• local, national and international rules of volleyball • approved Australian Volleyball Federation match protocol • Australian Volleyball Federation Code of Ethics • Australian Volleyball Federation Anti-doping policy • Australian Sports Commission Harassment-free Sport policy • age restrictions.
Communication system may	• calls

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include:
- hand and eye signals
- codes for players and plays

Game plans may include:
- individual or team
- set plays
- targeting opposition players
- style of play
- situational plays.

Psychologically may include:
- goal setting
- visualisation
- relaxation techniques
- motivation techniques
- focusing.

Teaching and coaching techniques may include:
- demonstration
- explanation
- focusing on a single tactic
- breaking down and tactics
- progressing through and linking tactics
- shaping and modelling approaches
- reciprocal or peer tutoring
- questioning, monitoring and observing progress
- assessment and evaluation.

Required knowledge may include:
- rules and regulations of volleyball
- volleyball tactics and strategies
- counteractive strategies encountered during competition
- basic biomechanical principles
- factors affecting acquisition of tactics and strategies.

Participant's performance may include:
- team participation
- speed and accuracy of performance
- attitude and behaviour.

In-game analysis may include:
- game statistics
- game performances
- psychological and motivational wellbeing of players
- tactical strengths and weaknesses.

Relevant aspects may include:
- effectiveness of the teaching and coaching session
- suitability of teaching and coaching methods
- feedback provided to or by participants
- initial and final assessment of participant's

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abilities.

Unit Sector(s)

Sport

Competency Field

Volleyball

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SISSVOL403A Teach the advanced skills of volleyball

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the advanced skills of volleyball. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills of indoor and beach volleyball to an advanced level.

Application of the Unit

This unit applies to individuals operating as indoor or beach volleyball coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and games. This also involves supervising practice sessions, preparing for games and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan advanced volleyball session or sessions.	1.1. Establish ***participant's needs and characteristics***. 1.2. Determine participant's ***readiness*** and current knowledge of ***volleyball*** in order to determine ***session aims and objectives***. 1.3. Develop a ***plan*** according to participant's needs and characteristics, ***relevant legislation***, ***organisational policies and procedures*** and ***endorsed standards promoted by volleyball***. 1.4. Identify ***safety procedures*** associated with volleyball ***drills***, ***activities*** and ***games*** according to organisational policies and procedures.3 1.5. Select and access ***location***, ***equipment*** and ***resources*** according to organisational policies and procedures.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about the advanced volleyball session in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and advanced volleyball ***rules and regulations***. 2.4. Establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games.
3. Conduct advanced volleyball session or sessions.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the ***advanced skills of volleyball*** to be developed. 3.2. Conduct warm-up and introductory activities for participants to reduce the risk of injury. 3.3. Monitor individual ***participant's performance*** and maintain effective communication during advanced volleyball drills, activities and games. 3.4. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their advanced volleyball skills.
4. Complete post-session	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the

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ELEMENT	PERFORMANCE CRITERIA
responsibilities.	session, and give feedback as required. 4.2. Evaluate ***relevant aspects*** of advanced volleyball session and determine the level of learning achieved. 4.3. Identify potential areas of improvement for future advanced volleyball sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan an advanced volleyball session that meets their needs
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive team environment
- problem-solving skills to:
  - plan a suitable advanced volleyball session according to participant's needs and characteristics
  - address participant difficulties in developing skills and techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organisation skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate progress
  - organise participants into manageable groups for advanced volleyball drills, activities and games
- language and literacy skills to:
  - produce a plan for the advanced volleyball sessions
  - complete post-session participant and self-evaluations
  - give and receive feedback
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to deliver drills, activities and games within session timeframes
- personal advanced volleyball skills to a high level of technical correctness to understand progressive skill acquisition and demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

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- legislation, organisational policies and procedures, and rules and regulations of advanced volleyball to enable safe conduct of sessions
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the indoor or beach location
- equipment types, characteristics and technology used for volleyball to enable safe conduct of sessions
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- advanced skills of beach and indoor volleyball and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- communication systems used between players, coaches, referees and support staff during advanced volleyball
- risks commonly associated with advanced volleyball, and methods of mitigating these risks
- emergency response and safety procedures appropriate for advanced volleyball, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and delivers information, explanations and demonstrations for volleyball sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the skills of indoor and beach volleyball to an advanced level • uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of individual learning styles • evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need

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improvement.

Context of and specific resources for assessment

Assessment must ensure conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding participants and location to accurately plan, coach and document advanced volleyball sessions for a variety of participants
- suitable indoor or beach locations and facilities
- a group of participants to take part in the advanced volleyball sessions and games
- equipment such as nets, volleyball, witches hats, spiking frame, teaching aids and uniforms.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of volleyball to enable safe conduct of all drills, activities and games during the sessions
- observation of safe coaching of volleyball skills to an advanced level and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSVOL404A Teach the advanced tactics and strategies of volleyball.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural factors • previous experience • fitness level and physical capabilities • injuries and illnesses.
Readiness may include:	• fitness levels • motor performance factors • compatibility between players in match situations • level of arousal which will enhance performance.
Volleyball may include:	• indoor • beach.
Session's aims and objectives may include:	• progressive skill acquisition • self-improvement • fitness targets • motivation • team skills.
Plan may include:	• session's aims and objectives • date, time and duration • location • coach and participant ratios • resources and equipment • drills, activities and games • safety requirements.
Relevant legislation may include:	• occupational health and safety • authority or permission from land owners, local council or volleyball clubs • privacy • working with children • environmental regulations.
Organisational policies and	• occupational health and safety

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procedures may include:	• conflict resolution • communication protocols • use, care and maintenance of equipment and court • training and scheduling commitments • code of ethics.
Endorsed standards promoted by volleyball may include:	• Australian Volleyball Federation Coaches Code of Conduct policy • the culture of volleyball • Australian Sports Commission Harassment-free Sport policy.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common volleyball injuries • equipment checking and usage • clear communication systems • clear explanations of all requirements.
Drills, ***activities*** may include:	• those described in Australian Volleyball Federation Level 3 Coaching Course • modified skill drills • warm-ups and cool-downs • grid work • balance and motion drills.
Games may include:	• modified games • practice matches • linking and practicing skills.
Location may include:	• indoor court • beach court • inland sand court.
Equipment may include:	• nets • volleyball • teaching aids.
Resources may include:	• teaching and coaching tools • video equipment • stopwatch • sports science testing equipment • first aid kit.
Relevant information may include:	• skill or skills focus • equipment and resource requirements, selection and use • safety procedures • objectives

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	• rules and regulations of volleyball • responsible and safe behaviour.
Risks may include:	• injuries • exhaustion • dehydration • collisions.
Rules and regulations may include:	• local, national and international rules of indoor and beach volleyball • Australian Volleyball Federation Code of Ethics • Australian Volleyball Federation Anti-doping policy • Australian Sports Commission Harassment-free Sport policy • age restrictions.
Communication system may include:	• calls • hand and eye signals • codes for players and plays.
Teaching and coaching techniques may include:	• demonstration • explanation • focusing on a single skill • breaking down skills • progressing through and linking skills • shaping and modelling approaches • reciprocal or peer tutoring • questioning, monitoring and observing progress • assessment and evaluation.
Required knowledge may include:	• rules and regulations of volleyball • volleyball skills and positions • basic biomechanical principles • factors affecting skill acquisition.
Advanced skills of volleyball may include:	• lunging • jumping • diving • spiking • setting • passing • serving • blocking • indoor and beach aspects.
Participant's performance may	• team participation

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include:

- performance and accuracy of skills
- attitude and behaviour.

Relevant aspects may include:

- effectiveness of the teaching and coaching session
- suitability of teaching and coaching methods
- feedback provided to or by participants
- initial and final assessment of participant's abilities.

Unit Sector(s)

Sport

Competency Field

Volleyball

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SISSVOL404A Teach the advanced tactics and strategies of volleyball

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the advanced tactics and strategies of volleyball. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the tactics and strategies of volleyball to an advanced level.

Application of the Unit

This unit applies to individuals operating as indoor or beach volleyball coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and games. This also involves supervising practice sessions, preparing for games and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan advanced volleyball session or sessions.	1.1. Determine participant's ***readiness*** and current knowledge of ***advanced volleyball tactics and strategies*** in order to determine ***session aims and objectives***. 1.2. Develop a ***plan*** according to participant's ***needs and characteristics***, ***relevant legislation***, ***organisational policies and procedures*** and ***endorsed standards promoted by volleyball***. 1.3. Identify ***safety procedures*** associated with advanced volleyball ***drills***, ***activities*** and ***games*** according to organisational policies and procedures. 1.4. Select and access ***location***, ***equipment*** and ***resources*** according to organisational policies and procedures, and check to ensure safety and suitability.
2. Brief participants.	2.1. Communicate instructions and ***relevant information*** about advanced volleyball drills, activities and games in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required. 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and volleyball ***rules and regulations***. 2.4. Establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games. 2.5. Develop individual and team ***game plans*** which include tactics and strategies to counter strengths and weaknesses of own player or players and opposition player or players. 2.6. Prepare players ***psychologically*** for volleyball games played at an advanced level.
3. Conduct drills, activities and games.	3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the tactics and strategies to be developed. 3.2. Conduct warm-up and introductory activities for participants to reduce the risk of injury. 3.3. Monitor individual ***participant's performance*** and

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ELEMENT	PERFORMANCE CRITERIA
	maintain effective communication during advanced volleyball drills, activities and games. 3.4. Conduct ***in- game analysis*** and implement relevant adjustments where required. 3.5. Allow time for cooling down at the end of the session and inform participants of opportunities to further
4. Complete post session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with drills, activities and games, and give feedback as required. 4.2. Analyse performances of individuals and the team, and develop relevant ongoing coaching strategies to enhance performance. 4.3. Evaluate ***relevant aspects*** of advanced volleyball game and determine the level of learning achieved. 4.4. Identify potential areas of improvement for future advanced volleyball games.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan, conduct and evaluate volleyball drills, activities and games that meet their needs
  - convey information about safety aspects
  - clarify positions, tactics and strategies
  - interact with participants to create a safe and positive team environment
- problem-solving skills to:
  - plan suitable volleyball drills, activities and games according to participant's needs and characteristics
  - determine player's intentions, movements, strengths and weaknesses
  - read and predict play
  - address participant difficulties in developing tactics and strategies
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate short and long term progress

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    - organise participants into manageable groups for advanced volleyball drills, activities and games
- language and literacy skills to:
    - produce a plan for advanced volleyball sessions
    - complete post-game participant and self-evaluations
    - give and receive feedback
- numeracy skills to deliver drills, activities and games within timeframes
- personal advanced level volleyball tactics and strategies to a high level of technical correctness to demonstrate, explain and break down tactics and strategies for participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules and regulations of advanced volleyball to enable safe conduct of all activities
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- equipment types, characteristics and technology used for advanced volleyball
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities to enable appropriate modifications to coaching sessions according to the needs of participants
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- advanced indoor and beach volleyball tactics and strategies, such as attacking and defensive systems, and game plans for team and individuals, and how to implement these during a game
- specific drills, activities and games that promote the learning of tactics and strategies in individuals and groups
- communication systems used between players, coaches, referees and support staff during advanced volleyball
- ***psychological methods and techniques*** used in game preparation
- positions and players of volleyball and their roles and responsibilities on the court, during games
- risks commonly associated with advanced level volleyball, and ways to avoid or prevent these
- emergency response and safety procedures appropriate for advanced volleyball, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers information, explanations and demonstrations to ensure volleyball activities are conducted safely, according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop attacking and defending tactics and strategies of indoor or beach volleyball to an advanced level
- uses and modifies coaching techniques, drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding participants and location to accurately plan, coach and evaluate advanced volleyball drills, activities and games for a variety of participants
- suitable indoor or beach locations and facilities
- a group of participants to take part in advanced volleyball session or sessions and games
- equipment such as nets, volleyball, witches hats, spiking frame, teaching aids and uniforms.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of

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relevant legislation, organisational policies and procedures, and rules and regulations of volleyball to enable safe conduct of all drills, activities and games
- observation of safe coaching of volleyball tactics and strategies to an advanced level and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of plans and self or player evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSVOL403A Teach the advanced skills of volleyball.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Readiness may include:
- levels of fitness
- motor performance factors
- compatibility between players in match situations
- level of arousal which will enhance performance.

Advanced volleyball tactics and strategies may include:
- defensive skills
- attacking systems
- defensive systems
- formations
- indoor and beach aspects.

Aims and objectives may include:
- progressive acquisition
- self-improvement
- fitness targets
- motivation

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	• team skills.
Plan may include:	• session's aims and objectives • date, time and duration • location • coach and participant ratios • resources and equipment • drills, activities and games • safety requirements.
Needs and characteristics may include:	• age • cultural factors • previous experience • fitness level and physical capabilities • injuries and illnesses.
Relevant legislation may include:	• occupational health and safety (OHS) • authority or permission from land owners, local council or volleyball clubs • privacy • working with children • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of equipment and court • training and scheduling commitments • code of ethics.
Endorsed standards promoted by volleyball may include:	• Australian Volleyball Federation Coaches Code of Conduct policy • Australian Volleyball policies, such as anti-doping and blood policies • Australian Sports Commission Harassment-free Sport policy.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common volleyball injuries • equipment checking and usage.
Drills, ***activities*** may include:	• those described in Australian Volleyball Federation Level 3 Coaching Course • small group practices • individual and team practices • defensive skills • attacking systems

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	• defensive systems • advanced drills • warm-ups and cool-downs • grid work.
Games may include:	• simulated game conditions • coordinated positional plays • practice matches.
Location may include:	• indoor court • beach court • man-made or inland sand court.
Equipment may include:	• nets • volleyballs.
Resources may include:	• teaching and coaching tools • video equipment • sports science testing equipment • first aid kit.
Relevant information may include:	• tactic and strategy focus • equipment and resource requirements, selection and use • objectives • rules and regulations of volleyball • responsible and safe behaviour.
Risks may include:	• injuries • exhaustion • dehydration • collision.
Rules and regulations may include:	• local, national and international rules of volleyball • approved Australian Volleyball Federation match protocol • Australian Volleyball Federation Code of Ethics • Australian Volleyball Federation Anti-doping policy • Australian Sports Commission Harassment-free Sport policy • age restrictions.
Communication system may include:	• calls • hand and eye signals.
Game plans may include:	• individual or team • set plays

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	• targeting opposition players • identifying weaknesses in opposition team • style of play • situational plays.
Psychologically may include:	• goal setting • visualisation • relaxation techniques • motivation techniques • focusing.
Teaching and coaching techniques may include:	• demonstration • explanation • focusing on a single tactic • breaking down tactics • progressing through and linking tactics • shaping and modelling approaches • reciprocal or peer tutoring • questioning, monitoring and observing progress • assessment and evaluation.
Required knowledge may include:	• rules and regulations of volleyball • volleyball tactics and strategies • counteractive strategies encountered during competition • basic biomechanical principles • strengths and weaknesses of opposition and own team.
Participant's performance may include:	• team participation • speed and accuracy of performance • attitude and behaviour.
In-game analysis may include:	• analysing game • game performances • psychological and motivational wellbeing of players • tactical strengths and weaknesses.
Relevant aspects may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participant's abilities.

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Unit Sector(s)

Sport

Competency Field

Volleyball

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SISXCAI101A Provide equipment for activities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare, use and store equipment for activities.

Application of the Unit

This unit applies to those who work as assistants under direct supervision in a range of roles and settings in the sport, recreation or fitness industry. This may include those working as assistants in after-school or holiday-care programs in a range of locations, those assisting a responsible person in coaching activities, or those undertaking a supporting role in indoor recreation activities and outdoor recreation activities, such as camps and other guided activities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify equipment needs and uses.	1.1. Identify ***equipment*** required by participants for the session. 1.2. Check availability of equipment required by participants. 1.3. Explain information regarding hire and deposit charges, where appropriate, according to ***organisational policies and procedures***. 1.4. Explain the safe use of equipment to participants according to organisational policies and procedures.
2. Issue and set up equipment.	2.1. Collect and store money for hire charges and deposits and record details according to organisational policies and procedures. 2.2. Remove required equipment from store according to organisational policies and procedures. 2.3. Issue correct and suitable equipment and provide assistance with fitting and use where necessary. 2.4. Set up equipment according to supervisor instructions and organisational policies and procedures. 2.5. Monitor safe use of equipment for intended purposes and report problems to supervisor. 2.6. Adopt specified lifting techniques and handle equipment in a manner to avoid damage to the equipment and injury to self and other staff according. 2.7. Check the work environment and equipment for ***damage or deterioration*** and report where appropriate to the ***responsible person*** according to organisational policies and procedures.
3. Dismantle and check in equipment.	3.1. Dismantle equipment safely according to organisational policies and procedures and manufacturer instructions. 3.2. Assess equipment for damage and, where damage or deterioration has occurred, promptly report to the responsible person according to organisational policies and procedures. 3.3. Carry out minor repairs as directed within own role and responsibility according to organisational policies and procedures and relevant legislation. 3.4. Account for or report missing equipment to the

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ELEMENT	PERFORMANCE CRITERIA
	responsible person according to organisational policies and procedures. 3.5. Return deposits to the participant on receipt of the equipment and make a suitable deduction where damage to the equipment is evident, according to organisational policies and procedures. 3.6. Withdraw and dispose of equipment with expired life spans according to organisational policies and procedures.
4. Store equipment.	4.1. Place equipment in storage area according to manufacturer storage requirements and organisational policies and procedures. 4.2. Maintain storage area in a clean and tidy condition according to organisational policies and procedures. 4.3. Maintain written records of stored equipment according to organisational policies and procedures. 4.4. Secure equipment according to organisational policies and procedures. 4.5. Maintain necessary ***access and egress*** in the case of an emergency according to organisational policies and procedures. 4.6. Prepare equipment for the next session.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - convey information to participants about safe use and hire of equipment
  - report equipment damage and inappropriate use to appropriate personnel
- planning and organising skills to:
  - confirm availability of required equipment
  - set up equipment for session and monitor its use
  - store and account for equipment
- literacy skills to:
  - record participant hire details
  - document damaged equipment
  - maintain records of equipment

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- numeracy skills to collect and return equipment hire deposits.

Required knowledge

- organisational policies and procedures to enable safe equipment use, maintenance and storage
- equipment specifications and instructions for identified activities to enable the selection and use of appropriate equipment
- equipment testing and checking techniques, as specified by manufacturer or organisation, to enable confirmation of the safety of equipment
- organisational recording systems for establishing and maintaining records of equipment use and maintenance
- storage requirements for identified equipment, as specified by manufacturer or organisation to enable equipment to be stored safely and securely.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies, confirms and carries out assigned duties according to own level of responsibility, and refers matters outside level of responsibility to appropriate personnel • carries out allocated tasks according to instructions of responsible person and reports any difficulties with accessing and providing equipment for the planned sessions to appropriate personnel • conveys information about essential safety aspects of equipment use for the session to assist and encourage participants to safely participate in the session.
Context of and specific resources for assessment	Assessment must ensure provision and maintenance of equipment for multiple sport and recreation sessions to ensure consistency of performance. Assessment must also ensure access to: • organisational policies and procedures as they apply to the use and maintenance of equipment • an environment or facility appropriate to the specific activity • equipment and resources required for the delivery of

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the activity
- documentation and specifications for equipment use.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of preparing equipment for an activity
- observation of interacting with a range of participants, including conveying information for safe use of equipment and processing hire charges
- observation of dealing with contingencies, such as unavailability of equipment or inappropriate behaviour of participants
- oral and or written questioning to assess knowledge of equipment testing and checking techniques
- portfolio detailing evidence of written reports of equipment damage
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

SISXCAI102A Assist in preparing and conducting sport and recreation sessions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment may include:

- activity-specific equipment
- safety equipment.

Organisational policies and procedures may include:

- occupational health and safety
- duty of care
- equipment use, maintenance and storage
- reporting and record-keeping
- security
- communication protocols
- frequency and scope of equipment checks

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	• equipment hire • job descriptions and responsibilities.
Damage or deterioration may include:	• damage to fabric • missing parts • failure to operate • ***structural faults***.
Responsible person may include:	• supervisor • manager.
Access and egress may include:	• fire doors • exits.

Unit Sector(s)

Cross Sector

Competency Field

Coaching and Instruction

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SISXCAI102A Assist in preparing and conducting sport and recreation sessions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist in the preparation and conduct of sessions within the sport and recreation industry. The unit also focuses on assisting the responsible person to monitor and evaluate the sessions.

Application of the Unit

This unit applies to those who work as assistants under direct supervision in a range of roles and settings in the sport, recreation or fitness industry. This may include those working as assistants in after-school or holiday-care programs, those assisting a responsible person in coaching activities, or those undertaking a supporting role in indoor recreation activities and outdoor recreation activities, such as camps and other guided activities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Contribute to ***session*** planning.	1.1. Offer ***suggestions*** that support the ***aims of the session*** and ***participants*** according to organisational policies and procedures. 1.2. Discuss suggestions with ***responsible person*** to determine suitability.
2. Confirm arrangements for a session.	2.1. Confirm ***session plan*** and ***assigned duties*** with responsible person. 2.2. Identify and confirm allocated ***arrangements***. 2.3. Notify responsible person of any difficulties and make required alterations as directed. 2.4. Confirm final arrangements with the person responsible for the session.
3. Assist in preparing participants.	3.1. Follow instructions to check equipment according to ***organisational policies and procedures***. 3.2. ***Communicate information*** required to safely participate in the session to participants according to organisational policies and procedures. 3.3. Assist participants to warm up for the activity according to organisational policies and procedures and instructions of responsible person. 3.4. Refer ***situations and occurrences*** outside area of responsibility to responsible person according to organisational policies and procedures.
4. Assist in the delivery and supervision of the session.	4.1. Carry out assigned duties as directed. 4.2. Respond to participant queries according to own level of responsibility. 4.3. Explain and demonstrate techniques required for the session to participants in consultation with responsible person. 4.4. Monitor participant performance in consultation with responsible person. 4.5. Report ***problems*** in participant performance and response to responsible person.
5. Assist in preparing participants to end the session.	5.1. Assist participants to cool down according to organisational policies and procedures. 5.2. Check equipment for wear and tear and report

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ELEMENT	PERFORMANCE CRITERIA
	problems to responsible person according to organisational policies and procedures. 5.3. Seek participant feedback and identify further needs. 5.4. Explain plan for follow-up sessions to participants as directed.
6. Assist in the evaluation of the session.	6.1. Provide personal ***feedback*** on the outcomes of the session to appropriate staff. 6.2. Convey participant feedback on the session to appropriate staff. 6.3. Review own work performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - offer suggestions during the planning process for the sessions
  - confirm arrangements with responsible staff
  - interact with participants and colleagues
  - convey information about the session
- problem-solving skills to:
  - identify and report problems related to sessions, such as unavailable equipment
  - implement contingencies for situations
- planning and organising skills to confirm arrangements, such as access to facilities and equipment
- self-management skills to:
  - recognise and act within level of own role and responsibilities
  - review and evaluate session outcomes in relation to personal performance
- teamwork skills to liaise with appropriate staff to carry out allocated tasks
- literacy skills to interpret and seek clarification on session plans.

Required knowledge

- organisational policies and procedures to enable the safe and non-discriminatory conduct of sessions
- organisational policies and procedures to ensure compliance with roles and responsibilities of staff working in an assisting role
- potential hazards associated with the session to ensure safe conduct of the session

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- techniques and skills appropriate to the session, including warm-up and cool-down techniques to ensure participant needs are met according to their abilities
- manufacturer's safety standards for equipment to ensure safe use of equipment used in the session
- techniques to motivate participants to encourage interaction and participation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies, confirms and carries out assigned duties, according to own level of responsibility; referring to appropriate personnel when outside level of responsibility • carries out allocated tasks responsibly and in a non-discriminatory manner, according to instructions of responsible person and reporting difficulties to appropriate personnel • clearly conveys necessary information about essential aspects of the session to assist and encourage participants to participate fully • contributes to the evaluation of the session, suggesting how it could be improved and reflecting on own work performance.
Context of and specific resources for assessment	Assessment must ensure assisting in planning and conducting multiple sport and recreation sessions that are of sufficient duration to allow the candidate to demonstrate competency and consistency of performance. Assessment must also ensure access to: • sport and recreation environments and facilities that reflect local requirements and activities • equipment and resources required for the sessions, including participants with varying needs, venues, support staff, equipment and materials • documentation, such as session plans and checklists for equipment checks • organisational policies and procedures.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with a range of participants, including conveying information for safe participation in sessions; and assisting in delivery, supervision and evaluation of sessions according to own level of responsibility
- oral and or written questioning to assess knowledge of techniques and activity skills for the specific session
- third-party reports from a supervisor detailing work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXOHS101A Follow occupational health and safety policies
- SISXIND101A Work effectively in sport and recreation environments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Suggestions may include:

- content of activity
- methods of working with participants
- timing and sequencing of components of session.

Session may include:

- task, game, activity or exercise
- component of a sequenced program of individual sessions
- individual or group sessions.

Aims of the session may include:

- enable participation
- inspire confidence
- provide motivation
- assist with self-improvement

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	• improve fitness targets • make lifestyle adjustments • entertain.
Participants may include:	• adults and children • school or youth groups • tourists • club members and general public • variety of ethnic groups • clients with special needs.
Responsible person may include:	• coordinator • supervisor • manager.
Session plan may include:	• objectives • equipment • time • location • content.
Assigned duties may include:	• preparing equipment • monitoring participants.
Arrangements may include:	• equipment • materials • access to facilities • refreshments.
Organisational policies and procedures may include:	• duty of care • equal opportunity • frequency and scope of equipment checks • incident and fault reporting • job descriptions and responsibilities • occupational health and safety • staff behaviour • working with children.
Communication may include:	• verbal • demonstration.
Information may include:	• appropriate apparel and footwear • safe use of equipment • instructions to complete an activity • potential hazards.
Situations and occurrences may include:	• sudden illness • aggressive behaviour • bullying • harassment.

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Problems may include:	• participant behaviour • suitability of activity type or duration • equipment failure.
Feedback may include suggestions about:	• suitability and safety of facilities and equipment • content of session • structure and processes of the activity or session • participant progress.

Unit Sector(s)

Cross Sector

Competency Field

Coaching and Instruction

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SISXCAI303A Plan and conduct sport and recreation sessions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and conduct a non-instructional sport and recreation session for a range of participants. The unit focuses on the ability to identify participant needs, develop a suitable session plan, then conduct and supervise the session in a safe manner. It requires the ability to resource the session, ensure the welfare and satisfaction of participants, and develop and maintain group cooperation and interaction during the session.

Application of the Unit

This unit applies to those working autonomously in a sport, recreation or fitness environment. This may include program staff working in a variety of after-school activities in a range of locations, or working with a range of participants in aquatic programs, sport programs or recreation leisure centres, including gyms.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Consult with participants to determine needs.	1.1. Identify ***participant needs and aims***. 1.2. Identify sources of information and collect relevant information required to plan a session. 1.3. Confirm information is up-to-date, accurate and comprehensive. 1.4. Conduct relevant ***tests and assessments*** to determine the condition of the participants according to ***organisational policies and procedures*** and in consultation with relevant ***support personnel*** as required. 1.5. Assess the ***likely demands*** of the ***session*** on the participants. 1.6. Advise participants of any reasons why they should not participate in a given session. 1.7. Refer participants with special requirements to an appropriate person or agency.
2. Develop a session.	2.1. Identify support personnel required for the session. 2.2. Identify appropriate tasks and activities according to session aims, participant needs and abilities, and available ***resources***. 2.3. Design a ***session plan*** to meet the identified needs, abilities and risk factors of participants according to ***relevant legislation*** and organisational policies and procedures. 2.4. Identify ***external factors*** which may disrupt or influence the delivery, value and outcome of the session. 2.5. Confirm session plan meets requirements for acceptable levels of supervision. 2.6. Seek agreement on the plan with staff, participants and organisations as required.
3. Prepare resources for the session.	3.1. Identify and organise a ***venue*** appropriate for the session, participants' needs and their abilities. 3.2. Identify and check availability of ***equipment*** appropriate for the session and participants' needs and abilities, according to organisational policies and procedures. 3.3. Confirm availability of resources with appropriate

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ELEMENT	PERFORMANCE CRITERIA
	staff, support personnel, organisations and participants.
	3.4. Organise and brief support personnel according to relevant legislation and organisational policies and procedures.
	3.5. Check equipment for damage or deterioration and report as required to the ***responsible person***.
	3.6. Issue or set up equipment as required and provide assistance with fitting where necessary.
	3.7. Modify or condition equipment for use by different participant groups according to organisational policies and procedures.
4. Conduct the session.	4.1. Inform participants of session aims and objectives.
	4.2. Demonstrate safe and appropriate warm-up techniques to participants, relevant to the proposed session.
	4.3. Communicate instructions and information in a manner suitable to participants.
	4.4. Demonstrate techniques for using equipment.
	4.5. Provide positive feedback to enhance participant motivation and self-esteem.
	4.6. Monitor influencing factors which may affect the performance and safety of the group or individual.
	4.7. Modify session as required.
. Conclude the session.	5.1. Cool down participants through safe and appropriate exercises.
	5.2. Check equipment for damage and wear at the end of the session and report to appropriate person according to organisational policies and procedures.
	5.3. Report missing equipment to the responsible person according to organisational policies and procedures.
	5.4. Carry out minor repairs, as appropriate within own job role and responsibility, and to acceptable standards.
	5.5. Leave facility or venue in a condition suitable for future use.
6. Evaluate the session.	6.1. Seek and acknowledge feedback from participants and other staff.
	6.2. Evaluate all relevant components of the program according to ***evaluation criteria*** and record outcomes.
	6.3. Identify potential areas of improvement of future

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ELEMENT	PERFORMANCE CRITERIA
	sessions.
	6.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants and elicit information required to determine appropriate sport and recreation activities that meet participant needs
  - source, interpret and confirm information to inform session planning
  - convey information about the safe use of equipment to participants
  - report missing or damaged equipment
- problem-solving skills to:
  - plan a session according to participant needs, abilities and risk factors
  - modify activities and equipment as required
  - resolve conflict through negotiation
- planning and organising skills to source and coordinate resources and equipment necessary for planned sport and recreation activities
- language and literacy skills to:
  - produce and document a plan for the session
  - complete documentation in relation to damaged or missing equipment or materials
- self-management skills to review and reflect on own work performance in planning and conducting the session according to participant expectations.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of the session and safe use of equipment and materials
- principles of inclusive practice to enable participation by a range of participants
- reasons for individual participation in the sport and recreation activity to ensure this information is included in planning for the sport and recreation session
- reasons affecting ability to participate in an activity to enable appropriate planning
- organisational policies and procedures to enable safe, satisfactory and beneficial outcomes for all participants
- risk-analysis processes to evaluate the risk and possible impact of planned sport and recreation activities

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- activity-specific knowledge of planned sport and recreation activities to ensure activities match participant needs
- conflict-resolution strategies to enable group cohesion and interaction
- equipment specifications and testing and checking techniques to ensure the safe use of equipment for the session.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and conducts sport and recreation sessions that reflect the needs of a range of participants, comply with budgetary restraints, and incorporate techniques to build group cohesion and balance individual and group needs • monitors session progress, applies negotiation and contingency-management techniques to deal with a range of problems and issues that may arise during the session, and makes adjustments in response to changing situations • evaluates and reflects on own work performance to identify ways in which session outcomes and benefits to participants can be improved.
Context of and specific resources for assessment	Assessment must ensure planning and conducting multiple sport and recreation sessions that are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an environment or facility appropriate to the specific session content • equipment and resources required for the delivery of the session • documentation, such as session plans and forms relating to equipment checks.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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- observation of preparing for a session, including the development of a session plan
- observation of interacting with a range of participants, including conveying information for safe participation in sessions
- observation of dealing with contingencies, such as unavailability of equipment or inappropriate behaviour of participants
- oral and or written questioning to assess knowledge of techniques and skills in relation to the session's activities and inclusive practices
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXOHS101A Follow occupational health and safety policies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants may include:

- experienced and inexperienced
- adults and children
- individuals and groups.

Participant needs and aims may include:

- competition or performance targets
- self-improvement
- fitness targets
- lifestyle adjustments
- technical
- tactical
- social.

Tests and assessments may include:

- interviews
- past performances
- medical history
- physical ability tests.

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Organisational policies and procedures may include:	• occupational health and safety • confidentiality • assessment procedures • referral procedures • using, checking and storing equipment • emergency procedures • risk-analysis procedures • time constraints and scheduling requirements • budget allocation.
Support personnel may include:	• coaches • administrators • teachers • health professionals • carers • assistant staff • parents or guardians.
Likely demands may include:	• physical • emotional • psychological • group • individuals within groups.
Session may include:	• task, game, activity or exercise • component of a sequenced program • activities of up to a day's duration.
Resources may include:	• physical • human • financial • transport and related logistical requirements.
Session plan may include:	• aims • dates and times • activity stages and structure • logistics.
Relevant legislation may include:	• occupational health and safety • equal opportunity • privacy • working with children.
External factors may include:	• weather • time of day • environmental variables • condition of site or location • participant abilities.

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Venue may include:	• outdoor site • indoor facility • aquatic facility • community hall.
Equipment may include:	• safety equipment • equipment required for the session.
Responsible person may include:	• supervisor • manager • finance manager • chief executive officer.
Evaluation criteria may include:	• aims and objectives of session • participant satisfaction • suitability and safety of facilities and equipment • content, structure and processes of the session • personal performance.

Unit Sector(s)

Cross-Sector

Competency Field

Coaching and Instruction

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SISXCAI304A Plan and conduct sport and recreation programs

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and conduct a range of non-instructional sport and recreation programs in a variety of contexts for a diversity of needs and situations. The unit focuses on the application of planning skills to develop a program to safely conduct and supervise a sport and recreation program for participants that takes into account participant needs and resource requirements.

Application of the Unit

This unit applies to those working autonomously in a sport, recreation or fitness environment. This may include program staff working in a variety of after-school activities in a range of locations or working with a range of participants in aquatic programs, sport programs or recreation leisure centres, including gyms.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify participant needs and expectations.	1.1. Clarify the ***preferences***, ***needs and expectations of participants***. 1.2. Identify special requirements according to participant needs. 1.3. Advise participants of any reasons why they should not participate in a given program. 1.4. Recommend participants seek external assistance where appropriate.
2. Plan a sport and recreation program.	2.1. Identify a range of ***information sources*** and gather relevant information to plan a program of recreation sessions according to ***organisational policies and procedures***. 2.2. Identify ***equipment*** and ***resources*** appropriate for the program. 2.3. Design and document a ***program plan*** to meet the identified needs and abilities of participants according to ***relevant legislation*** and organisational policies and procedures. 2.4. Seek agreement on the program plan from staff, participants and organisations where relevant.
3. Coordinate and allocate program resources.	3.1. Obtain budget allocation from ***responsible persons***. 3.2. Identify and organise a venue appropriate for the program, and participants' needs and abilities. 3.3. Identify and confirm availability of appropriate resources and equipment with appropriate staff, ***support personnel***, organisations and participants. 3.4. Confirm arrangements to support the planned sequence and safety of the program. 3.5. Organise and brief support personnel according to relevant legislation and organisational policies and procedures.
4. Prepare for the program.	4.1. Advise participants on physical resource requirements for the program. 4.2. Remove required equipment from store, check for damage or deterioration, and report where appropriate to the responsible person. 4.3. Issue equipment and provide assistance with fitting where necessary. 4.4. Set up equipment according to approved procedures

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ELEMENT	PERFORMANCE CRITERIA
	and instructions.
	4.5. Modify or condition equipment for use by different participant groups according to organisational policies and procedures.
5. Conduct the program.	5.1. Communicate instructions and relevant information in a manner suitable to participants.
	5.2. Observe and assess participants' progress against program aims.
	5.3. Seek feedback from participants regarding their progress during the program and modify as required.
	5.4. Monitor participant numbers to ensure they remain within limits that are safe and allow all participants to benefit from the program.
	5.5. Identify ***risks*** to participant safety and take action to minimise according to relevant legislation and organisational policies and procedures.
	5.6. Monitor venue, resources and equipment to ensure they continue to be available and modify program as required.
6. Conclude the program.	6.1. Conclude the program at a pace appropriate to participants, their level of involvement, and duration of the program.
	6.2. Inform participants of follow-up programs.
7. Evaluate the program.	7.1. Seek and acknowledge feedback from ***relevant stakeholders*** involved in the program.
	7.2. Evaluate all relevant components of the program according to evaluation criteria and record outcomes.
	7.3. Identify potential areas of improvement of future programs.
	7.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

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REQUIRED SKILLS AND KNOWLEDGE

- communication skills to:
  - consult with participants and elicit information required to determine appropriate sport and recreation activities to meet participant needs
  - source, interpret and confirm information to inform program planning
  - convey information about the safe use of equipment to participants
  - report missing or damaged equipment
- problem-solving skills to:
  - plan a program according to participants' needs, abilities and risk factors
  - modify a program and equipment as required
  - identify reasons for participant discontinuation, and implement strategies to address these
- planning and organising skills to source, allocate and coordinate resources and equipment necessary for planned sport and recreation program
- teamwork skills to liaise with support personnel, other appropriate staff, and organisations in planning and conducting the program
- language and literacy skills to produce and document a program plan and complete documentation in relation to damaged or missing equipment or materials
- self-management skills to review and reflect on own work performance to facilitate personal development
- activity-specific skills to conduct the program.

Required knowledge

- legislation to enable safe and non-discriminatory conduct of the program
- principles of inclusive practice to enable participation by a range of participants
- reasons affecting ability to participate in an activity to enable appropriate selection of activities for the program
- organisational policies and procedures to enable:
  - application of appropriate procedures in regard to planning a program
  - checking and storage of equipment
  - referral of participants with special needs
  - establishing and maintaining records systems for equipment use and maintenance
- risk-analysis processes to enable assessment of the potential impact of planned sport and recreation program on participant safety
- activity-specific knowledge of planned program activities to ensure activities match participants' needs
- factors affecting group dynamics, and conflict-resolution strategies to enable constructive engagement of participants
- equipment testing and checking techniques to enable safe use of equipment
- evaluation processes to enable improvements to be made to the program.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • resources and delivers sport and recreation programs within budgetary constraints and demonstrates techniques to build group cohesion and balance individual and group needs • delivers monitors and adjusts sport and recreation programs that meet the needs of participants and responds to problems or issues that arise • provides positive feedback to enhance participant motivation and self-esteem • evaluates and reflects on own work performance to identify ways in which program outcomes and benefits can be improved.
Context of and specific resources for assessment	Assessment must ensure planning and conduct of multiple sport and recreation sessions that are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an environment or facility appropriate to the specific session content • equipment and resources required for the delivery of the program • documentation, such as program plans and forms relating to equipment checks.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of preparing for a program, including the development of a program plan • observation of interacting with a range of participants, including conveying information for safe participation in programs • observation of dealing with contingencies, such as the changing availability of equipment or venues • oral and or written questioning to assess knowledge

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of techniques and activity skills in relation to program aims and inclusive practices
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXCAI306A Facilitate groups.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Preferences**, **needs and expectations may include:
- physical
- emotional
- motivational
- psychological
- individual
- group.

Participants may include:
- experienced and inexperienced
- adults and children
- school and youth groups.

Information sources may include:
- organisations
- participants
- parents or guardians.

Organisational policies and procedures may include:
- occupational health and safety
- collection and use of information
- privacy
- extent and limitations of responsibilities
- staff behaviour
- reporting of hazards and risks
- risk minimisation
- time constraints and scheduling requirements
- budget allocation
- communication protocols
- equipment selection, use and maintenance.

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Equipment may include:	• safety equipment • program-specific equipment.
Resources may include:	• physical • human • financial • logistical.
Program plan may include:	• aims and objectives • dates and times • sessions, stages and structure • logistics.
Relevant legislation may include:	• equal opportunity • occupational health and safety • privacy • working with children.
Responsible persons may include:	• coordinators • supervisors • managers.
Support personnel may include:	• teachers • carers • assistant staff • parents or guardians.
Risks may include:	• level of challenge and difficulty • behaviour • physical • emotional.
Relevant stakeholders may include:	• participants • staff • colleagues • organisations.

Unit Sector(s)

Cross-Sector

Competency Field

Coaching and Instruction

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SISXCAI305A Conduct individualised long-term training programs

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply sport or activity-specific knowledge to plan, implement and evaluate long-term training programs designed to develop an individual's sporting capacity.

Application of the Unit

This unit applies to coaches working with individuals or teams. It also applies to fitness instructors who provide a range of fitness programs and services to individuals and groups. The unit is applicable to those working with individuals and sporting groups, in fitness centres, gyms or autonomously in the fitness industry.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify participant needs.	1.1. Analyse ***participant*** requirements in selected activity according to the positional or discipline demands of the activity. 1.2. Develop participant profiles using ***assessment measures***. 1.3. Establish ***fixed points*** of the program and identify ***phases*** within the long-term program. 1.4. Identify participant's ***specific needs*** to be addressed by the long-term training program. 1.5. Develop ***objectives*** for the long-term program and each phase of the program, in consultation with the participant. 1.6. Identify the need for ***support personnel*** within the program.
2. Plan the long-term training program for an individual.	2.1. Select exercises and training methods to meet the identified needs and objectives of the program. 2.2. Incorporate a competition or performance strategy into the program where applicable. 2.3. Identify ***equipment*** and ***resource requirements*** for each stage of the program. 2.4. Select equipment and exercises within the program according to ***organisational policies and procedures and relevant legislation***. 2.5. Include ***evaluation methods*** to monitor the program. 2.6. Select ***training methods*** to meet the needs and expectations of the participant. 2.7. Schedule and document all aspects of the program.
3. Deliver the long-term training program.	3.1. Explain and demonstrate a range of ***warm-up*** exercises to prepare ***participants*** for activity or competition according to the ***basic principles of biomechanics and best practice***. 3.2. Explain and demonstrate safe performance of exercises and activities. 3.3. Explain and demonstrate safe use of equipment according to organisational policies and procedures and manufacturer instructions. 3.4. Monitor and document skill performance, fitness levels and wellbeing of participant throughout the program.

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ELEMENT	PERFORMANCE CRITERIA
	3.5. Monitor and adjust incorrect or unsafe exercise technique by the participant during the program. 3.6. Liaise with other coaches and instructors in cases where they work with the same participant. 3.7. Use motivation techniques to encourage adherence to the program. 3.8. Explain and demonstrate a range of ***cool-down*** exercises to aid recovery from activity or competition according to the ***basic principles of biomechanics***.
4. Evaluate and modify the long-term training program.	4.1. Evaluate the program according to methods outlined in the plan and in consultation with participant and support personnel. 4.2. Use ***testing methods*** to assess ongoing participant progress. 4.3. Evaluate own performance using self-reflection methods and identify potential improvements for future performances. 4.4. Make modifications to the program where required in response to ***feedback*** from ***participant and own self-reflection outcomes***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organising skills to enable the planning of an individualised long-term training program to meet identified needs
- communication skills to demonstrate particular aspects of the long-term training program to participants and ensure they are understood
- literacy and numeracy skills to schedule, document and evaluate results of long-term training programs
- teamwork skills to:
  - coach and motivate an individual through a long-term training program
  - liaise with other coaches or instructors.

Required knowledge

- biomechanics, anatomical systems and the principles of skill acquisition to enable effective planning and preparation of long-term training programs
- periodisation and growth and development necessary to enable effective planning

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and preparation of long-term training programs
- legislation to enable the safe conduct of program activities
- rules and regulations of the relevant governing body for each sport or activity
- organisational policies and procedures to enable safe and effective planning and conduct of individualised long-term training programs
- equipment for identified sport or activity to enable the selection and safe use of appropriate equipment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assesses participant needs, and develops a long-term training program to meet objectives • plans and conducts individualised training sessions that meet participant expectations, comply with legislative and organisational requirements, and demonstrate use of a range of training techniques • evaluates and modifies the training program according to feedback received and the results of evaluation procedures.
Context of and specific resources for assessment	Assessment must ensure development and implementation of multiple long-term training programs that are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • sport or activity-specific facilities, equipment and materials • a range of athletes with real or simulated training goals • documentation, such as participants' performance history and manufacturer specifications for equipment use.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of preparing and planning for a

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long-term training program, including the assessment of athletes
- observation of interacting with a range of participants, including conveying information for safe participation in long-term training program sessions and monitoring the use of equipment
- oral and or written questioning to assess knowledge of relevant exercises for specific training needs
- portfolio of training plans and evaluation measures
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSPT303A Conduct basic warm-up, stretching and cool-down programs
- SISSSTC402A Develop strength and conditioning programs.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants may include:
- different ages
- those with specific training goals
- experienced and inexperienced
- competitors in team or individual sports
- amateur and professional.

Assessment measures may include:
- field assessments of fitness components
- interviews with participants
- observation of performance
- performance history
- training diary.

Fixed points may include:
- structure of competition or performance
- facilities
- rules
- individual and team involvement

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- intended peaks
- selection dates and criteria
- participants' lifestyles
- support personnel.

Phases may include:

- macro-cycles
- micro-cycles
- meso-cycles
- pre-season
- in-season
- post-season.

Specific needs may include:

- physical
- psychological
- tactical
- technical
- leadership
- competition or performance
- disability or special needs.

Objectives may include:

- participant enjoyment
- competition or performance
- tactical
- leadership
- social.

Support personnel may include:

- coach or instructor
- manager
- administrator
- sports scientist
- sports medicine provider
- agent
- parent or guardian.

Equipment may include:

- cardiovascular
- free weight
- hydraulic
- exercise balls
- bars
- steps
- bands
- resistance
- pin-loaded
- electronically-braked
- air-braked
- pool-based.

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Resource requirements may include:	• ratio of coaches to athletes • ratio of equipment to athletes • facilities • time.
Organisational policies and procedures may include:	• occupational health and safety • emergency procedures • risk-analysis procedures • confidentiality • assessment procedures • selection, use and storage of equipment • time constraints and scheduling requirements • code of ethics.
Relevant legislation may include:	• occupational health and safety • equal opportunity • anti-discrimination • privacy • consumer protection.
Evaluation methods may include:	• fitness assessments • lab assessments • discussion with participants • training and competitive performances • training diaries.
Training methods may include:	• specificity • progressive overload • rest and recovery • reversibility • frequency • intensity • duration • periodisation • tapering • peaking • individuality • maintenance.
Basic principles of biomechanics may include:	• centre of gravity • base of support • levers • fulcrums • major muscle actions.
Best practice may include:	• industry code of ethics • industry code of conduct

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- sports trainer regulations and guidelines
- relevant national, state and territory, or local government regulations and guidelines.

Testing methods may include:

- discussions
- physical ability tests
- trials
- performances in familiar and unfamiliar environments
- subjective assessments.

Unit Sector(s)

Cross Sector

Competency Field

Coaching and Instruction

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SISXCAI306A Facilitate groups

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to establish a functional group within the context of a sport and recreation activity. The unit focuses on the ability to facilitate a group of clients participating in a sport and recreation activity or persons within a recreation organisation.

Application of the Unit

This unit applies to those who work as group leaders in a range of settings in the sport, recreation or fitness industry. This may include those working in after-school or holiday-care programs in a range of locations, those assisting a responsible person in coaching activities, or those undertaking a supporting role in indoor recreation activities and outdoor recreation activities, such as camps and other guided activities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for the establishment of a group.	1.1. Identify the activity goals of the individuals and group. 1.2. Identify ***group dynamics*** and potential ***barriers*** to group development and performance. 1.3. Establish a ***group performance*** plan to meet needs and activity outcomes.
2. Develop group commitment and cooperation.	2.1. Develop group effectiveness through active participation of all group members. 2.2. Establish systems and mechanisms to monitor and review group development and performance. 2.3. Develop and implement strategies to reduce and eliminate barriers. 2.4. Demonstrate use of open communication to establish trust, confidence and ownership in group decision-making, feedback and problem-solving processes.
3. Facilitate group processes and performance.	3.1. Demonstrate use of ***collaborative approaches*** to develop effective working relationships. 3.2. Facilitate individual and collective engagement while maintaining group cohesion. 3.3. Devolve responsibility and accountability to group members, where appropriate to the activity context, program aims and group members' abilities. 3.4. Implement effective conflict-resolution strategies where appropriate. 3.5. Demonstrate routine use of inclusive communication strategies. 3.6. Monitor the performance of group members using established review systems.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to address activity-specific problems and client interaction or conflict

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- communication and interpersonal skills to enhance interaction with clients
- conflict-resolution and negotiation skills to enable smooth functioning of the group
- literacy skills to enable the creation of written plans and performance records.

Required knowledge

- theories of group dynamics to understand and respond to group behaviour
- stages of group formation, such as forming, norming, storming, performing and adjourning to enable effective and constructive group support
- leadership styles, categories and types
- facilitation techniques to assist the group to obtain the best outcomes.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies and clarifies group and individual goals and interacts effectively with group members who have diverse styles, aspirations, cultures and perspectives • analyses problems and barriers to group development and participation, and develops appropriate strategies to address and resolve them • communicates clearly and concisely with the group and handles uncertainty and conflict in a positive manner before it adversely affects group performance • encourages group to openly propose, discuss and resolve issues and creates opportunities to celebrate and promote group and individual success by providing positive leadership.
Context of and specific resources for assessment	Assessment must ensure interaction with and facilitation of a group of clients participating in a sport and recreation activity on multiple occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • diverse groups of clients participating in a recreation or sport activity, or persons within a recreation or sporting organisation.
Method of assessment	A range of assessment methods should be used to assess

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practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning for a group activity
- observation of interacting with a range of groups, including facilitating group processes
- observation of applying effective conflict-resolution techniques
- oral and or written questioning to assess knowledge of techniques and activity skills in relation to the session
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXCAI303A Plan and conduct sport and recreation sessions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Group dynamics may include:

- communication
- decision making
- conflict resolution
- trust
- safety
- respect.

Barriers may include:

- conflict of interest
- conflict between individual and group goals
- personality clashes
- poor communication skills
- lack of group cohesion and commitment to goals
- poorly defined roles and responsibilities.

Group performance may include:

- monitoring and assessment methods
- factors that may contribute to optimal

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	performance, such as: • task allocation • mentoring.
Collaborative approaches may include:	• group management skills • group decision making • listening skills • negotiation techniques • defining roles and responsibilities.

Unit Sector(s)

Cross Sector

Competency Field

Coaching and Instruction

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SISXCAI507A Plan and implement high performance training programs

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply sport-specific knowledge to implement a high-performance training program designed to refine the skills and performance of individuals participating at a high level.

Application of the Unit

This unit applies to coaches working with individuals or teams at a minimum of state representative level. The programs generally apply to athletes over the age of 16 years, with some sport-specific exceptions such as gymnastics, and those under the age of 35 years, with some sport-specific exceptions such as archery.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Assess athlete's ability to meet the demands of high-level performance.	1.1. Identify the ***requirements of high-level performance*** for the athlete's sport. 1.2. Use approved assessment methods appropriate to the demands of participation in the activity to assess athlete's fitness and skill levels. 1.3. Measure, record and evaluate data obtained from assessment activities against current identified ***demands of participation*** according to ***organisational policies and procedures***. 1.4. Establish the ***high-performance athlete's*** aims and priorities for undertaking a training program. 1.5. Establish agreed program needs and objectives.
2. Plan a high-performance training program to meet athlete requirements.	2.1. Select exercises, activities and ***training methods*** to meet the identified needs of the athlete and the high-performance objectives of the sport. 2.2. Incorporate a competition or high-performance strategy into the training program, including competition cycles that need preparation. 2.3. Identify and select ***equipment*** and ***resource requirements*** for each stage of the program according to organisational policies and procedures and ***relevant legislation***. 2.4. Include ***evaluation methods*** to monitor the training program. 2.5. Schedule and document all aspects of the training program.
3. Implement and deliver the high-performance training program.	3.1. Explain and demonstrate safe performance of exercises and activities. 3.2. Explain and demonstrate safe use of equipment according to organisational policies and procedures and manufacturer instructions. 3.3. Use ***motivation techniques*** to enhance athlete performance.
4. Monitor and adjust the high-performance training program.	4.1. Monitor and modify athlete's progress in consultation with ***support personnel***. 4.2. Identify errors, potential problems and areas for improvement in the performance and communicate these with the athlete according to ***best practice principles of the sport***.

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Monitor skill performance, physical performance and ***athlete wellbeing*** throughout the training program and adapt coaching methods and instructional styles where applicable. 4.4. Adjust sessions or training program according to the results of ***monitoring*** and accepted best practice principles of the sport. 4.5. Provide feedback to athlete to improve performance. 4.6. Evaluate program according to the methods outlined in the plan and in consultation with athlete and support personnel.
5. Manage competitive or performance events during the training program.	5.1. Address relevant competitive and or performance strategies, tactics and support needs. 5.2. Continually monitor high-performance athlete's condition throughout ***competition events*** to determine factors that affect performance. 5.3. Implement changes according to the results of monitoring and accepted best-practice principles of the sport.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - ensure requirements of athletes are understood and included in planning
  - ensure aspects of a training program are understood and agreed upon by the athletes
- planning and organising skills to enable the planning of a high-performance training program to meet identified athlete needs
- literacy and numeracy skills to effectively schedule, document and evaluate results of high-performance training programs
- teamwork skills to:
  - coach and motivate an individual in a high-performance training program
  - liaise effectively with support personnel.

Required knowledge

- relevant activity or sport-specific knowledge, including rules and regulations, to

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coach the skills being included in the training program
- advanced principles of skill acquisition in order to plan and deliver high-performance training programs to meet identified needs
- anatomy, physiology and biomechanics to enable effective and safe planning and implementation of high-performance training programs, including:
  - type and the structure of joints as they relate to joint mobility, joint integrity and risk of injury
  - major muscles, their actions, and the role of muscles during contraction
  - structure and function of the musculoskeletal system
  - structure of the cardio-respiratory system and the relationship between exercise intensity and circulatory and ventilation responses
- organisational policies and procedures to enable the safe and appropriate conduct and recording of long-term training programs
- equipment and safety requirements to enable the safe and effective use of exercise and training equipment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assesses athlete's needs and develops and implements a training program to meet objectives for high-performance situations • plans training sessions that meet athlete expectations, comply with legislative and organisational requirements, and allow the candidate to demonstrate the use of training techniques used during a high-performance training program • applies knowledge of anatomy, physiology and biomechanics to the development of a high-performance training program • evaluates and modifies the training program according to feedback received and the results of evaluation procedures • monitors and manages competitive and or performance situations during a long-term program.
Context of and specific resources for	Assessment must ensure development and implementation of multiple high-performance training

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assessment	programs that are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an environment with appropriate facilities, equipment and materials • a range of athletes with real or simulated training goals • documentation, such as athlete's performance history and manufacturer specifications for equipment use.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of preparing and planning for a long-term training program, including the assessment of athletes • observation of interacting with a range of athletes, including conveying information for safe participation in training program sessions and monitoring the use of equipment • oral and or written questioning to assess knowledge of the body systems being developed through the implementation of a range of exercises • portfolio of training plans and evaluation measures • third-party reports from a supervisor detailing appropriate work performed by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISXCAI405A Conduct individualised long-term training programs.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Requirements of high-level	• physiological and fitness targets

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performance may include:	• psychological targets • tactical and strategic approaches • skill performance or technique development targets • competition or performance targets.
Assessment methods may include:	• performance in the activity • tests of skills, techniques, tactics and strategies • tests of psychological and physiological readiness.
Demands of participation may include:	• psychological and physiological • skills • techniques • tactics • strategies.
Organisational policies and procedures may include:	• occupational health and safety • emergency procedures • risk-analysis procedures • confidentiality • assessment procedures • using, checking and storing equipment • time constraints and scheduling requirements • code of ethics.
High-performance athletes may include:	• competitors at least at a state level • those over the age of 16 years, with some sport-specific exceptions, such as gymnastics or swimming • those under the age of 35 years, with some sport-specific exceptions, such as shooting, archery and bowls.
Training methods may include:	• specificity • progressive overload • rest and recovery • reversibility • frequency • intensity • duration • periodisation • tapering • peaking • individuality and maintenance.
Equipment may include:	• cardiovascular • free weight

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- hydraulic
- exercise balls
- bars
- steps
- bands
- resistance
- pin-loaded
- electronically-braked
- air-braked
- pool-based.

Resource requirements may include:

- ratio of coaches to athletes
- ratio of equipment to athletes
- equipment
- time
- finance
- transport
- accommodation.

Relevant legislation may include:

- occupational health and safety
- equal opportunity
- anti-discrimination
- privacy.

Evaluation methods may include:

- fitness assessments
- lab assessments
- discussions
- training and competition performances
- training diaries.

Motivation techniques may include:

- goal setting
- positive feedback.

Support personnel may include:

- athletes
- officials
- employers
- parents or guardians
- schools
- facility providers
- psychologists
- medical personnel
- other coaches and instructors.

Best-practice principles of the sport may include:

- sport's coach or instructor's code of conduct policy
- Australian Sports Commission coaches' code of conduct policy

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	• regulations and guidelines of national organisation specific to activity • accepted preventative practices adopted by self or peers to minimise safety hazards and risks.
Athlete's wellbeing may include:	• injury status • psychological status • emotional status • general self-esteem • anger and or stress management • detraining • health • self-discipline.
Monitoring may include:	• questioning and discussing • observing • cross-referencing • ongoing functional assessments of performance • consulting with other support personnel or specialists.
Competition events may include:	• state • national • international • amateur • professional.

Unit Sector(s)

Cross-Sector

Competency Field

Coaching and Instruction

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SISXCCS201A Provide customer service

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to deliver quality customer service to customers. The unit focuses on the application of organisational policies and procedures to identify and effectively respond to customer needs and to promptly receive and respond to customer complaints.

Application of the Unit

This unit applies to all personnel working in a range of roles in sport, fitness and recreation environments who have customer-service roles. It applies to individuals working in gyms, aquatic centres, community centres or indoor activity centres, as well as to those working as instructors, trainers or guides and volunteers in indoor and outdoor settings with a range of client groups.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Deliver service to clients.	1.1. Identify and respond to ***client*** needs and requests using appropriate communication techniques and according to ***organisational policies and procedures***. 1.2. Refer requests to supervisor as required according to organisational policies and procedures. 1.3. Identify and anticipate possible problems and take action to minimise the effect on client satisfaction. 1.4. Recognise and act on opportunities to deliver additional levels of service beyond the client's immediate request. 1.5. Encourage repeat custom by promoting appropriate services and products according to organisational policies and procedures. 1.6. Record client details and information as required according to organisational policies and procedures.
2. Respond to complaints.	2.1. Receive ***complaints*** from clients according to organisational policies and procedures. 2.2. Establish nature of complaint and confirm with the client. 2.3. Implement complaint-resolution procedures according to organisational policies and procedures. 2.4. Refer unresolved complaints to supervisor according to organisational policies and procedures. 2.5. Document complaints according to organisational policies and procedures.
3. Identify special client requirements.	3.1. Identify ***clients with special needs*** or requests according to organisational policies and procedures. 3.2. Service, refer or redirect client needs according to organisational policies and procedures. 3.3. Document special client needs and requests according to organisational policies and procedures.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - listen to and clarify client requests
  - receive, acknowledge and clarify client complaints
  - liaise with other staff members to refer and follow up complaints
  - communicate outcomes to clients
- problem-solving skills to:
  - identify problems in responding to client requests and implement actions to promote client satisfaction
  - assess complaints, identify appropriate actions to resolve the complaints, and decide when to refer to a supervisor
- self-management skills to recognise and act within level of own role and responsibilities when receiving client requests and dealing with complaints
- language and literacy skills to complete documentation related to client requests and complaints.

Required knowledge

- organisational policies and procedures to enable ethical and non-discriminatory treatment of client requests and resolution of complaints
- conflict-resolution strategies to enable safe and satisfactory delivery of client service and resolution of complaints.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • receives and responds to client requests and complaints according to organisational requirements and develops a rapport with clients by using communication strategies in the provision of customer service • interacts with clients professionally and in a

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non-discriminatory manner to provide quality customer service and resolve complaints within an appropriate timeframe.

Context of and specific resources for assessment

Assessment must ensure receiving and responding to multiple client service requests and complaints of different types to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a range of real or simulated client requests and complaints
- organisational policies and procedures for the delivery of customer service and the resolution of complaints
- appropriate forms for the documentation of complaints and client service requests.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interacting with a range of clients, including responding to requests and complaints according to own level of responsibility
- oral and or written questioning to assess knowledge of the organisation's procedures for delivering quality customer service and receiving and processing client complaints
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:

- internal or external
- customers with routine or special requests

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	• regular and new • people from a range of social, cultural and ethnic backgrounds.
Organisational policies and procedures may include:	• communication protocols • complaint procedures • consumer law • customer-service procedures • equal opportunity • occupational health and safety • organisational report forms • personal presentation • privacy • promotions • record-keeping procedures • referral of requests and complaints.
Complaints may include:	• verbal or written • electronic or hard copy.
Clients with special needs may include:	• children • elderly • disabled • mentally impaired.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

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SISXCCS402A Coordinate client service activities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate client service activities. The unit focuses on the application of service standards to maintain and improve the level of service activities provided to clients.

Application of the Unit

This unit applies to personnel working in a range of roles in community recreation, fitness, outdoor recreation and sport. It applies to individuals working in customer-service roles in gyms, aquatic centres, community centres or indoor activity centres, as well as to those working as instructors, trainers or guides and volunteers in indoor and outdoor settings with a range of client groups.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Confirm client service standards.	1.1. Access and interpret ***client*** service standards in the workplace according to ***organisational policies and procedures***. 1.2. Apply client service standards to the provision of ***client service activities*** within the organisation. 1.3. Contribute to the development, refinement and improvement of service policies, standards and processes. 1.4. Identify staff training needs by undertaking a learning needs analysis of staff members who deliver client service activities.
2. Implement and evaluate client service systems.	2.1. Monitor implementation of client service systems by staff members. 2.2. Review and analyse ***client feedback*** in consultation with appropriate personnel to develop improved work practices. 2.3. Evaluate client service activities to meet organisational quality standards. 2.4. Take corrective action where necessary as part of continuous improvement strategy. 2.5. Organise training where necessary for staff members identified through training needs analysis. 2.6. Maintain records of training undertaken and achieved service levels according to organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy and numeracy skills to analyse client feedback and maintain records
- problem-solving skills to enable evaluation of areas requiring corrective action
- teamwork skills to enable the provision of consistent client service throughout the organisation.

Required knowledge

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- organisational policies and procedures to maintain the level of service activities provided to clients
- continuous quality improvement framework to analyse services and take corrective action where required
- local client population and the applicability of the system in delivering client service to that population
- training needs analysis methods to establish staff training requirements.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ensures delivery of client services to industry standards and in an appropriate timeframe • develops improved client service procedures based on analysis of client feedback • identifies staff training needs and arranges appropriate training.
Context of and specific resources for assessment	Assessment must ensure coordination of multiple client service activities to demonstrate competency and consistency of performance. Assessment must also ensure access to: • real or simulated client feedback • relevant documentation, such as quality improvement systems.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interacting with a range of client service providers • oral and or written questioning to assess knowledge of the organisation's procedures for receiving and processing client feedback • portfolio showing evidence of staff training needs analysis • third-party reports from a supervisor detailing work performance.

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Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXCCS403A Determine needs of client populations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Client may include:

- internal or external
- those with routine or special requests
- regular or new.

Organisational policies and procedures may include:

- complaint procedures
- organisational report forms
- quality systems, standards and guidelines
- procedures manuals
- product or service manuals, labels and instructions
- staff appearance and presentation
- continuous quality improvement.

Client service activities may include:

- services
- products
- hours of operation
- equipment provision
- facility provision.

Client feedback may include:

- client-initiated or organisation-generated
- verbal and written
- surveys
- suggestion box.

Unit Sector(s)

Cross-Sector

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Competency Field

Client and Customer Service

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SISXCCS403A Determine needs of client populations

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to gather, analyse and interpret data to plan and evaluate client service relationships and develop methods of improvement.

Application of the Unit

This unit applies to those working autonomously and within supervisory roles in a sport, recreation or fitness environment at a local, state or national level. It applies to personnel who are responsible for planning and conducting coaching programs for athletes in a sport-specific training or competition setting. This may include schools and local sporting clubs; those managing high-performance individual or team athletes, such as sports trainers; and those planning, implementing and evaluating outdoor recreation programs and activities across a range of activity areas, such as operations managers and outdoor adventure guides. This unit may also apply to program developers and talent development managers who are responsible for identifying and developing athletes, managing competitions in a range of sporting organisations, and managing sports venues and facilities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse needs of client populations.	1.1. Identify ***client populations*** for relevant service area. 1.2. Source ***information*** on client populations through ***formal*** and ***informal*** channels, according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Analyse and interpret information to identify and assess client needs, expectations and satisfaction levels with current service delivery. 1.4. Identify issues in the ***immediate environment*** that may impact on the ability to address client population needs. 1.5. Identify and analyse competitive service delivery and scope best practice.
2. Plan and develop client services.	2.1. Assess current service provision according to identified client population needs and industry best practice, and identify gaps. 2.2. Develop a ***plan*** to deliver improved client services according to analysis, relevant legislation and organisational policies and procedures. 2.3. Select ***strategies*** to implement service-delivery plan in consultation with appropriate personnel. 2.4. Monitor service delivery according to organisational policies and procedures. 2.5. Modify specific aspects of product or service delivery to meet changing client service requirements, according to relevant legislation and organisational policies and procedures.
3. Evaluate client service provision.	3.1. Seek feedback from clients on level of satisfaction with service provision. 3.2. Review service delivery according to organisational policies and procedures. 3.3. Make recommendations for further improvements to

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ELEMENT	PERFORMANCE CRITERIA
	service delivery based on review and client feedback.
	3.4. Implement appropriate initiatives to improve service delivery in consultation with appropriate personnel and according to organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - source and elicit information about the needs of client populations
  - seek feedback from client populations for the improvement of service delivery
- literacy and numeracy skills to analyse and interpret information and data to inform the planning and development of delivery of services to meet the needs of client populations
- problem-solving skills to:
  - identify issues that may affect service delivery
  - plan and implement strategies to improve service-delivery outcomes for client populations
- planning and organising skills to develop, implement, monitor and evaluate a service-delivery plan
- technology skills to access information in electronic form.

Required knowledge

- legislation and organisational policies and procedures to enable the delivery of professional, fair and equitable services to all client populations
- organisational services and products, to enable them to be aligned to the needs of client populations
- dimensions and characteristics of client populations to enable client needs and services to be matched appropriately and accurately
- marketing principles, such as identifying key market segments, market trends and developments and changing client requirements to enable the identification of new and emerging needs to inform planning
- research and analysis techniques and information sources to enable the collection and interpretation of information on client populations to inform planning and delivery
- best practice principles to enhance and maintain optimal service delivery.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • works within organisational systems to build knowledge of client population profiles and needs by using a range of sources to research and analyse client market segments and to identify issues of potential significance that may impact on the organisation's capacity to plan and deliver appropriate services • uses research knowledge to assess, plan and develop systems to deliver professional and quality service to client populations in an appropriate timeframe • modifies existing service-delivery systems in response to changes in client populations and client feedback within organisational quality improvement systems.
Context of and specific resources for assessment	Assessment must ensure development of rapport with client populations, participation in research activities, and planning and evaluation of client service provision which is of sufficient breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a range of client populations • sources of information on client population profiles in the sport and recreation industry • an environment or facility with a range of service provision • relevant legislation and organisational policies and procedures regarding the planning and improvement of service provision to client populations • organisational marketing plans and objectives.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of facilitating client service-provision review and following up review outcomes • oral and or written questioning to assess knowledge of relevant legislation which impacts on the planning

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and delivery of services for client populations
- portfolio showing evidence of analysis of client population market segments and new or modified plan for service delivery.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXIND403A Analyse participation patterns.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Client populations may include:
- internal and external
- customers with routine or special requests
- regular and new
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities
- government bodies
- other organisations.

Information may include:
- market segments
- client attributes or characteristics
- client needs and expectations
- client satisfaction levels
- trends for client population.

Formal channels may include:
- customer satisfaction surveys
- information from the Australian Bureau of Statistics
- industry research
- peak bodies.

Informal channels may include:
- raw data collected at operational or tactical levels from colleagues
- word of mouth
- informal interviews.

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Relevant legislation may include:	• equal opportunity • anti-discrimination • privacy • consumer law • environmental law • occupational health and safety.
Organisational policies and procedures may include:	• budget provisions • access to and collection of market information • codes of conduct • promotion of services • reporting requirements • feedback mechanisms • information protocols • security and confidentiality requirements • management and accountability channels.
Immediate environment may include:	• business • training • competition • indoor and outdoor • regulatory.
Plan may include:	• objectives • timeframes • roles and responsibilities.
Strategies may include:	• promotional activities • educational activities.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

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SISXCCS404A Address client needs

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage ongoing and sometimes complex relationships with clients. The unit focuses on exploring with the client which possible outcomes best promote client satisfaction. The unit requires the learner to be familiar with service-provision options that can be negotiated with the client and customised to meet the client's needs.

Application of the Unit

This unit applies to those working in a client service-delivery role in sport, recreation or fitness sectors, such as community recreation, outdoor recreation and sport. It applies to those working in roles such as program developers and coordinators, competition organisers, trip leaders, after-school or holiday-care coordinators, logistics coordinators and sports trainers in work environments such as community recreation centres, aquatics centres and camps.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop knowledge of client services.	1.1. Develop and maintain knowledge of ***client services*** according to ***organisational policies and procedures***. 1.2. Undertake research to compare available services. 1.3. Investigate services of other providers.
2. Identify client needs.	2.1. Establish rapport with ***clients***. 2.2. Identify and confirm ***client needs*** and priorities. 2.3. Explain available services to client using appropriate communication strategies.
3. Recommend services.	3.1. Evaluate services according to client needs and respond to client queries and requests according to organisational policies and procedures. 3.2. Identify gaps in service provision in relation to client needs. 3.3. Recommend services to match client needs, including alternative services when clients' needs cannot be met.
4. Customise services to satisfy client needs.	4.1. Assist client to evaluate service options according to their needs. 4.2. Determine and prioritise preferred action. 4.3. Identify potential ***areas of difficulty*** in client service delivery and take action to meet needs according to organisational policies and procedures and ***relevant legislation***. 4.4. Develop customised solutions specific to customer requirements. 4.5. Negotiate and confirm ***solutions*** with the client according to organisational policies and procedures and relevant legislation.
5. Confirm services.	5.1. Complete ***documentation*** as required according to organisational policies and procedures. 5.2. Refer client to ***appropriate personnel*** and follow up according to organisational policies and procedures.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with clients and elicit information required to determine their needs
  - convey information about services
  - advise clients of appropriate services
- problem-solving skills to:
  - match client needs with available service options
  - negotiate modifications and solutions to address specific client needs
- literacy and numeracy skills to complete documentation in relation to service delivery
- initiative and enterprise skills to generate solutions to meet client needs.

Required knowledge

- detailed product knowledge to recommend customised solutions to meet clients needs
- legislation and organisational policies and procedures to enable provision of optimum client services
- services offered by other sport and recreation providers to make recommendations to clients when their needs cannot be met.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interacts with clients professionally and in a non-discriminatory manner, using a client-centred approach to convey information about the organisation's services
- identifies client needs, and develops and recommends customised solutions using appropriate communication strategies
- interacts with a range of clients to identify their needs and develops a rapport with clients to obtain satisfactory outcomes.

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Context of and specific resources for assessment

Assessment must ensure the identification of client needs relevant to the candidate's current or intended work environment and the development of customised solutions to demonstrate consistency of performance.

Assessment must also ensure access to:

- sport and recreation environments and providers, clients and information about service provision
- documentation related to service provision and organisational policies and procedures for customer service.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interacting with a range of clients, including conveying information about service options and negotiating satisfactory outcomes
- oral and or written questioning to assess knowledge of the organisation's policies and procedures for delivering customised client services
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXCCS402A Coordinate client service activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Client services may include:

- fitness programs
- recreational activities
- body composition programs
- aquatics-based programs.

Organisational policies and procedures may include:

- staff codes of behaviour
- documentation requirements
- quality systems, standards and guidelines
- customer service and feedback.

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Clients may include:	• internal and external • customers with routine or special requests • regular and new • schools • businesses • adults and children.
Client needs may include:	• recreation • health and fitness • skill development • social.
Areas of difficulty may include:	• limited services • cost • scheduling • availability of staff.
Relevant legislation may include:	• consumer law • Trade Practices Act.
Solutions may include:	• rescheduling • negotiating payment • recommending alternative services.
Documentation may include:	• client details • bookings • payments.
Appropriate personnel may include:	• membership officers • administration staff • coaches • instructional staff • guides.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

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SISXEMR201A Respond to emergency situations

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recognise and respond appropriately in emergency situations, such as those caused by fire, accident or weather. The unit focuses on the application of organisational policies and procedures to maintain the welfare of participants in an activity in response to emergency situations.

Application of the Unit

This unit applies to those who work in a range of roles and settings in the sport, recreation or fitness industry. This may include those working in after-school or holiday-care programs in a range of locations; those assisting in coaching activities, as attendants at sporting grounds or facilities; or those undertaking a role in indoor recreation activities and outdoor recreation activities, such as camps and other guided activities. This unit also applies to those working in aquatic centres, such as instructors, operators or lifeguards.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify workplace emergency procedures.	1.1. Identify relevant ***organisational policies and procedures***. 1.2. Recognise emergency and potential ***emergency situations***. 1.3. Identify personnel responsible for the appropriate area. 1.4. Identify location and use of ***emergency equipment*** as required. 1.5. Identify exits and assembly points where appropriate.
2. Respond to an emergency.	2.1. Report workplace emergency situations to ***appropriate personnel*** as required according to organisational policies and procedures. 2.2. Use ***communication systems*** during the emergency. 2.3. Follow instructions from appropriate personnel during the emergency. 2.4. Select and use emergency equipment where appropriate according to organisational policies and procedures.
3. Coordinate and monitor participant response.	3.1. Convey emergency instructions to ***clients*** in the activity. 3.2. Identify and implement strategies for group control and remove participants and other individuals from danger according to organisational policies and procedures. 3.3. Monitor the condition and location of participants. 3.4. Provide information on developments to participants according to organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:

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  - follow instructions and procedures during emergencies
  - report emergency situations
  - inform participants of evacuation procedures
  - debrief participants on the emergency situation
- planning and organising skills to:
  - coordinate participant movement away from the emergency
  - monitor participants during the emergency
- literacy and numeracy skills to interpret and follow policies and safety signage
- technology skills to use emergency and communications equipment
- problem-solving skills to identify emergency situations and respond safely and promptly.

Required knowledge

- organisational policies and procedures to enable safe response to an emergency
- organisational policies and procedures to ensure safe response to situations according to own work role and level of responsibility
- first-aid knowledge appropriate to the location and level of responsibility
- local call-out procedures and information to access emergency services personnel.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies and follows all organisational emergency procedures in relation to own work role and level of responsibility • responds to emergency situations safely and promptly with consideration for the welfare of all participants • applies contingency-management techniques to respond to emergencies • responds to different types of emergency situations relevant to the candidate's current or intended work situation.
Context of and specific resources for assessment	Assessment must ensure prompt response to emergency situations, which may be simulated in an environment that reflects the candidate's current or intended work situation, to demonstrate consistency of performance.

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Assessment must also ensure access to:

- emergency response equipment appropriate to the work environment
- documentation, such as organisational policies and procedures for responding to emergency situations.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of applying organisational procedures to respond to emergencies
- observation of coordinating participant movement during the emergency
- third-party reports from a supervisor detailing work performance
- oral and or written questioning to assess knowledge of accessing and interpreting organisational policies and procedures.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisational policies and procedures may include:

- communication lines
- debrief procedures
- duty of care
- emergency procedures
- environment protection
- exit and assembly points
- hazardous substances and dangerous goods
- industry codes of practice
- occupational health and safety
- public health and safety
- reporting incidents.

Emergency situations may

- fire

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include:

- hazardous releases, such as chemical spills
- bomb threats
- medical
- injuries
- accidents
- panic and other emotional responses
- equipment failure
- lost party or party member
- changing environmental conditions
- activity-specific.

Emergency equipment may include:

- fire extinguisher
- fire blanket
- first-aid kit
- emergency-signalling devices
- portable emergency shelter
- thermal blankets and sheets
- emergency lighting
- dehydration equipment.

Appropriate personnel may include:

- internal personnel, such as:
  - OHS representative
  - human resources personnel
  - colleague
  - team leader
  - manager
  - supervisor
  - fire warden
- emergency services, including:
  - Police Search and Rescue
  - State Emergency Service
  - Fire Brigade
  - Ambulance Service.
  - Land Management Authorities
  - Australian Volunteer Coastguard.

Communication systems may include:

- emergency warning and alarm systems
- hand signals
- telephone and radio communications
- whistles
- flares.

Clients may include:

- participants in an activity or program
- colleagues
- small and larger groups.

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Unit Sector(s)

Cross-Sector

Competency Field

Emergency Response

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SISXEMR402A Coordinate emergency responses

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate a response to an emergency situation according to an organisation's policies and procedures. The unit focuses on assessing emergency situations, implementing an emergency action plan, and coordinating a prompt and effective response.

Application of the Unit

This unit applies to staff members designated as safety officers during a specific indoor or outdoor activity at locations such as camp sites, training areas and outdoor sites; or the warden in a sport, recreation or fitness centre, which may include a community leisure centre, aquatic centre or indoor activities centre.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Coordinate response to emergency reports or signals.	1.1. Identify and respond to emergency ***reports or signals***. 1.2. Attend, where appropriate, ***emergency situations*** and respond according to ***organisational policies and procedures***. 1.3. Assess emergency situations and report details to ***designated personnel*** according to organisational policies and procedures. 1.4. Coordinate emergency response actions according to organisational policies and procedures.
2. Assess the emergency.	2.1. Conduct an assessment of the situation according to organisational policies and procedures. 2.2. Establish an emergency action plan based on assessment of current situation and possible ***potential for escalation***. 2.3. Prioritise actions promptly.
3. Coordinate the response.	3.1. Implement organisational emergency procedures and policies. 3.2. Supervise equipment selection to match the type of emergency. 3.3. Confirm and coordinate the safe use of ***emergency equipment***. 3.4. Supervise selection and use of rescue techniques according to ***relevant legislation*** and organisational policies and procedures. 3.5. Improvise, where necessary, equipment and technique. 3.6. Arrange and confirm the safety of staff and clients.
4. Liaise with relevant authorities.	4.1. Liaise with members of the ***emergency team*** and monitor the emergency. 4.2. Refer situations beyond the capability of the emergency team to the ***appropriate authorities*** for assistance. 4.3. Provide information and assistance to authorities. 4.4. Control and coordinate, if necessary, ***emergency evacuation*** according to organisational procedures or directions from relevant authorities.
5. Finalise operational procedures.	5.1. Complete and maintain an operational log according to organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
	5.2. Debrief emergency team members according to organisational policies and procedures. 5.3. Evaluate operation of emergency procedures and recommend any changes. 5.4. Advise emergency team members to refer media inquiries to the nominated spokesperson.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with all parties to coordinate effective responses to emergency situations
  - convey information to relevant authorities
  - debrief emergency team members
- problem-solving skills to:
  - assess emergency situations and develop action plans
  - improvise equipment or techniques where required
- planning and organisational skills to coordinate resources and equipment necessary to respond effectively to emergency situations
- self-management skills to review and reflect on own work performance in coordinating emergency responses
- language and literacy skills to:
  - complete emergency documentation
  - interpret and respond to emergency reports and signals.

Required knowledge

- organisational emergency policies and procedures to enable prompt and effective response to emergencies and incidents
- legislation to enable application of legal requirements according to own work role and level of responsibility
- location and use of rescue and emergency equipment to enable effective implementation of an emergency response
- rescue techniques to enable selection of technique appropriate to type of emergency
- emergency response agencies within the activity area and direct communication channels to enable information about an emergency to be communicated quickly and directly
- factors that impact on emergency situations to enable appropriate contingency

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planning
- behaviour and characteristics of typical emergencies to enable the development of an action plan to quickly and effectively bring the situation under control.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies and implements organisational policies and procedures to assess and coordinate emergency responses promptly and safely • coordinates participatory arrangements for the management of the emergency response • completes all relevant documentation • evaluates and reflects on performance to identify ways in which emergency procedures can be improved.
Context of and specific resources for assessment	Assessment must ensure coordination of multiple emergency responses, which may be simulated to reflect the candidate's current or intended work environment, to demonstrate competency and consistency of performance. Assessment must also ensure access to: • equipment and resources to ensure adequate response to emergencies • staff and clients in industry-appropriate ratios • legislation and organisational policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of applying organisational emergency procedures when responding to emergency situations • observation of interacting with safety officers and wardens to ensure effective coordination of emergency situations • oral and or written questioning to assess knowledge

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of relevant legislation which underpins the effective implementation of organisational emergency procedures
- third-party reports from a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXOHS402A Implement and monitor occupational health and safety policies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Reports or signals may include:
- verbal
- emergency warning and alarm systems
- hand signals
- telephone and radio communications
- whistles.

Emergency situations may include:
- fire
- hazardous release of chemicals
- bomb threats or civil disorder
- environmental conditions
- other natural or man-made disasters
- activity-specific.

Organisational policies and procedures may include:
- occupational health and safety
- emergency procedures
- reporting incidents
- staff roles and responsibilities in the event of an emergency
- communication lines
- exit and assembly points.

Designated personnel may include:
- supervisors
- managers.

Potential for escalation may
- spread of fire

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include:	• threat to adjoining areas • danger of explosion • loss of communications • involvement of additional persons • deterioration in environmental conditions.
Emergency equipment may include:	• hoses • monitors • foam equipment and extinguishers • blankets • spill kits • personal protective clothing and equipment • ladders • salvage gear • rescue equipment • first-aid and evacuation equipment and resources.
Relevant legislation may include:	• occupational health and safety • duty of care • environment protection • hazardous substances and dangerous goods • public health and safety • industry codes of practice.
Emergency team may include:	• nominated safety officers or wardens • emergency team members • emergency response related persons.
Appropriate authorities may include:	• Police Search and Rescue • State Emergency Service • Fire Brigade • Ambulance Service • Land Management Authorities • Australian Volunteer Coastguard.
Emergency evacuation may include:	• total or partial • to an internal or external refuge • to an assembly point.

Unit Sector(s)

Cross-Sector

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Co-requisite units

Competency Field

Emergency Response

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SISXFAC201A Maintain sport and recreation equipment for activities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake routine maintenance and minor repairs on sport and recreation equipment.

Application of the Unit

This unit applies to those who work as activity or maintenance assistants in a sport, recreation or fitness environment and who are involved in facility maintenance and operations.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Perform routine equipment maintenance.	1.1. Access ***maintenance*** schedule according to ***organisational policies and procedures***. 1.2. Examine and check ***equipment*** according to maintenance schedule and organisational policies and procedures. 1.3. Check serviceability of emergency equipment according to organisational policies and procedures.
2. Carry out equipment repairs.	2.1. Undertake ***minor repairs*** to maintain safe and effective use of equipment promptly and within own area of responsibility in the work environment. 2.2. Report repairs which cannot be carried out to the responsible person according to organisational policies and procedures. 2.3. Tag and isolate faulty equipment according to organisational policies and procedures. 2.4. Check maintenance equipment regularly to ensure availability and operational capacity according to organisational policies and procedures.
3. Store equipment to maintain in serviceable condition.	3.1. Store and handle equipment according to manufacturer instructions and organisational policies and procedures. 3.2. Maintain storage facilities in a clean and tidy condition according to organisational policies and procedures. 3.3. Maintain access and egress of storage facilities in the case of an emergency according to organisational policies and procedures. 3.4. Secure storage facilities according to organisational policies and procedures. 3.5. Complete records of routine maintenance and repairs according to organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to report repairs to supervisor
- literacy skills to:
  - maintain equipment and maintenance documentation

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  - read maintenance schedules and manufacturer instructions
- problem-solving skills to determine minor repair tasks within limits of own role and responsibility
- planning and organising skills to:
  - carry out maintenance tasks within specified timeframes and schedules
  - store and monitor security of maintenance equipment.

Required knowledge

- organisational policies and procedures to undertake routine maintenance tasks safely and responsibly
- equipment repair techniques within area of own responsibility relevant to the equipment being maintained to enable safe and appropriate equipment repair
- factors to consider when checking equipment serviceability to enable equipment to be maintained to a safe standard
- manufacturer guidelines and codes of practice pertaining to equipment maintenance and repair
- safety standards for equipment within area of responsibility to enable standards to be maintained.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • works within own role and responsibility to safely and responsibly carry out minor maintenance tasks on sport and recreation equipment • refers equipment repairs and maintenance beyond own level of responsibility to relevant personnel within designated timeframes and monitors storage and condition of maintenance equipment • maintains records of repairs and maintenance.
Context of and specific resources for assessment	Assessment must ensure conduct of multiple minor maintenance tasks relevant to the candidate's current or intended work environment to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a range of equipment relevant to the sport and

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	recreation facility • equipment repair and maintenance resources • maintenance storage facilities • maintenance records and forms.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of completing routine maintenance tasks, including dealing with contingencies such as maintenance problems outside own area of responsibility • oral and or written questioning to assess knowledge of safety standards for equipment within area of responsibility • portfolio of evidence containing samples of completed documentation • third-party reports from a supervisor detailing work performed by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISXOHS101A Follow occupational health and safety policies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Maintenance may include:	• cleaning • lubricating • reinflating • checking for damage • restocking or refilling • repairing • storing.
Organisational policies and procedures may include:	• occupational health and safety • storage of equipment

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- maintenance schedules
- reporting channels.

Equipment may include:

- equipment used within the facility
- participant or client-specific equipment
- rescue equipment
- emergency equipment
- large items requiring lifting and assembly.

Minor repairs may include:

- replacing faulty or missing parts
- repairing component parts
- repairing structural fabric.

Unit Sector(s)

Cross-Sector

Competency Field

Facility Management

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SISXFAC202A Maintain sport and recreation facilities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain facilities within a sport and recreation context according to organisational policies and procedures.

Application of the Unit

This unit applies to those who work as recreation or administration assistants under direct supervision in a range of roles and settings in the sport, recreation or fitness industry. This includes providing support in the provision of grounds and facilities maintenance; routine housekeeping; or administrative assistance in locations such as fitness centres, aquatic centres, or outdoor sporting grounds or complexes.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct maintenance checks of facilities or areas.	1.1. Carry out regular checks to identify potential ***hazards*** in the ***facility or area*** according to ***organisational policies and procedures***. 1.2. Report hazards to supervisor according to organisational policies and procedures. 1.3. ***Maintain*** areas and ***amenities*** in the work environment according to organisational policies and procedures. 1.4. Store and handle ***chemicals*** safely according to instructions and organisational policies and procedures. 1.5. Remove and dispose of ***wastes*** and dangerous chemicals promptly according to instructions and organisational policies and procedures.
2. Check supplies.	2.1. Check ***supplies*** regularly for quantity, quality and expiry date. 2.2. Order or request supplies according to organisational policies and procedures. 2.3. Dispose of supplies according to organisational policies and procedures.
3. Clean facility areas.	3.1. Conduct cleaning tasks at the specified times according to organisational policies and procedures. 3.2. Use ***cleaning agents*** safely according to instructions and organisational policies and procedures. 3.3. Display notices advising clients of cleaning in progress, according to organisational policies and procedures. 3.4. Locate and wear personal protective clothing according to organisational policies and procedures. 3.5. Clean and store cleaning equipment according to organisational policies and procedures. 3.6. Identify and catalogue lost property according to organisational policies and procedures. 3.7. Maintain ***cleaning records*** according to organisational policies and procedures. 3.8. Lock storage areas when unattended according to organisational policies and procedures.
4. Maintain coin-operated	4.1. Check stock levels of ***machines*** periodically and restock supplies as required.

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ELEMENT	PERFORMANCE CRITERIA
machines.	4.2. Empty coin boxes for coin-operated machines according to schedule or as required. 4.3. Record machine trip numbers according to organisational policies and procedures. 4.4. Record machine faults, report to the responsible person, and display notices promptly on machines to inform facility clients. 4.5. Monitor cleanliness of machines and clean as required. 4.6. Carry out minor repairs on machines when necessary according to manufacturer's service agreement and organisational policies and procedures.
5. Contribute to the administration of the facility.	5.1. Accept and record bookings for the recreational facility according to organisational policies and procedures. 5.2. Inform clients of the requirements and responsibilities of using the recreational facility according to organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - notify supervisor of hazards in facilities
  - communicate with facility users
  - make bookings for clients
  - request supplies
- literacy skills to:
  - follow verbal and written instructions on using and storing chemicals
  - read cleaning schedules
  - record information about lost property, cleaning tasks completed and client bookings
  - order supplies
- problem-solving skills to:
  - identify and report problems
  - check supply levels

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  - assess requirements for supply replenishment
  - dispose of waste
- planning and organising skills to:
  - conduct regular inspections of facilities
  - monitor supplies and coin-operated machines
- follow cleaning schedules to carry out cleaning tasks with minimal disruption to facility staff and clients.

Required knowledge

- organisational policies and procedures to enable the facility to be safely maintained to a high service standard with minimal interruption to facility users
- main types of cleaning agents and their uses to enable facility areas to be safely cleaned and maintained
- hazards associated with cleaning agents and methods of minimising these
- cleaning equipment and chemicals to enable safe operations
- personal protective clothing and equipment to enable cleaning and maintenance tasks to be undertaken safely and responsibly
- safe methods of waste disposal
- safe and efficient cleaning techniques to maintain own safety when performing cleaning and maintenance tasks.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • carries out cleaning, service and administrative tasks in facility areas according to organisational requirements and with minimal disruption to clients • complies with safety requirements with respect to the use and storage of chemicals and the disposal of wastes • reports hazards to appropriate personnel promptly and applies effective contingency-management techniques to respond to problems appropriately • completes required documentation according to organisational requirements.
Context of and specific resources for	Assessment must ensure conduct of multiple cleaning,

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assessment	service and administrative tasks in facility areas to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a work environment within a facility requiring cleaning and servicing • cleaning and maintenance equipment, products and personal protective clothing • coin-operated machines • organisational policies and procedures in relation to facility maintenance • documentation to be completed.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performing cleaning and servicing tasks in facility areas • oral and or written questioning to assess knowledge of safe use and storage of cleaning chemicals • third-party reports from a supervisor detailing work performance • portfolio of records in relation to completion of cleaning and maintenance tasks. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISXOHS101A Follow occupational health and safety policies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Hazards may include:	• leaking or damaged containers • defects in the storage area • contamination • spillages

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- breakages.

Facility or area may include:

- outdoor
- indoor
- dry and wet recreation centre or facility
- built and non-built.

Organisational policies and procedures may include:

- booking procedures
- emergency procedures
- frequency of inspections
- hazardous substances and dangerous goods
- local laws and by-laws
- manufacturer guidelines or specifications
- occupational health and safety
- ordinances and policy
- record keeping
- reporting channels
- security of facility and of patrons
- state and territory statutory requirements
- stock acquisition
- use and storage of cleaning equipment, agents and chemicals
- waste disposal procedures.

Relevant legislation may include:

- occupational health and safety
- hazardous substances and dangerous goods
- state and territory statutory requirements
- local laws and by-laws
- ordinances and policy.

Maintenance may include:

- restocking supplies
- emptying coins
- cleaning
- inspecting
- lawn mowing
- edging
- tree lopping
- maintaining supplies
- conducting minor repairs.

Amenities may include:

- lockers
- baskets
- cubicles
- clothing storage facilities.

Chemicals may include:

- bleach-based
- acid-based

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	• floor seals.
Waste may include:	• spillages • breakages • chemicals • blood • bandages • sanitary bins • garbage • sharps.
Supplies may include:	• first-aid • chemicals • cleaning agents • office supplies • hygiene and sanitary products.
Cleaning agents may include:	• acid or alkaline-based chemicals • heavy-duty detergents • organic solvents • abrasives.
Cleaning records may include:	• dates and times • areas cleaned • staff member.
Machines may include:	• dispensing machines • telephones.

Unit Sector(s)

Cross-Sector

Competency Field

Facility Management

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SISXFAC303A Implement facility maintenance programs

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to implement a maintenance program for a sport and recreation facility, including monitoring equipment, supplies and assets.

Application of the Unit

This unit applies to those who work as recreation or grounds assistants under supervision in a range of roles and settings in the sport, recreation or fitness industry. This includes providing support in the provision of grounds and facilities maintenance and routine housekeeping in locations such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Access maintenance program.	1.1. Access relevant organisational ***maintenance programs*** for the ***facility*** and clarify responsibilities with ***appropriate personnel*** as required. 1.2. Identify maintenance schedules and budgets. 1.3. Offer suggestions that support the effective implementation of the maintenance programs. 1.4. Identify strategies to minimise impact of maintenance activities on ***facility users***.
2. Implement a maintenance program.	2.1. Conduct routine ***maintenance activities*** within scheduled timeframes and budgets according to ***organisational policies and procedures***. 2.2. Maintain facility function without interruption where possible according to organisational policies and procedures. 2.3. Maintain safety of facility users at all times according to ***relevant legislation*** and organisational policies and procedures. 2.4. Respond promptly to requests for maintenance assistance according to organisational policies and procedures. 2.5. Conduct research and seek feedback from facility users on effectiveness of maintenance program according to organisational policies and procedures. 2.6. Report recommendations to the responsible person which contribute to the increased efficiency of maintenance.
3. Respond to failed or unsafe equipment.	3.1. Identify faulty equipment and erect clear and noticeable warning signs according to organisational policies and procedures. 3.2. Assess failed or unsafe equipment according to organisational policies and procedures. 3.3. Perform repairs within designated responsibility according to organisational policies and procedures. 3.4. Promptly tag and isolate unsafe equipment which cannot be repaired within own area of responsibility according to organisational policies and procedures. 3.5. Promptly report unsafe equipment to the responsible person and document as required. 3.6. Complete reports on all repair work undertaken, according to organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
4. Monitor supplies and records.	4.1. Maintain ***supply and stock*** levels to ensure ongoing availability. 4.2. Undertake purchase, receipt, storage and issue of supplies according to organisational policies and procedures. 4.3. Reconcile supply and stock levels with paperwork and rectify or report discrepancies to nominated person within designated timelines according to organisational policies and procedures. 4.4. Maintain supply records and update according to organisational policies and procedures.
5. Monitor function and value of assets.	5.1. Check condition of ***assets*** regularly against criteria to ensure retention of function and value according to organisational policies and procedures. 5.2. Respond to identified problems promptly according to organisational policies and procedures. 5.3. Determine value of supplies and stock according to organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - respond to requests for maintenance
  - make suggestions to improve efficiency of maintenance
  - seek feedback from facility users on standard of maintenance program
  - notify responsible person of failed or unsafe equipment
- literacy skills to:
  - complete documentation on failed or unsafe equipment and repair work carried out
  - complete and update supply records
- numeracy skills to:
  - reconcile discrepancies in supply levels and corresponding paperwork
  - conduct maintenance tasks within budget and time constraints
- problem-solving skills to:
  - conduct maintenance tasks in the most efficient and cost-effective manner that protects the function and value of assets

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  - identify strategies to minimise disruption to facility users
- planning and organising skills to:
  - carry out tasks according to maintenance schedule timeframes and with minimal disruption to facility users
  - monitor, purchase and maintain supplies.

Required knowledge

- legislation to enable:
  - safe implementation of maintenance operations
  - reporting of unsafe equipment
- organisational policies and procedures to enable maintenance programs to be carried out efficiently, safely and responsibly, including:
  - isolation procedures for failed or unsafe equipment
  - purchasing and receipting procedures
- own responsibilities within maintenance program to enable tasks to be carried out responsibly
- suppliers for specific products, supplies and services
- purchase specifications to enable the purchase of quality stock
- strategies to minimise disruptions to facility users when carrying out maintenance requirements
- techniques to enable routine maintenance tasks to be completed safely and efficiently
- basic gardening techniques and operations to carry out maintenance schedules as required
- principles of supply and demand to ensure optimum stock levels are maintained.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • implements organisational schedules for short and long-term maintenance programs for facilities and equipment • responds promptly to maintenance requests and takes appropriate action to manage equipment failures • implements maintenance program within budget, scheduled timeframes and with minimal

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	inconvenience to service users and staff, and seeks feedback from facility users • maintains records according to organisational requirements and manages discrepancies.
Context of and specific resources for assessment	Assessment must ensure implementation of a facility maintenance program that is of sufficient breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an environment with long and short-term maintenance programs • maintenance equipment • supplies and suppliers • organisational policies and procedures in relation to facility maintenance • information on equipment safety specifications.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performing maintenance service tasks in facilities • oral and or written questioning to assess knowledge of roles and responsibilities in implementation of maintenance program • third-party reports from a supervisor detailing work performance • portfolio of records in relation to failed or unsafe equipment and repair work completed. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISXFAC405A Plan and provide sport and recreation services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Maintenance programs may include:	• short, medium and long-term plans
	• budgets
	• maintenance schedules and timeframes for:
	  • capital items
	  • fittings and fixtures
	  • equipment
	  • premises
	  • plant
	  • motor vehicles
	  • environment.

Facility may include:	• built environment • non-built environment • plant and equipment.
Appropriate personnel may include:	• facility managers • supervisors.
Facility users may include:	• clients • supporters • members • volunteers • teams • clubs.
Maintenance activities may include:	• valuing and assessing assets • lawn mowing and edging • maintaining stocks • undertaking minor repairs.
Organisational policies and procedures may include:	• ***occupational health and safety*** • ***documents relating to purchase***, ***receipt***, ***storage and issue*** • record-keeping • maintenance timeframes and schedules • roles and responsibilities of staff • isolation and reporting of failed or unsafe equipment.
Relevant legislation may include:	• occupational health and safety • building codes and regulations • fire regulations • health Acts • industrial relations • environment legislation

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	• local government regulations • Australian Taxation Office regulations.
Supply and stock may include:	• first-aid • pool chemicals • office supplies • hygiene and sanitary supplies • cleaning supplies • activity-specific equipment.
Assets may include:	• facility • program • human resources.

Unit Sector(s)

Cross-Sector

Competency Field

Facility Management

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SISXFAC404A Coordinate facility and equipment acquisition and maintenance

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop a maintenance plan for a facility and coordinate the implementation and review of acquisition and maintenance requirements. It does not include specialist skills, but focuses on the need for managers to proactively plan for and manage the acquisition and maintenance of physical assets.

Application of the Unit

This unit applies to those with responsibility for the leadership of others in the sport, recreation or fitness industry. Personnel would be responsible for managing the implementation of a broad range of facility maintenance systems and staff, and have a high degree of autonomy. This may include those working as facility or operations managers in locations such as fitness centres, outdoor sporting grounds or complexes, aquatic centres or community recreation centres.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Scope facility and equipment maintenance needs.	1.1. Identify ***equipment*** and ***facility maintenance history*** and confirm with ***appropriate personnel***. 1.2. Identify areas or items prone to defects or requiring regular ***maintenance*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Identify maintenance ***budget*** and ***resources*** available to carry out work required. 1.4. Undertake costings of work and assess impact on budget. 1.5. Identify need for operational testing and recommissioning.
2. Develop a maintenance plan.	2.1. Prioritise maintenance requirements, taking into consideration safety, security and capacity, according to organisational policies and procedures. 2.2. Develop and document maintenance plans, according to relevant legislation and organisational policies and procedures. 2.3. Confirm and document availability of resources according to organisational policies and procedures. 2.4. Develop work schedules for identified work requirements in consultation with affected user groups and according to identified priorities and organisational policies and procedures. 2.5. Identify organisations and individuals suitably qualified to undertake maintenance repair services. 2.6. Develop and document procedures for isolation and access according to relevant legislation and organisational policies and procedures. 2.7. Develop ***record-keeping systems*** for repair work completed. 2.8. Develop systems to ensure that urgent or non-routine

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ELEMENT	PERFORMANCE CRITERIA
	maintenance jobs are reported to the appropriate authority as soon as problems are found.
3. Implement and monitor maintenance plan.	3.1. Inform individuals in the organisation who are responsible for performing regular or scheduled maintenance of their maintenance duties, according to the maintenance plan. 3.2. Manage and document requests for isolations where appropriate and according to relevant legislation and organisational policies and procedures. 3.3. Convey information in relation to work schedules to all affected staff and service users, according to organisational policies and procedures. 3.4. Monitor work schedules and expenditure, according to organisational policies and procedures. 3.5. Schedule maintenance work to minimise disruption to service operation. 3.6. Seek feedback on the maintenance plan from appropriate personnel and modify plan to reflect feedback obtained as appropriate.
4. Monitor on-site maintenance contracts and contractors.	4.1. Convey maintenance requirements to contractors, according to organisational policies and procedures. 4.2. Monitor work in progress and work outcomes to ensure they align with contractual and organisational requirements.
5. Supervise the storage of equipment.	5.1. Establish re-order levels and, where adequate levels cannot be sustained, notify appropriate personnel according to organisational policies and procedures. 5.2. Establish procedures to ensure that equipment is stored according to manufacturer instructions and organisational policies and procedures. 5.3. Establish systems for recording the quantity and condition of stored equipment, according to organisational policies and procedures.
6. Contribute to the selection of new equipment and facilities.	6.1. Investigate a range of ***information sources*** in relation to new equipment and facilities to meet current or future needs of service provision. 6.2. Encourage staff members to contribute ***recommendations*** to the selection of new equipment and facilities. 6.3. Identify benefits that can be expected from the suggested new equipment and facilities. 6.4. Make recommendations on the selection of

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ELEMENT	PERFORMANCE CRITERIA
	equipment and facilities to appropriate personnel according to organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - convey information about maintenance work to affected staff
  - convey instructions about work requirements to maintenance staff and contractors
  - seek feedback from staff regarding the acquisition of equipment and facilities
- planning and organising skills to:
  - develop a maintenance plan and work schedules according to identified needs
  - minimise the impact of maintenance on service delivery
  - organise staff to carry out equipment and facility maintenance according to timeframes
- problem-solving skills to:
  - prioritise work to be undertaken
  - resolve issues arising from maintenance operations
- numeracy skills to:
  - ensure maintenance work is carried out within budgetary constraints and costings
  - monitor expenditure
- literacy skills to:
  - access and interpret information about maintenance history
  - develop and document maintenance plans
  - document procedures and information relating to the completion of maintenance work.

Required knowledge

- legislation to enable the safe management of maintenance operations and ensure the reporting of unsafe facilities or equipment
- organisational policies and procedures to enable acquisition and maintenance activities to be conducted according to organisational requirements
- environmental standards and requirements to enable maintenance activities and disposal of material and equipment to be carried out responsibly
- safety standards of equipment and maintenance techniques relevant to the

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equipment being maintained
- contract and legal requirements for outsourced repairs
- schedule of facility operations to enable maintenance to be carried out with minimum disruption
- re-order levels for consumables
- criteria for assessing the safety of materials and equipment
- methods to determine current and future equipment needs and information sources to enable the viable purchase of equipment and facilities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • develops, implements and documents maintenance plans to ensure that the condition and performance of equipment and facilities are maintained at optimal level to provide an effective service to users • liaises with and monitors the work of maintenance personnel and contractors to ensure quality outcomes and minimal disruption to service users • seeks feedback on the maintenance plan and modifies as appropriate • uses knowledge of future needs of service provision to provide input into the selection of new equipment and facilities to improve service delivery to users.
Context of and specific resources for assessment	Assessment must ensure coordination of maintenance plans and procedures which meet identified priorities and are of sufficient breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a work facility and equipment requiring regular maintenance • resources and equipment to implement maintenance plan • maintenance history of equipment and facility • an actual or simulated maintenance budget • service users

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- manufacturer instructions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of implementing and monitoring maintenance plan
- oral and or written questioning to assess knowledge of relevant legislation in relation to carrying out maintenance activities
- third-party reports from a supervisor detailing work performance
- portfolio of records and reports documenting development and review of maintenance plan and outcomes.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXRSK502A Manage organisational risks.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment may include:

- sport
- fitness
- safety
- indoor and outdoor
- operational.

Facility may include:

- buildings
- built structures
- plant and equipment
- super-structures.

Maintenance history may include:

- condition of equipment and facilities
- recent modifications
- existing status
- frequency.

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Appropriate personnel may include:	• managers • volunteers • service or facility users.
Maintenance may include:	• conducting structural modifications • painting • resurfacing and returfing • cleaning, servicing and repairing.
Relevant legislation may include:	• occupational health and safety • state and territory statutory requirements • Australian standards • codes of practice • environmental requirements • contract law.
Organisational policies and procedures may include:	• occupational health and safety • risk-management procedures • equipment use and maintenance • resourcing and expenditure • outsourcing • reporting and record-keeping • communication protocols.
Budget may include:	• labour • materials • training • services • tools and equipment.
Resources may include:	• service providers • materials • equipment • finances.
Record-keeping systems may include:	• computer records • form books • index files • data.
Information sources may include:	• trade journals • exhibitions • work of other organisations • sales information • client feedback.
Recommendations may include:	• written reports • verbal briefings • informal suggestions.

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Unit Sector(s)

Cross-Sector

Competency Field

Facility Management

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SISXFAC405A Plan and provide sport and recreational services

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to determine the sport and recreation services required by clients and to plan, implement and evaluate the services from a facility management perspective.

Application of the Unit

This unit applies to those who work autonomously in an administrative or organisational capacity in a sport, recreation or fitness environment. This may include facility and administration coordinators supporting the management of ancillary functions required to ensure the effective provision of specific services and programs in locations such as fitness centres, outdoor sporting grounds or complexes, aquatic centres or sporting organisations and associations.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Establish need for the sport and recreation service.	1.1. Undertake research to identify ***target groups*** for the ***service*** and establish ***needs***. 1.2. Determine the type and nature of services that will address the identified needs. 1.3. Gain necessary approvals according to ***organisational policies and procedures*** and ***relevant legislation***. 1.4. Make recommendations for relevant services to the appropriate facility personnel according to organisational policies and procedures.
2. Plan the service.	2.1. Establish objectives and evaluation procedures for the service according to organisational policies and procedures. 2.2. Establish and document ***work plans*** for the service according to organisational policies and procedures. 2.3. Identify ***resources*** for the service and establish a ***budget*** according to organisational policies and procedures. 2.4. Determine service content and design according to organisational policies and procedures. 2.5. Determine a promotional plan for the service according to organisational policies and procedures.
3. Implement the service.	3.1. Obtain and allocate resources according to work plan. 3.2. Implement work plan according to organisational policies and procedures. 3.3. Monitor, review and modify or cancel the service in response to ***new or changing circumstances*** as required. 3.4. Conduct service safely according to stated outcomes and objectives.
4. Evaluate the service.	4.1. Seek ***feedback*** on the service from service users and staff. 4.2. Assess service outcomes against objectives according to organisational policies and procedures. 4.3. Develop and document recommendations for improvements to future services. 4.4. Submit recommendations for improvements to

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ELEMENT	PERFORMANCE CRITERIA
	appropriate personnel.
	4.5. Review own performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult and interact with target groups in the community to elicit information required to determine needs for the service
  - source, interpret and confirm information to inform service planning
  - liaise with appropriate personnel to make suggestions and plan the service
  - seek feedback from service users and staff
- problem-solving skills to:
  - plan a service according to target group needs
  - assess risk factors
  - modify the service as required
  - assess service outcomes against initial objectives to suggest potential improvements
- planning and organising skills to:
  - source and allocate resources for the service
  - develop and implement a work plan for the service within appropriate timelines
- language and literacy skills to:
  - complete research into user needs
  - produce and document service plans
  - complete documentation in relation to recommendations for improvement
- numeracy skills to develop budgets for service provision
- self-management skills to review and reflect on own work performance in planning and implementing the service according to participant expectations.

Required knowledge

- legislation to enable:
  - safe and equitable delivery of the service to target groups
  - safe use of equipment and materials
- organisational policies and procedures to enable safe, satisfactory and beneficial outcomes for all participants
- principles of inclusive practices

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- reasons for individual participation in sport and recreation services to ensure this information is included in planning for service
- risk-analysis processes to evaluate the risk and possible impact of planned sport and recreation services
- activity-specific knowledge of planned sport and recreation services to ensure services match participants' needs
- insurance arrangements to suit the service.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans and provides services within budgetary constraints that reflect the needs of a range of participants • monitors the provision of services and applies effective contingency-management techniques to deal with a range of new or changing situations that may arise, and makes adjustments in response to these changing situations • evaluates and makes recommendations on services and reflects on own work performance to identify ways in which service outcomes and benefits to participants can be improved.
Context of and specific resources for assessment	Assessment must ensure planning, implementation and evaluation of multiple sport and recreation services to allow the candidate to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an environment or facility appropriate to the planning and provision of recreation services • target groups with specific needs • appropriate persons to provide approvals • resources for the service • organisational documentation relevant to service provision.
Method of assessment	A range of assessment methods should be used to assess

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practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning and implementing a sport and recreation service
- observation of interacting with a range of target groups to establish service needs
- observation of dealing with contingencies, such as changing circumstances in service provision
- oral and or written questioning to assess knowledge of principles of community development practices
- portfolio containing evidence of work plans for sport and recreation services
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXCCS404A Address client needs.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Target groups may include:

- culturally and linguistically diverse
- age-specific
- disability-specific
- gender-specific.

Services may include:

- major events
- educational programs
- group or individual programs.

Needs may include:

- cultural
- linguistic
- special needs.

Organisational policies and procedures may include:

- organisational objectives
- occupational health and safety
- resource allocation
- emergency procedures.

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Relevant legislation may include:	• occupational health and safety • equal opportunity • privacy • working with children • state and territory statutory requirements • local laws and by-laws • ordinances and policy.

Work plan may include:	• objectives
	• timeframes
	• administration procedures
	• risk factors, including:
	  • ground and facility risks
	  • equipment risks.

Resources may include:	• staff • equipment • venues • documentation.
Budget may include:	• setting fees • allocating funds.
New or changing circumstances may include:	• participant numbers • weather • facility booking falling through • equipment failure • emergencies.
Feedback may include:	• qualitative • quantitative • evaluation forms and surveys • financial information.

Unit Sector(s)

Cross-Sector

Competency Field

Facility Management

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SISXFAC506A Manage stock supply and purchase

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to establish and monitor stock control and stock-purchasing systems within a multi-use facility.

Application of the Unit

This unit applies to those with leadership roles in the sport, recreation or fitness industry. Personnel would be responsible for managing the implementation of a broad range of facility requirements and have a high degree of autonomy. This may include those working as facility managers in locations such as fitness centres, outdoor sporting grounds or complexes, aquatic centres or community recreation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Assess stock requirements.	1.1. Establish order quantities based on internal information and supplier advice according to ***organisational policies and procedures***.
	1.2. Identify and cater for ***situations*** creating extra demand, according to supplier advice and organisational policies and procedures.
	1.3. Monitor current use of ***stock*** for wastage according to organisational policies and procedures.
	1.4. Establish and implement an order and supply process to meet stock requirements.
2. Develop supply arrangements.	2.1. Source potential suppliers according to organisational policies and procedures.
	2.2. Develop purchase specifications and obtain quotes from different suppliers as required.
	2.3. Assess suppliers against specifications, select best options and inform appropriate personnel.
	2.4. Obtain and verify ***required information*** and make purchases within budget allocations.
	2.5. Monitor performance of suppliers and amend sources of supply as required.
3. Establish and implement stock-control systems.	3.1. Develop and document ***stock-control systems*** and communicate to appropriate personnel within organisation.
	3.2. Develop processes to monitor quality during supply and delivery according to organisational policies and procedures.
	3.3. Investigate the use of items showing high wastage or loss and ways to minimise wastage according to organisational policies and procedures.
	3.4. Monitor and adjust stock-control systems and order patterns, according to established patterns of demand and organisational policies and procedures.
	3.5. Evaluate the quality of stock based on feedback from colleagues and clients.
	3.6. Train staff to minimise stock wastage according to organisational policies and procedures.
4. Manage stock reconciliation.	4.1. Plan stock reconciliation process according to organisational policies and procedures.
	4.2. Monitor stock reconciliation procedures in

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ELEMENT	PERFORMANCE CRITERIA
	consultation with an auditor as required.
	4.3. Complete and maintain stock reconciliation records according to ***relevant legislation*** and organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organising skills to:
  - establish and adjust stock requirements
  - develop, implement and monitor an order and supply process to meet organisational needs
- problem-solving skills to:
  - develop and adjust stock-control systems to meet fluctuating demands
  - minimise wastage of stock
- communication skills to:
  - convey information about stock-control systems and processes to appropriate staff
  - seek feedback regarding the quality of stock and performance of suppliers
- numeracy skills to:
  - interpret and compare supplier quotes
  - work within organisational budgetary restraints to purchase and control stock supply
- literacy skills to:
  - document stock-control processes
  - develop stock specifications
- monitor and maintain records of stocktakes and audits.

Required knowledge

- legislation to enable the safe management of maintenance operations and the reporting of unsafe facilities or equipment
- organisational policies and procedures to enable:
  - purchase and management of stock to be supported by procedures
  - outcomes to be reported
- suppliers for specific products and services
- purchase specifications to enable the purchase of quality stock
- projected future needs to ensure changing trends and demands are catered for in

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planning and development
- environmental standards and requirements to enable the application of waste minimisation methods
- patterns of demand to enable the development of effective order and supply processes
- data, such as yield tests and stocktaking figures, to calculate standard methods and measures to enable the development of accurate stock-control systems
- methods to accurately assess current and future organisational and client needs to adapt order and supply processes
- methods of yield testing
- stock valuation methods to enable stock control and purchase measures to meet organisational financial objectives.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • works within organisational systems to develop, implement and document purchasing and stock-control systems, based on assessment of organisational stock requirements • monitors use of stock to identify patterns of demand, responds to changes in demand to adjust stock supply, identifies wastage and ways to minimise it, and documents stocktaking processes and outcomes within required timeframes • selects reputable suppliers based on product specifications, monitors quality and performance, and takes appropriate action as required • applies contingency-management techniques to deal with a range of order and supply issues that may affect the timely supply of required stock.
Context of and specific resources for assessment	Assessment must ensure management and control of stock and stock-purchasing systems within a sport and recreation facility or context. Assessment must also ensure access to: • a work environment within a facility requiring stock supply and purchase

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- a real or simulated budget for purchase of stock
- staff to implement the order and supply process
- data on patterns of stock usage.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of implementing and monitoring stock-control systems
- oral and or written questioning to assess knowledge of purchase specifications
- portfolio of records documenting stock reconciliation outcomes
- third-party reports from a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXRES403A Use resources efficiently.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisational policies and procedures may include:

- stock acquisition
- selection of suppliers
- stock control
- security
- stock reconciliation and audit
- record-keeping
- expenditure
- purchase specifications.

Situations may include:

- peak times
- new staff
- advertising
- special events.

Stock may include:

- food and beverages

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	• office supplies and stationery • equipment • cleaning agents and chemicals • maintenance supplies • general stores.
Required information may include:	• specifications • quantity • frequency • supplier's quality assurance procedures.
Stock-control systems may include:	• integrated point of sale systems • imprest • ledgers • bin cards • stocktaking systems • stock-valuation systems • stock-reporting systems.
Relevant legislation may include:	• Australian Taxation Office regulations • consumer protection.

Unit Sector(s)

Cross-Sector

Competency Field

Facility Management

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SISXIND101A Work effectively in sport and recreation environments

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to work effectively in a sport and recreation environment. The unit focuses on the application of industry knowledge and organisational work practices to support the completion of day-to-day work activities.No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to key personnel working in a range of roles in sport, recreation or fitness sectors, such as community recreation, fitness, outdoor recreation and sport. It applies to individuals working in customer-service roles in gyms, aquatic centres, community centres or indoor activity centres, as well as to those working as instructors, trainers or guides and volunteers in indoor and outdoor settings with a range of client groups.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop sport and recreation industry knowledge.	1.1. Identify and access ***sources of information*** on the sport and recreation industry. 1.2. Apply ***industry information*** in day-to-day work activities. 1.3. Identify the ***economic and social significance*** of sport and recreation and their impact on individuals and the community. 1.4. Update knowledge and share with ***clients*** and colleagues as appropriate. 1.5. Identify the role of volunteers within the sport and recreation industry.
2. Identify client needs and organisational objectives.	2.1. Undertake daily work activities according to ***organisational policies and procedures***. 2.2. Refer clients to services according to organisational policies and procedures. 2.3. Apply knowledge of a client-focused approach according to ***community development philosophies and principles***. 2.4. Carry out work tasks according to industry standards of ***ethical practice***. 2.5. Adapt work processes to meet the ***specific needs*** of individual clients.
3. Implement customer-service practices.	3.1. Respond to client feedback according to organisational policies and procedures and in line with individual level of responsibility. 3.2. Follow up on feedback according to organisational policies and procedures. 3.3. Record communication and outcome between client and organisation according to organisational policies and procedures.
4. Minimise risks to personal and public safety.	4.1. Identify ***situations*** that may endanger the personal safety of self, staff and other clients. 4.2. Implement action to minimise risk according to organisational policies and procedures. 4.3. Report situation to appropriate staff.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact with clients and staff in the provision of services
  - respond to client feedback
  - convey information to clients about problems and delays
  - report information about incidents to appropriate staff
- literacy skills to:
  - research, analyse and update relevant information
  - complete documents in relation to incident reporting and client feedback
  - interpret and follow procedures and instructions to meet organisational requirements within the job role
- problem-solving skills to:
  - identify potentially unsafe situations and implement appropriate actions to control the situation
  - refer clients according to own work role and level of responsibility
- self-management skills to complete work tasks efficiently and within designated timeframes.

Required knowledge

- information sources for the sport and recreation industry
- sectors of the sport and recreation industry and their interrelationships, roles and functions
- organisational policies and procedures relating to the safe and ethical performance of all tasks
- indicators of client behaviour that may endanger others
- principles of a client-focused approach, and philosophies and principles of community development to enable the application of inclusive practices.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • accesses information on the sport and recreation industry and applies knowledge of industry and own sector to the performance of own work role • interacts with a range of clients and staff according to industry standards of ethical practice • completes work tasks efficiently, within defined timeframes and responsibilities, and according to organisational policies and procedures • deals with contingencies according to own levels of responsibility.
Context of and specific resources for assessment	Assessment must ensure completion of multiple day-to-day work activities in a sport and recreation environment to demonstrate competency and consistency of performance. Assessment must also ensure access to: • different groups of clients and staff relevant to job and sector-specific contexts • a variety of work-related products and services • sources of information about the sport and recreation industry • documentation, such as incident report forms and feedback sheets • relevant support staff.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of completing job tasks and interacting with staff and clients in the provision of customer service • oral and or written questioning to assess knowledge of organisational and legislative requirements and their application to the work role • a research project documenting information collected and analysed about the sport and recreation industry and its relevance to work activities • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISXOHS101A Follow occupational health and

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safety policies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of information may include:	• media • books • unions • industry associations and organisations • industry journals • personal observations and experience.
Industry information may include:	• peak bodies • professional or industry organisations • unions • types of employment opportunities, including part-time and casual • working hours • role of volunteers • qualifications obtained by employees or volunteers • different sport and recreation services and their relevance to industry sectors • relationships between sport and recreation and other industries • specific features of the local or regional industry • roles and responsibilities of individual staff.
Economic and social significance may include:	• impact on volunteers • effect on local amenities or facilities • community role in recreation • positive and negative impacts on health • national pride.
Clients may include:	• internal and external • customers with routine or special requests • regular and new • people from a range of social, cultural and

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	ethnic backgrounds.
Organisational policies and procedures may include:	• anti-discrimination • client referral procedures • codes of conduct • complaint procedures and response times • consumer protection • duty of care • emergencies • equal opportunity • industrial relations • occupational health and safety • organisational report forms • reporting procedures • risk minimisation. • working with children • workplace relations.
Community development philosophies and principles may include:	• social justice • human rights • individual and social empowerment.
Ethical practice may include:	• professional relationships • client relationships • professional standards of customer service • information collection, storage and dissemination • operation of community recreation organisations • inclusive and non-discriminatory practices.
Specific needs may include:	• language • cultural • social • economic • physical • health.
Situations may include:	• verbal abuse • physical aggression • emergencies.

Unit Sector(s)

Cross-Sector

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Competency Field

Working in Industry

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SISXIND202A Process entry transactions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to process entry transactions in relation to a range of services provided in a range of facilities.

Application of the Unit

This unit applies to those who work in customer contact roles, such as activity assistants or customer-service assistants in locations such as community recreation centres or facilities, indoor recreation facilities, and leisure and aquatic centres.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Prepare to process entry transactions.	1.1. Receive and check cash float according to ***organisational policies and procedures***. 1.2. Complete documentation on cash float where required according to organisational policies and procedures. 1.3. Open point of sale terminal according to organisational policies and procedures.
2. Process entry transactions.	2.1. Process ***entry transactions*** in a timely manner according to organisational policies and procedures. 2.2. Process cash and non-cash transactions according to organisational policies and procedures. 2.3. State price or total and amount received to ***client***. 2.4. Respond to queries about transactions according to organisational policies and procedures. 2.5. Refer transactions outside area of responsibility to other personnel according to organisational policies and procedures. 2.6. Complete records for transaction errors according to organisational policies and procedures.
3. Access and use point of sale equipment.	3.1. Operate ***point of sale equipment*** according to organisational policies and procedures. 3.2. Maintain supply of change in point of sale terminal according to organisational policies and procedures. 3.3. Enter information into point of sale equipment according to organisational policies and procedures. 3.4. Clear point of sale terminal and transfer tender according to organisational policies and procedures. 3.5. Close point of sale terminal according to organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- technology skills to operate point of sale equipment
- numeracy skills to check float, calculate transactions and maintain adequate supply of change
- literacy skills to complete required documentation in relation to transaction

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- communication skills to respond to client transaction requirements and queries
- self-management skills to:
  - work within organisational policies and procedures
  - refer transactions outside area of responsibility to supervisor
  - apply secure cash and non-cash handling skills and procedures.

Required knowledge

- organisational policies and procedures to enable effective and secure processing of entry transactions
- services provided by the facility and related transaction types to enable recognition and efficient processing of cash and non-cash transactions
- functions and features of point of sale equipment to enable safe and efficient operation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • works within own area of responsibility to process client entry transactions in a professional and timely manner according to organisational policies and procedures • applies security procedures to the conduct of all entry transactions and refers transactions outside area of responsibility to supervisor.
Context of and specific resources for assessment	Assessment must ensure processing of multiple entry transactions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a range of real or simulated client entry transaction requests • organisational policies and procedures for the processing of entry transactions • point of sale equipment and cash float • appropriate forms for the documentation of transaction details as requested.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of conducting multiple entry transactions of different types relevant to the current or intended work environment of the candidate
- oral and or written questioning to assess knowledge of the organisation's policies and procedures for processing entry transactions
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXCCS201A Provide customer service.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisational policies and procedures may include:

- point of sale procedures
- security of funds
- sales transactions
- cash and non-cash handling procedures
- documentation and record-keeping.

Entry transactions may include:

- cash
- credit cards
- cheques
- EFTPOS
- deposits
- refunds
- advance payments
- vouchers
- memberships.

Client may include:

- new or repeat
- internal or external

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	• clients with routine or special requests.
Point of sale equipment may include:	• cash register • cash drawer • customer displays • EFTPOS terminal • scanner.

Unit Sector(s)

Cross-Sector

Competency Field

Working in Industry

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SISXIND403A Analyse participation patterns

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to analyse current participation patterns in sport, recreation or fitness activities. The unit focuses on reviewing and evaluating market penetration and identifying potential directions for future marketing to targeted specific market segments in order to increase participation levels.

Application of the Unit

This unit applies to those working as personal trainers in the fitness industry as well as those planning, implementing and evaluating outdoor recreation programs and activities across a range of activity areas, such as operations managers and program managers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Review and interpret the market.	1.1. Identify ***market segments*** for current sport and recreation service delivery. 1.2. Identify and analyse ***participant attributes*** common to specific market segments for current sport and recreation service delivery. 1.3. Access and interpret statistical analysis of market research from ***relevant sources*** to evaluate market penetration of specific market segments, according to ***relevant legislation*** and ***organisational policies and procedures***.
2. Assess patterns and levels of participation.	2.1. Identify major ***features*** of current sport and recreation service delivery. 2.2. Assess potential impact of ***internal influences*** on participation levels and patterns. 2.3. Assess potential impact of ***external influences*** on participation levels and patterns. 2.4. Evaluate the scope for possible expansion of participation within specific market segments according to organisational policies and procedures.
3. Report analysis outcomes on participation levels and patterns.	3.1. Present outcomes of analysis to ***relevant personnel*** within the required timeframe. 3.2. Recommend expansion opportunities according to organisational policies and procedures. 3.3. Document outcomes and opportunities according to organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - elicit information about participation levels and patterns in specific market segments of the sport and recreation industry
  - convey information to colleagues about research outcomes and future opportunities
  - language and literacy skills to:
  - undertake basic research

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  - identify and interpret market information
  - document outcomes of analysis and potential opportunities
- technology skills to access electronic sources of information
- problem-solving skills to:
  - assess the impact of various influences on patterns of participation
  - evaluate the scope for expansion
  - suggest potential opportunities
- planning and organising skills to complete research and analysis activities within required organisational timeframes.

Required knowledge

- marketing principles to enable the identification of new and emerging markets and those not currently penetrated, with the aim of increasing participation
- contemporary participation patterns in the sport and recreation industry and factors that impact on participation levels and patterns to enable market segments to be identified and analysed
- dimensions and characteristics of leisure and its benefits for individuals and the community to enable understanding of client recreation needs
- legislation relevant to the sport and recreation industry and organisational policies and procedures to enable collection and use of market research data
- market research and analysis techniques and information sources of the leisure industry.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • works within organisational guidelines and systems and applies marketing principles to build organisational knowledge • uses a range of sources to research and analyse participation patterns in key market segments of the sport and recreation industry and identify trends of potential significance to the organisation • analyses comparative importance of the variety of influences on participation levels and patterns for differing market segments and communicates observations and interpretations to colleagues and

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	management • applies research knowledge to scope potential opportunities to increase participation and makes logical recommendations to colleagues and management.
Context of and specific resources for assessment	Assessment must ensure participation in market research activities that reflect the requirements of the candidate's current or intended work environment and are of sufficient breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • sources of information on participation patterns and market segments in the sport and recreation industry • an environment or facility with a range of recreation and leisure services • organisational policies and procedures regarding the use of market research information • organisational marketing plans and objectives.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of discussing and presenting analysis with colleagues • oral and or written questioning to assess knowledge of key market segments in the sport and recreation industry • portfolio showing evidence of analysis of market segments and supporting rationale for recommendations. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Market segments may include:	• attitudes and values • culture • geography • lifestyle • employment status • socioeconomic factors.
Participant attributes may include:	• gender • age • income • stage in lifecycle • occupation and education • culture.
Relevant sources may include:	• Australian Bureau of Statistics • commercial research • internet • print media • surveys • television.
Relevant legislation may include:	• privacy • copyright.
Organisational policies and procedures may include:	• access to and collection of market information • privacy • reporting requirements • information protocols • security and confidentiality requirements • management and accountability channels.
Features may include:	• variety and breadth of services • locations • qualified staff • equipment and facilities.
Internal influences may include:	• ***individual*** • ***lifestyle*** • ***social***.
External influences may include:	• ***leisure characteristics*** • competitive service provision from public sector, commercial sector and not-for-profit sector • economic developments • environmental trends • shifts in demographics, political landscape and geographical landscape

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Relevant personnel may include:	• technological change • codes of practice. • senior colleagues • marketing personnel • store or terminal owners.

Unit Sector(s)

Cross-Sector

Competency Field

Working in Industry

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SISXIND404A Promote compliance with laws and legal principles

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply legislation relevant to organisational operations. The unit focuses on analysis and interpretation of relevant legislation to inform the review of current organisational systems to determine compliance with legal obligations and promote the modification or development and implementation of systems to promote business compliance.

Application of the Unit

This unit applies to staff in leadership and guidance roles, responsible for planning, conducting and evaluating business activities in a variety of sport, recreation or fitness environments. This may include staff working as program, recreation or swim school coordinators or managers across a range of programs and locations as well as those working in outdoor field locations, such as outdoor leaders and logistics coordinators.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse laws and legal principles.	1.1. Identify and access ***sources*** of ***laws and legal information*** that relate to the organisation. 1.2. Analyse laws and legal information and identify ***implications*** for the organisation. 1.3. Record information and communicate to ***appropriate personnel***.
2. Analyse the implications of contracts.	2.1. Identify the ***types of contracts*** used by the organisation and the rationale for their use. 2.2. Identify and analyse contractual obligations and their implications for individuals and the organisation.
3. Review current organisational systems to determine legal compliance.	3.1. Identify and assess current ***organisational policies and procedures*** and ***implementation strategies*** to determine compliance with legal requirements. 3.2. Identify aspects of organisational operations that may infringe or not meet legal obligations. 3.3. Assess the need for and access legal advice on infringements and gaps where appropriate. 3.4. Report and document outcomes of assessment and make recommendations for ***required actions*** to address infringements and gaps to relevant personnel. 3.5. Circulate recommendations to affected staff for feedback and discussion.
4. Modify organisational systems to promote compliance.	4.1. Develop or modify policies, procedures and implementation strategies as appropriate based on recommendations and feedback to promote compliance with legal obligations. 4.2. Document new or modified policies, procedures and implementation strategies. 4.3. Communicate new or modified policies, procedures and implementation strategies within organisation. 4.4. Implement new or modified policies, procedures and implementation strategies and monitor their effectiveness in complying with legal requirements.
5. Update legal knowledge.	5.1. Update legal knowledge and share with colleagues. 5.2. Use updated knowledge in planning for workplace systems and operational processes.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with colleagues
  - convey information about legal obligations
  - seek feedback on organisational policies, procedures and implementation strategies to support organisational compliance and undertake a review of these systems
- language and literacy skills to:
  - undertake research of relevant legislation and legal information
  - interpret and update information to promote compliance
  - document information to support compliance
- problem-solving skills to:
  - review compliance of current organisational policies and procedures
  - identify problems and gaps
  - modify or develop initiatives to promote compliance with legal obligations
- technology skills to access relevant legal information from electronic sources.

Required knowledge

- organisational systems and their relationship to legislative obligations to enable understanding of the purpose and aims of these systems and their effective functioning
- organisational policies and procedures related to legislative requirements and business compliance to enable an assessment of gaps and potential modifications to be identified
- legislation and industry codes of practice which govern business operations to enable organisational compliance
- evaluation techniques to enable the effective review of organisational policies and procedures
- appropriate implementation strategies for organisational policies and procedures that meet compliance requirements.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies and clarifies the implications of laws, legal requirements and organisational contracts on operating systems and services and seeks legal advice where appropriate • reviews current organisational systems to determine areas of operation that do not comply with laws and legal requirements, and documents and reports findings to appropriate personnel in a timely manner • makes recommendations to better promote compliance and supports staff in implementing policies and procedures that promote compliance with laws and legal requirements • anticipates problems or constraints that may affect the organisation's ability to comply with legal and contractual obligations and incorporates them into a contingency plan.
Context of and specific resources for assessment	Assessment must ensure implementation and monitoring of recommendations in consultation with staff, and participation in organisational compliance reviews that are of sufficient breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • sources of information about legal and contractual obligations • current organisational policies, procedures and operational work systems • sources of legal advice and associated documentation • resources, staff and documentation required for the review of organisational systems.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interacting with staff as part of the review process • oral and or written questioning to assess knowledge of relevant legislation and its impact on the specific sport and recreation organisation • portfolio showing evidence of review outcomes and actions

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- third-party reports from a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended for example:

- SISXRSK502A Manage organisational risks.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources may include:

- reference books
- media
- industry and or employer associations
- industry journals
- internet
- clients and suppliers
- legal experts.

Laws and legal information may include:

- company
- taxation
- contract
- insurance and superannuation
- consumer protection and trade practices
- licensing
- industrial relations
- equal opportunity
- anti-discrimination
- privacy.

Implications may include:

- delivery of services
- safety
- employment
- privacy
- constitutional structure
- contracts
- funding accountability.

Appropriate personnel may

- managers

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include:

- supervisors
- board members
- colleagues
- local government.

Types of contracts may include:

- funding
- sponsorships
- employment
- service and or supply of goods and services
- preferred providers
- licences
- trademarks
- transfers
- franchises.

Organisational policies and procedures may include:

- legislative requirements
- contract establishment and management
- business compliance and management reporting
- monitoring and reviewing procedures.

Implementation strategies may include:

- staff training
- organisational communication strategies
- information sessions and updates.

Required actions may include:

- modifying current policies and procedures
- developing new policies and procedures
- modifying current implementation strategies
- developing new implementation strategies.

Unit Sector(s)

Cross-Sector

Competency Field

Working in Industry

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SISXIND405A Conduct projects

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare for and conduct projects in specific activity areas, according to a project-management plan. It also involves undertaking contingency planning to enable the achievement of project outcomes.

Application of the Unit

This unit applies to those working autonomously and within supervisory roles in a sport, recreation or fitness environment, including those in roles such as program developers, logistics coordinators, sports trainers, coaches working with athletes, development officers and outdoor leaders. The roles may be performed in a range of sport and recreation environments, such as leisure centres, training venues, and indoor activity centres, or as part of outdoor recreation activities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify project scope.	1.1. Identify ***scope*** of the ***project*** according to ***organisational policies and procedures***. 1.2. Identify required ***resources*** and their availability. 1.3. Identify the required budget for the project. 1.4. Identify interrelationships with other concurrent projects. 1.5. Assess the project's potential impact on the organisation and individuals.
2. Prepare a project implementation plan.	2.1. Identify ***contract requirements*** of the project. 2.2. Identify ***key milestones*** and ***quality measures*** for the project according to organisational policies and procedures. 2.3. Confirm project budget according to organisational policies and procedures. 2.4. Allocate tasks and resources and identify relevant personnel to be informed and consulted. 2.5. Identify and access administrative support required for the project. 2.6. Develop contingency-management plans for project outcomes according to organisational policies and procedures. 2.7. Confirm project-management plan with ***relevant personnel***.
3. Implement project.	3.1. Access and allocate resources according to project-management plan and organisational policies and procedures. 3.2. Coordinate communication processes between all relevant personnel within project team. 3.3. ***Monitor*** project activities and progress according to project-management plan, ***relevant legislation*** and organisational policies and procedures. 3.4. Identify deviations from project-management plan and take actions to address deviations. 3.5. Notify appropriate personnel where original project requirements cannot be met. 3.6. Maintain ***project records*** according to organisational policies and procedures.
4. Finalise project	4.1. Complete the project according to contract

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ELEMENT	PERFORMANCE CRITERIA
outcomes.	requirements and organisational policies and procedures. 4.2. Evaluate relevant components of the project according to quality measures in consultation with relevant personnel. 4.3. Identify potential areas of improvement of future projects. 4.4. Review own performance in conducting the project and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with project members
  - convey information on project progress
  - liaise and negotiate with internal and external service providers
- planning and organising skills to:
  - implement a project-management plan
  - coordinate project resources within timelines and budget
- problem-solving skills to:
  - define and monitor objectives of the project
  - identify and address deviations to the project-management plan
  - develop contingency plans
- literacy and numeracy skills to:
  - interpret a project-management plan
  - complete project documentation
  - identify and meet budget and timeframe requirements
- self-management skills to review and reflect on own work performance to conduct a project.

Required knowledge

- organisational policies and procedures to enable accountability and satisfactory completion of project outcomes according to organisational protocols and standards
- legislation to enable project to be conducted safely and responsibly
- quality-assurance principles to enable project accountability in the achievement of

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quality outcomes
- project-management techniques to effectively prepare, implement and monitor a project plan within budget and on time
- organisational financial recording and reporting requirements
- conflict-resolution techniques to enable negotiation of issues arising during the project
- evaluation processes to enable improvements to be made to future projects.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • implements, monitors and reviews a project-management plan according to organisational recording and reporting systems • liaises with relevant personnel and allocates and coordinates project tasks and resources to maximise timely project outcomes • uses communication strategies and systems to encourage and maintain information flow and exchange between project team personnel • applies contingency-management techniques to deal with a range of problems and issues that may arise during the project and reports those outside own level of responsibility to relevant personnel • evaluates and reflects on own work performance to identify ways in which future project outcomes and benefits to the organisation and individuals can be improved.
Context of and specific resources for assessment	Assessment must ensure conduct of multiple projects within budgetary constraints and timeframes that are of sufficient breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a sport and recreation environment that reflects local issues and initiatives for which projects can be implemented • equipment and resources required for the project,

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	including support staff, equipment and materials • organisational procedures and protocols, such as project reporting or recording requirements • sources of information on project-management techniques.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interacting with project team, including allocating tasks and monitoring progress • observation of dealing with contingencies in relation to project deviations and budgets • oral and or written questioning to assess knowledge of relevant organisational policies and procedures for conducting a project • third-party reports from a supervisor detailing work performance • portfolio containing evidence of research and documentation, such as a project-management plan and project reports. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISXIND507A Manage education initiatives.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Scope may include:	• objectives • desired outcomes • benefits to the organisation • cost • risks • time.
Project may include:	• internal or external projects • conferences and major meetings

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	• promotional or other events • introduction of new technology or systems • product or service development • research or development projects • ongoing business projects • skills-improvement projects.
Organisational policies and procedures may include:	• occupational health and safety • commercial confidentiality • codes of conduct and practice • ethical practices • quality systems • payment of invoices • scoping of potential projects • monitoring of projects • reporting requirements • project completion • accountability requirements.
Resources may include:	• service providers • financial • human • physical • technical.
Contract requirements may include:	• performance standards • timelines • names of parties bound by contract • payment • completion requirements • staffing • ownership of materials • indemnity and insurance • reporting mechanisms.
Key milestones may include:	• recording and reporting • developing a work plan • timelines • achievement of key tasks and project phases • measurement and achievement of set outcomes • completion of tasks • completion of contract phases and requirements.
Quality measures may include:	• objectives and outcomes • benchmarks

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- standards
- key performance indicators
- project monitoring process
- achievement of timelines
- costs.

Relevant personnel may include:

- project managers
- clients
- internal and external service providers.

Monitor may include:

- progress and timeframes
- performance
- variables
- activities
- problems and issues
- changes to project plan
- costs associated with the project.

Relevant legislation may include:

- occupational health and safety
- privacy
- duty of care
- trades practices
- goods and services
- contract
- environmental.

Project records may include:

- team reports
- project control chart
- control point chart
- milestone chart
- budget control chart
- interim and final reports.

Unit Sector(s)

Cross-Sector

Competency Field

Working in Industry

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SISXIND406A Manage projects

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to scope, implement, monitor and evaluate project-management plans and outcomes in specific activity areas, ensuring all resources are available to achieve project goals and that the project complies with legislative and organisational requirements.

Application of the Unit

This unit applies to those working autonomously and within supervisory roles in a sport, recreation or fitness environment. This includes those in leadership and guidance roles, such as competition managers, program developers, operations managers and adventure guides. These roles may be performed in a range of sport and recreation environments, such as leisure centres, training venues, indoor activity centres or as part of outdoor recreation activities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Scope project.	1.1. Determine ***project scope*** and objectives in consultation with appropriate colleagues and clients. 1.2. Determine required ***resources*** for the ***project*** in consultation with colleagues and clients. 1.3. Assess areas for potential over-run and resource complications. 1.4. Determine ***contract requirements*** of the project as required. 1.5. Determine administrative requirements of the project according to ***organisational policies and procedures***.
2. Develop a project-management plan.	2.1. Formulate project budget according to organisational policies and procedures. 2.2. Negotiate and document roles and responsibilities of ***project personnel*** according to organisational policies and procedures. 2.3. Identify and document ***key project milestones*** and ***quality measures*** for the project. 2.4. Plan project risk management and communication strategies in conjunction with appropriate colleagues. 2.5. Develop evaluation methods suitable to the project in consultation with colleagues. 2.6. Determine and assess technical specifications for the project. 2.7. Distribute project-management plan for review by personnel involved in or influenced by the project.
3. Administer and monitor project.	3.1. Coordinate agreements with project personnel according to project-management plan and ***relevant legislation***. 3.2. Coordinate project communication processes to meet the needs of clients and service providers. 3.3. Assess and review progress of project against project goals in consultation with project team members and provide reports on progress. 3.4. Identify deviations from project plan and take actions to recover or modify original project goals. 3.5. Assess the need for additional resources and personnel and take action as required. 3.6. Implement and monitor financial control systems

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ELEMENT	PERFORMANCE CRITERIA
	according to project guidelines. 3.7. Finalise the project within agreed timelines.
4. Evaluate project.	4.1. Provide ***project documentation*** according to reporting requirements and organisational policies and procedures. 4.2. Evaluate relevant components of the project according to quality measures in consultation with project personnel and clients. 4.3. Incorporate results of evaluation into future project development and planning. 4.4. Review own performance in managing the project and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with internal and external service providers to negotiate project roles and responsibilities
  - monitor project progress in consultation with team members
  - conduct project meetings and resolve issues and conflict arising during the project
- planning and organising skills to:
  - coordinate the implementation of the project-management plan
  - coordinate project resources within timelines and budget.
- problem-solving skills to:
  - define parameters of the project
  - monitor objectives
  - identify and address deviations to the project-management plan
  - develop contingency plans
- literacy and numeracy skills to:
  - develop a project-management plan
  - complete project documentation
  - prepare and manage a project budget
- self-management skills to:
  - review and reflect on own project-management skills
  - identify required improvements

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- technology skills to use computer programs effectively.

Required knowledge

- organisational policies and procedures to enable accountability and satisfactory completion of project outcomes
- legislation to enable the project to be conducted safely and responsibly
- quality-assurance principles to enable project accountability in the achievement of quality outcomes
- project-management techniques and systems to prepare, implement and monitor a project plan within budget and on time
- organisational financial recording and reporting requirements
- conflict-resolution techniques to enable negotiation of issues arising during the project
- risk-analysis processes to enable assessment of the potential impact of the project
- evaluation processes to enable improvements to be made to future projects.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies the critical elements of project management in order to scope, develop, implement, monitor and review a project-management plan • develops a resource strategy and coordinates project tasks and resources to maximise timely outcomes for the project • uses communication strategies and systems to convey project responsibilities, encourage and maintain information flow and exchange, and build trust and respect within the project team • applies contingency-management techniques to deal with a range of problems and issues that may arise during the project and takes action to address these • evaluates and reflects on own work performance to identify ways in which future project outcomes and benefits to the organisation and individuals can be improved.
Context of and specific resources for assessment	Assessment must ensure management of projects that are relevant to the candidate's current or intended work

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environment and are of sufficient breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a sport and recreation environment that reflects local issues and initiatives in which projects can be planned and implemented
- equipment and resources required for the project, including support staff, equipment and materials
- organisational procedures and protocols, such as project reporting or recording requirements
- sources of information on project-management techniques.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interacting with project team, including allocating tasks and monitoring progress
- observation of dealing with contingencies in relation to project deviations and budgets
- oral and or written questioning to assess knowledge of project-management techniques
- third-party reports from a supervisor detailing work performance
- portfolio containing evidence of project planning and reporting, including dealing with contingencies such as project deviations and budget overruns.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXIND405A Conduct projects.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Project scope may include:

- objectives
- desired outcomes

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	• benefits to the organisation • cost • risks • time.
Resources may include:	• service providers • financial • human • physical • technical.
Project may include:	• conferences and major meetings • promotional or other events • introduction of new technology or systems • product or service development • research.
Contract requirements may include:	• performance standards • timelines • payment • completion requirements • staffing • ownership of materials • indemnity and insurance • reporting mechanisms.
Organisational policies and procedures may include:	• occupational health and safety • engaging internal and external services • financial and contractual.
Project personnel may include:	• service providers • team members.
Key project milestones may include:	• achievement of key tasks and project phases • measurement and achievement of set outcomes • completion of contract phases and requirements.
Quality measures may include:	• objectives and outcomes • benchmarks • standards • key performance indicators • project monitoring process • achievement of timelines • costs.
Relevant legislation may include:	• occupational health and safety • privacy

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- duty of care
- trades practices
- goods and services
- contract
- environmental.

Project documentation may include:

- quality assurance
- interim and final project reports
- financial statements.

Unit Sector(s)

Cross-Sector

Competency Field

Working in Industry

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SISXIND507A Manage education initiatives

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply strategic management skills to expand participation in a sport, recreation or fitness service by using information compiled about the market for current sport and recreation service delivery, and to develop educational strategies to act on recommendations to attract non-participants.

Application of the Unit

This unit applies to those working in management or leadership roles in the sport, recreation or fitness industry, with responsibility for planning, implementing and evaluating sport and recreation programs and activities across a range of activity areas, such as outdoor recreation and sport. This could include operations managers, program managers or adventure guides, or those working in a sports development role, such as program developers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Review analysis of market trends and participation patterns.	1.1. Access ***analysis outcomes*** on participation levels and patterns for the relevant ***sport and recreation service***. 1.2. Identify priority ***market segments*** to expand participation in the relevant sport and recreation service. 1.3. Review recommendations for expansion opportunities in consultation with appropriate personnel. 1.4. Select recommendations for implementation according to ***organisational policies and procedures***.
2. Review current education strategies to expand participation.	2.1. Identify appropriate sport and recreation education providers. 2.2. Analyse the impact of current leisure education initiatives relevant to the specific sport and recreation service in consultation with education providers. 2.3. Evaluate strategies and methods used for leisure education and identify areas that need to be modified according to identified characteristics of market segments. 2.4. Record outcomes of review according to organisational policies and procedures.
3. Implement education strategies to expand participation.	3.1. Implement strategies to address issues and needs for prioritised market segments in consultation with education providers. 3.2. Communicate strategies to potential participants and relevant personnel. 3.3. Establish and monitor performance criteria for measuring impact of education strategies on participation patterns. 3.4. Establish networks with education providers to leverage ***education opportunities***.
4. Monitor and manage participation trends.	4.1. Develop and implement systems and processes to monitor changing participation trends according to organisational policies and procedures. 4.2. Evaluate education strategies and modify in response to changing participation patterns and trends. 4.3. Document outcomes of education strategies

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ELEMENT	PERFORMANCE CRITERIA
	according to organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- language and literacy skills to:
  - interpret relevant market information
  - analyse recommendations for expansion
  - establish performance criteria to measure increased participation
  - document review outcomes
- communication skills to:
  - discuss and respond to appropriate recommendations to expand participation
  - convey information about education strategies
  - liaise with appropriate personnel to establish networks with education providers
- problem-solving skills to:
  - evaluate recommendations for expansion in participation
  - review current education strategies
  - implement and monitor initiatives to expand participation in the relevant sport and recreation service
- numeracy skills to measure changing participation rates and trends.

Required knowledge

- contemporary participation patterns and trends in the sport and recreation industry and factors that impact on participation levels and patterns to enable market segments to be identified and analysed
- dimensions and characteristics of leisure and its benefits for individuals and the community to enable understanding of client recreation and leisure needs
- organisational policies and procedures to enable the appropriate collection and use of market research information
- strategies and methods used for sport and recreation education for various market segments and characteristics to enable an increase in participation in sport and recreation services
- key education providers in sport and recreation.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- uses organisational knowledge of key market segments and trends to implement, monitor and review education initiatives that expand participation in the relevant sport and recreation service
- analyses comparative importance of the variety of influences on participation levels and patterns for differing market segments and uses observations and interpretations to respond to recommendations to expand participation
- liaises with education providers to evaluate current initiatives and modifies these where appropriate.

Context of and specific resources for assessment

Assessment must ensure development, implementation and review of educational initiatives that reflect local requirements and are of sufficient breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- organisational data on participation levels and patterns and market segments in the sport and recreation industry
- an environment or facility with a range of recreation and leisure services
- organisational policies and procedures regarding the use of market research information
- organisational marketing plans and objectives.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of implementing and reviewing education initiatives in consultation with appropriate personnel
- oral and or written questioning to assess knowledge of key market segments in the sport and recreation industry
- portfolio containing evidence of review outcomes and modifications madeto education initiatives

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- third-party reports from a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXIND406A Manage projects

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Analysis outcomes may include:

- participant attributes, including:
  - age
  - occupation and education
  - culture
  - family
  - values, beliefs and ethics
  - routines.

Sport and recreation service may include:

- cultural pursuits
- entertainment
- informal, non-specific recreation
- outdoor recreation
- physical recreation
- social recreation
- tourism and travel.

Market segments may include:

- attitudes and values
- culture
- geography
- education
- lifestyle
- employment status
- socioeconomic factors.

Organisational policies and procedures may include:

- access to and collection of market information
- privacy
- reporting requirements
- information and communication protocols

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	• security and confidentiality requirements • management and accountability channels.
Education opportunities may include:	• education programs delivered by organisation • education programs delivered external to the organisation • partnership arrangements to deliver education programs.

Unit Sector(s)

Cross-Sector

Competency Field

Working in Industry

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SISXOHS101A Follow occupational health and safety policies

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply general occupational health and safety (OHS) requirements in the workplace. It describes generic OHS responsibilities applicable to employees without managerial or supervisory responsibilities.

Application of the Unit

This unit applies to those working under supervision in a range of sport, recreation or fitness environments. This may include those working as assistants in after-school or holiday-care programs in a range of locations, those assisting a responsible person in coaching activities or those undertaking a supporting role in indoor recreation and fitness activities, as well as outdoor recreation activities, such as camps and other guided activities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Observe health and safety procedures.	1.1. Identify relevant ***organisational policies and procedures***. 1.2. Follow and maintain safety procedures to achieve a safe work environment according to organisational policies and procedures. 1.3. Identify and report ***safety issues*** to ***designated personnel*** according to organisational policies and procedures. 1.4. Identify potential manual-handling risks and manage tasks according to organisational policies and procedures. 1.5. Report work-related incidents and accidents to designated personnel.
2. Contribute to the management of OHS issues.	2.1. Raise OHS issues with designated personnel according to organisational policies and procedures. 2.2. Contribute to consultative processes for OHS management in the workplace according to organisational policies and procedures. 2.3. Make suggestions for improving organisational health and safety practices.
3. Carry out general maintenance procedures.	3.1. Monitor cleanliness, safety and tidiness of the workplace and remove ***general waste*** as required. 3.2. Identify damaged items and equipment and notify appropriate personnel according to organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- self-management skills to identify and meet OHS responsibilities
- communication skills to:
  - report actual or potential hazards and incidents
  - participate in workplace processes to manage OHS
- problem-solving skills to:

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  - identify unsafe work practices
  - apply strategies for a safe work environment
- language and literacy skills to identify and interpret safety signs and symbols.

Required knowledge

- organisational policies and procedures to enable understanding of rights and responsibilities of employers and employees
- organisational policies and procedures to enable conduct of safe work activities and reporting of unsafe practices or equipment
- consultative processes to manage and monitor health and safety issues to enable active participation in maintaining a safe workplace
- risk-assessment processes to enable contribution to a safe workplace
- potential hazards in the workplace to enable identification.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • accesses and interprets relevant workplace safety information to carry out all work tasks safely and responsibly • addresses safety issues within the limits of own role and responsibility and identifies, clarifies and reports safety issues outside area of responsibility to appropriate personnel, including actual and potential hazards • contributes to participative arrangements for the management of the organisation's OHS program.
Context of and specific resources for assessment	Assessment must ensure application of general OHS requirements relevant to the candidate's current or intended work environment on multiple occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a venue, facility or location with appropriate equipment and activity that reflects specific industry sector requirements and expectations

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- organisational consultative structures, including key health and safety staff and equipment and or aids to carry out tasks safely
- documentation, such as OHS policies and procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of applying safe work practices within work environment
- oral and or written questioning to assess knowledge of organisational OHS procedures
- portfolio of incident or accident reports submitted and or reported to relevant personnel
- third-party reports from a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXEMR201A Respond to emergency situations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisational policies and procedures may include:

- chemical handling
- duty of care
- emergency procedures
- first aid
- general maintenance
- hazard identification
- health and hygiene
- issue resolution
- manual handling
- occupational health and safety
- personal safety
- reporting procedures
- security

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- stress management
- use of personal protective equipment
- waste disposal.

Safety issues may include:

- environmental conditions
- slippery surfaces
- manual handling and lifting
- toxic substances
- industrial gases
- body fluids
- fire
- infectious waste
- sharps
- chemical spills
- dust and vapours
- noise, light and energy sources
- faulty electrical equipment
- faulty sport or activity-specific equipment
- vehicles
- workplace stress.

Designated personnel may include:

- supervisors
- managers
- team leaders
- OHS personnel.

General waste may include:

- building waste
- foodstuffs
- spillages
- breakages
- chemicals
- blood
- bandages
- sanitary bins
- garbage
- sharps
- paper and packaging materials.

Unit Sector(s)

Cross-Sector

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Competency Field

Occupational Health and Safety

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SISXOHS402A Implement and monitor occupational health and safety policies

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to implement occupational health and safety (OHS) policies, procedures and programs within the context of an established organisational OHS system.

Application of the Unit

This unit applies to employees in a sport, recreation or fitness environment with supervisory responsibilities, in roles such as team leaders, coordinators, supervisors and facility managers. These job roles may be undertaken in a range of sport and recreation environments such as leisure centres, fitness centres, and indoor activity centres or as part of outdoor recreation activities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Provide information about OHS policies.	1.1. Access and analyse ***relevant legislation*** and ***organisational health and safety policies and procedures***. 1.2. Explain relevant provisions of OHS legislation to the ***work group*** using appropriate communication strategies. 1.3. Explain information on the organisation's OHS policies, procedures and programs to the work group using appropriate communication strategies. 1.4. Provide information about ***procedures to identify and assess hazards*** and ***measures to control risks***.
2. Implement participative arrangements for the management of OHS.	2.1. Implement and monitor organisational ***consultation procedures*** for OHS issues to assess opportunities for work group contributions. 2.2. Resolve issues arising from consultation or refer to appropriate personnel for resolution according to organisational policies and procedures. 2.3. Communicate outcomes of consultation to the work group.
3. Implement procedures for risk assessment and control.	3.1. Identify and report existing and potential hazards in the work area according to organisational policies and procedures. 3.2. Control risks and assess and monitor work group application according to organisational policies and procedures. 3.3. Monitor effectiveness of existing risk-control measures and report results to ***designated personnel*** according to organisational policies and procedures. 3.4. Identify ***inadequacies*** in existing risk-control measures and make recommendations to address these to designated personnel.
4. Implement procedures for dealing with hazardous events.	4.1. Identify and investigate the causes of ***hazardous events*** according to organisational policies and procedures. 4.2. Implement organisational ***procedures for dealing with hazardous events***. 4.3. Implement control measures to prevent recurrence of hazardous events within scope of role and

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ELEMENT	PERFORMANCE CRITERIA
	responsibilities and refer to designated personnel for implementation as appropriate.
	4.4. Monitor the handling and storage of ***hazardous goods and equipment*** according to relevant legislation.
	4.5. Implement and monitor organisational emergency policies and procedures according to relevant legislation.
5. Implement OHS training policies.	5.1. Identify staff ***OHS training needs*** and identify gaps to be addressed.
	5.2. Provide training opportunities to address training needs in consultation with relevant parties.
	5.3. Monitor effectiveness of training programs and their impact on work practices.
6. Implement procedures for maintaining OHS records.	6.1. Identify and complete ***OHS records*** according to relevant legislation.
	6.2. Use information from OHS records to identify hazards and monitor risk-control procedures according to organisational procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - convey relevant information about health and safety to the work group
  - liaise with designated personnel to monitor the impact of policies and procedures on safe work practices
  - elicit information from staff to assess training needs to facilitate the implementation of organisational OHS policies
- problem-solving skills to:
  - analyse the work environment to identify hazards and assess risks
  - assess the effectiveness of organisational policies
  - identify inadequacies and make recommendations to address these, such as resources needed to apply different risk-control measures
- language and literacy skills to:
  - read and analyse legislation and organisational policies and procedures in relation to OHS

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- complete required OHS documentation
- use information to identify hazards, assess risks and evaluate the effectiveness of risk-control measures.

Required knowledge

- OHS legislation to:
  - enable analysis of work practices and appropriate remedies
  - maintain required documentation
- organisational health and safety policies and procedures to facilitate organisational compliance with legal requirements
- principles and practices of effective OHS management to enable effective implementation of organisational policies and procedures to create a safe workplace
- role of OHS management in other organisational systems, policies and procedures to enable a systemic approach to workplace safety.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • works effectively within organisational management systems to implement and monitor OHS policies and apply and review risk-management procedures • conveys health and safety information to user groups using appropriate media and creates opportunities for group members to contribute to and participate in training • identifies the interrelationship between all aspects of organisational safety systems and implements and monitors all components to achieve a safe working environment • proposes recommendations to address inadequacies in health and safety management systems and applies contingency-management techniques to deal with a range of problems and issues.
Context of and specific resources for assessment	Assessment must ensure implementation and monitoring of OHS policies in an environment that reflects the candidate's current or intended work role to demonstrate

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competency and consistency of performance.

Assessment must also ensure access to:

- a venue, facility or location with appropriate equipment and activity
- a work group and organisational consultative structures, including key health and safety staff and resources to implement risk-control measures
- documentation detailing organisational OHS policies, and procedures, and legislation and records.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interacting with work group to provide information about organisational health and safety policies
- observation of consulting with relevant employees to inform strategies to implement and monitor organisational OHS procedures and programs
- oral and or written questioning on principles and practices of health and safety management
- third-party reports fro a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXRSK502A Manage organisational risks.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant legislation may include:

- state, territory and commonwealth OHS Acts
- regulations and codes of practice
- general duty of care under OHS legislation
- confidentiality of records
- OHS training.

Organisational health and safety

- documentation

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policies and procedures may include:	• communication protocols • maintaining plant and equipment • purchasing supplies and equipment • counselling or disciplinary processes • emergency response • incident investigation • assessing and controlling hazards and risks • record-keeping and reporting procedures.
Work group may include:	• employees • team leaders • coordinators • forepersons • supervisors.
Procedures to identify and assess hazards may include:	• audits • workplace inspections • housekeeping • checking and maintaining area and equipment.
Measures to control risks may include:	• elimination of the risk • engineering controls • administrative controls • personal protective equipment.
Consultation procedures may include:	• meetings • OHS committees • health and safety representatives • suggestions, requests, reports and concerns put forward by employees.
Designated personnel may include:	• managers • safety officers.
Inadequacies may include:	• lack of resources • insufficient planning • unscheduled changes in work procedures.
Hazardous events may include:	• accidents • fires and explosions • emergencies, such as chemical spills, bomb scares and violent incidents.
Procedures for dealing with hazardous events may include:	• evacuation • chemical containment • first aid • accident or incident reporting and investigation.
Hazardous goods and equipment	• hazardous chemicals

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may include:	• products treated with chemicals • electrical equipment.
OHS training needs may include:	• on the job or off the job • induction training • hazard training • task or equipment training • emergency and evacuation training.
OHS records may include:	• audits and inspection reports • equipment usage logs • health surveillance and workplace environmental monitoring records • records of instruction and training • manufacturer and supplier information • hazardous substances' registers • maintenance and testing reports • workers compensation and rehabilitation records • first-aid and medical records.

Unit Sector(s)

Cross-Sector

Competency Field

Occupational Health and Safety

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SISXOHS503A Establish and maintain occupational health and safety systems

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop, implement and sustain effective, professional and contemporary occupational health and safety (OHS) management practices. It focuses on the establishment and review of systems, policies and procedures designed to ensure a safe workplace. The unit specifically addresses, at an organisational level, the establishment of procedures applicable to risks that affect the health and safety of people, including staff, clients and spectators. Other risks that may impact upon an organisation, such as financial, professional and product liability, are addressed in the unit SISXRSK502A Manage organisational risks.

Application of the Unit

This unit applies to those working in a sport, recreation or fitness environment with responsibility for leadership and guidance of others. This includes those involved in planning, implementing and evaluating outdoor recreation programs and activities across a range of activity areas in a variety of field locations with varied contexts requiring contingency planning, such as operations and program managers. It also includes those working with athletes at a high-performance level such as coaches and sports trainers; those managing sports venues and facilities; and those managing the ancillary functions required to ensure the effective provision of specific services and programs in fitness centres, outdoor sporting grounds or complexes, or aquatic centres.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Establish and maintain a framework for the OHS system.	1.1. Access and interpret key legislative documents to ensure that OHS systems comply with regulatory requirements, standards and codes. 1.2. Design an ***OHS management system*** to suit the characteristics and needs of the organisation, in consultation with appropriate personnel. 1.3. Identify and provide adequate financial, human and specialist external resources to address OHS management practices. 1.4. Develop and articulate ***OHS policies and procedures*** in a format readily accessible to all personnel. 1.5. Define and allocate health, safety and security responsibilities clearly, including relevant information in job descriptions and duty statements. 1.6. Consult with key personnel and determine, develop and implement a plan for ***OHS training requirements***. 1.7. Establish and monitor a system for keeping ***OHS records***.
2. Establish and maintain consultative arrangements for the management of OHS.	2.1. Establish and maintain appropriate ***consultative processes*** to suit the characteristics and needs of the organisation. 2.2. Plan for and ensure that ***consultation is conducted at times designated and required by legislation***. 2.3. Resolve issues arising from consultation and participation promptly and effectively. 2.4. Provide information about the outcomes of consultation and participation in a manner accessible to employees.
3. Establish and maintain procedures	3.1. Develop or access a hazard identification and risk-assessment ***tool or template*** document that

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ELEMENT	PERFORMANCE CRITERIA
for identifying hazards and assessing and controlling risks.	incorporates ***assessment criteria*** for assessing risks and consequences. 3.2. Plan for and ensure that hazards are identified at ***times designated and required by legislation***. 3.3. Develop procedures for the ongoing identification of hazards, especially ***types of hazards designated by legislation***. 3.4. Develop procedures for the assessment of risks associated with identified hazards. 3.5. Develop procedures for the control of risks and the ongoing monitoring of controls. 3.6. Identify and assign the roles and responsibilities of personnel for hazard identification, risk assessment and risk control within procedures. 3.7. Take a lead role in assessing and controlling risks, including implementing interim or emergency solutions according to consultative requirements of OHS legislation.
4. Evaluate the organisation's OHS system.	4.1. Assess ongoing compliance with OHS legislation and regulatory requirements, standards and codes to ensure that OHS legal requirements are maintained. 4.2. Consult with a range of personnel to elicit feedback on OHS policies, procedures and practices. 4.3. Assess the effectiveness of OHS management practices, including a review of incidents or accidents, near misses, OHS reports and statistics held by the organisation. 4.4. Develop, implement, document and communicate improvements and changes to the OHS system.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - analyse the work environment in order to identify hazards, assess risks and design and implement appropriate OHS management systems
  - assess the resources needed to establish and maintain OHS management systems including a range of risk-control measures

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  - allow for a rational and logical evaluation of the characteristics and needs of the organisation in order to design a tailored OHS system
  - evaluate and review OHS system
- literacy skills to:
  - read and interpret complex materials describing regulatory requirements that relate to OHS management
  - develop and write comprehensive OHS systems inclusive of detailed yet easily accessible policies and procedures
  - develop or read template documents
- communication skills to consult with a range of personnel to establish and monitor the effectiveness of OHS policies, procedures and practices.

Required knowledge

- OHS legislation and associated OHS codes of practice and standards to enable analysis of legislative requirements as they apply to workplace operations
- consultative and communication mechanisms used by organisations to develop and implement procedural systems
- main types of safety hazards found in the industry sector or organisation to enable the development of appropriate responses
- acceptable control methods for identified hazards to enable appropriate responses to hazards and risks
- the way systems and procedures on health, safety and security issues link with other management systems.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • establishes, implements, evaluates and makes ongoing improvements to a complete OHS system for a given industry operation according to regulatory requirements • develops comprehensive OHS system documents inclusive of policies, procedures, hazard identification and risk-assessment documents and undertakes extensive consultation • applies contingency-management techniques to respond to problems arising from OHS systems.

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Context of and specific resources for assessment

Assessment must ensure development and maintenance of an OHS system for a facility or organisation relevant to the candidate's current or intended work environment.

Assessment must also ensure access to:

- a fully operational sport and recreation environment using appropriate information programs and publications to facilitate the processes involved in developing an OHS system
- an operation for which an OHS system would be developed or access to comprehensive information about that operation to allow the candidate to fully develop a tailored OHS system
- use of appropriate state or territory legislation, codes of practice and standards issued by regulatory authorities or industry groups
- use of OHS information, such as manuals issued by industry associations or commercial publishers.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- portfolio incorporating an entire written OHS system for an organisation, including policies, procedures, hazard identification and risk-assessment template documents, information fact sheets for workers and clients, job descriptions incorporating OHS roles, training plans and a communication strategy
- reports prepared by the candidate detailing how OHS policies, systems and procedures were established for a given project or work activity
- project or work activities conducted in conjunction with an industry operator to allow the candidate to develop systems for a particular workplace
- third-party reports from key stakeholders or review of reports of the implementation and review processes
- case studies and problem-solving exercises to establish systems, policies and procedures for different workplace sizes and types
- written and or oral questioning or interview to test knowledge of the legislative requirements.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXRSK502A Manage organisational risks.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

OHS management system may include:

- safe premises
- safe machinery, equipment and materials
- safe systems of work
- safe work environment
- information, instructions, training and supervision that ensure employees' and clients' health and safety
- adequate facilities for the welfare of employees
- appropriate management of incidents or accidents and notification to OHS regulatory authorities.

OHS policies and procedures may include:

- incident and accident management
- participation in OHS management practices
- hazard identification
- handling of hazardous substances and dangerous goods
- risk assessment and control
- ongoing monitoring of risks
- responsibilities of employees to ensure safety
- manual handling
- wearing or using personal protective equipment
- retail supply of hazardous substances
- security issues
- emergency evacuation and responses.

OHS training requirements may include:

- OHS policy and procedures
- induction training
- coaching or mentoring
- formal training programs
- provision of information, fact sheets and signage to ensure safe work practices
- OHS representative or committee training

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- hazard identification, risk assessment and control training.

OHS records may include:

- policies and procedures
- training plans and training undertaken
- consultation records
- hazard identification records
- risk assessment and control actions
- incident, accident and near-miss reports and statistics
- incident or accident notifications to OHS regulatory authorities.

Consultative processes may involve:

- recording concerns
- staff meetings or workshops
- staff handbook with OHS information
- surveys or questionnaires
- OHS representatives or committees.

Tool or template may include:

- self-designed tool developed for the organisation as part of an OHS management system
- tools and templates developed by external consultancy services or industry associations
- tools and templates developed by OHS regulatory authorities for public use.

Assessment criteria may include:

- criteria developed by external consultancy services
- criteria outlined in Australian standards
- criteria suggested by industry associations for use by member businesses
- organisation-specific criteria as part of an OHS management system.

Times designated and required by legislation may include:

- when changes to the workplace are implemented:
  - before the premises are used for the first time
  - before and during the installation or alteration of any plant
  - before changes to work practices are introduced
- when new information relating to health and safety risk becomes available.

Types of hazards designated by legislation may include:

- physical environment
- plant and equipment
- work practices

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- length of time spent at certain tasks and allocation of breaks.

Unit Sector(s)

Cross-Sector

Competency Field

Occupational Health and Safety

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SISXRES301A Provide public education on the use of resources

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify and address problems in relation to use of activity resources, and to contribute to developing and conveying information to the public on the use of the resources.

Application of the Unit

This unit applies to those working autonomously in a sport, recreation or fitness environment. This may include program staff with supervisory responsibilities working in a range of locations or with a range of participants in aquatic programs, sport programs or recreation leisure centres, including gyms.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Contribute to the development of educational and information strategies.	1.1. Identify specific problems relating to the use of activity resources by ***user groups***. 1.2. Provide suggestions for the development of educational programs to address problems. 1.3. Make contributions to the production of educational and information material according to ***organisational policies and procedures***. 1.4. Assess and select strategies for presenting educational programs.
2. Plan and conduct educational programs.	2.1. Plan educational programs according to organisational policies and procedures. 2.2. Identify and organise required ***equipment*** and other ***resources***. 2.3. Liaise with user groups to ***promote*** educational programs. 2.4. Deliver educational programs to user groups.
3. Evaluate educational programs.	3.1. Seek and acknowledge feedback from user groups on effectiveness of educational programs. 3.2. Analyse feedback from user groups. 3.3. Evaluate all relevant components of the program according to evaluation criteria, and record outcomes. 3.4. Make recommendations for improvement to educational programs. 3.5. Review own performance and identify potential improvements.
4. Maintain records of public educational programs.	4.1. File and store educational program documentation according to organisational policies and procedures. 4.2. Ensure records of program schedules and costings are up-to-date and accurate.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:

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  - present educational programs to diverse audiences
  - interact with clients from a range of backgrounds
- problem-solving skills to:
  - plan educational programs and strategies to meet a variety of user needs
  - work within budgetary constraints
- planning and organising skills to source and coordinate resources and equipment necessary to present educational programs
- self-management skills to review and reflect on own work performance in planning and conducting educational programs.

Required knowledge

- organisational policies and procedures to enable the production and storage of documentation and educational material
- potential problem areas and issues in relation to resource use to enable educational programs to target these areas
- types of educational material and presentation techniques to enable information on resource use to be conveyed effectively
- use of relevant audiovisual and multimedia equipment to enable clear presentations
- formal and informal evaluation techniques to enable improvements to be made in educational programs
- budgeting for educational programs and resources.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • delivers educational programs to target user groups that encourage audience participation and interaction • evaluates educational programs to identify improvements and develop contingency plans • maintains and updates records of information and programs.
Context of and specific resources for assessment	Assessment must ensure delivery of multiple educational programs relevant to the candidate's current or intended work environment that are of sufficient breadth to demonstrate competency and consistency of performance.

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Assessment must also ensure access to:

- a range of real or simulated target user groups
- information relating to public safety issues
- presentation equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interacting with a range of participants, including conveying information that educates the public on the safe use of recreation resources
- observation of dealing with contingencies, such as inappropriate behaviour of participants or inappropriate use of equipment
- oral and or written questioning to assess knowledge and understanding of public safety issues regarding sport and recreation resources
- observation of the use of participant feedback to review programs
- third-party reports from supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

User groups may include:

- regular or occasional users
- spectators
- different age groups
- different cultural and linguistic backgrounds.

Organisational policies and procedures may include:

- budgetary constraints
- storage of documentation
- production and circulation of materials.

Equipment may include:

- audiovisual
- photos and slides

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	• film • signs and posters • interactive.
Resources may include:	• facilities • venue • grounds • natural environment or resources.
Promote may include:	• handouts • noticeboards • bulletins • email • word of mouth.

Unit Sector(s)

Cross-Sector

Competency Field

Resource Management

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SISXRES402A Support implementation of environmental management practices

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to support the implementation of environmental management practices within an organisation. The unit focuses on working effectively within organisational management systems to support staff to implement environmental management practices in their work tasks and to review outcomes.

Application of the Unit

This unit applies to those working autonomously and with supervisory roles in a sport, recreation or fitness environment. This includes those in roles such as team leaders, coordinators and facility managers. These roles may be performed in a range of sport and recreation environments, such as leisure centres, fitness centres, and indoor activity centres, or as part of outdoor recreation activities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Provide information to staff.	1.1. Access and analyse the organisational ***environmental management plan*** according to ***relevant legislation*** and ***organisational environmental policies and procedures***. 1.2. Explain the environmental management plan to staff using appropriate communication strategies. 1.3. Convey information about current organisational programs and activities to support the implementation of environmental management practices.
2. Assess implementation of environmental management practices.	2.1. Determine staff participation in the implementation of environmental management practices according to organisational policies and procedures. 2.2. Determine barriers to effective staff implementation of organisational environmental management practices. 2.3. Identify areas for modification or improvement in implementation of existing environmental management practices. 2.4. Determine new areas that require implementation of environmental management practices according to organisational policies and environmental management plan.
3. Develop initiatives to improve implementation of environmental management practices.	3.1. Identify, research and collate information to assist staff to apply environmental management practices and to address needs. 3.2. Consult with relevant personnel to identify potential ***programs or activities*** to improve implementation of environmental management practices. 3.3. Identify ***aims of initiatives*** for the implementation of environmental practices and expected outcomes. 3.4. Assess and determine the most suitable ***strategies to implement initiatives*** according to organisational policies and procedures. 3.5. Establish information needs and opportunities for community involvement in supporting the initiatives.
4. Implement initiatives	4.1. Identify and access resources within budgetary

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ELEMENT	PERFORMANCE CRITERIA
to improve staff implementation of environmental management practices.	constraints to support the achievement of required outcomes. 4.2. Identify physical facilities and equipment in line with organisational budgetary constraints. 4.3. Identify personnel to support the achievement of outcomes. 4.4. Promote organisational programs and activities to implement environmental work practices.
5. Monitor and review initiatives to implement environmental management practices.	5.1. Collect and analyse regular data to provide accurate measures of outcomes and ***effectiveness of initiative***. 5.2. Make comparisons with required outcomes to assess performance and report to ***designated personnel***. 5.3. Make recommendations to designated personnel for changes to strategies and systems as required. 5.4. Implement changes to strategies and systems to ensure outcomes are achieved according to organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with designated personnel to report progress and outcomes of initiatives to support implementation of environmental management practices
  - interact with staff to convey information about organisational environmental management practices
  - elicit information about current barriers to implementing environmental management practices
- problem-solving skills to:
  - review and evaluate outcomes of initiatives to support implementation of environmental management practices
  - make recommendations for improvements to future initiatives
- planning and organising skills to:
  - monitor and implement initiatives and strategies
  - access and use resources necessary to achieve effective outcomes
  - integrate program goals with organisational goals
- language and literacy skills to:

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  - read and analyse information about environmental management practices, organisational policies and procedures, and relevant legislation
  - interpret and apply information arising from review processes
- numeracy skills to work within budgetary restraints to plan and implement initiatives, such as programs or activities that support environmental management practices.

Required knowledge

- legislation and organisational policies and procedures to enable analysis of the organisational environmental management plan
- organisational environmental management plans and objectives to enable the development of initiatives that meet organisational goals as well as broader organisational strategic plans
- environmental issues specific to work practices and work environment to enable the development of initiatives and strategies that address specific environmental management requirements
- environmental management practices to enable the development of programs and strategies that are informed by best practice in environmental management
- community needs and expectations to ensure that environmental practices are relevant
- organisational structures and services to identify roles and responsibilities in implementing and monitoring environmental management practices
- training opportunities and networks to enable staff to access learning opportunities
- environmental legislation to enable the development of initiatives that meet legal requirements.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • analyses organisational environmental management plan to develop, implement and monitor initiatives that support effective environmental management practices • uses resources efficiently and responsibly according to budgetary constraints to support the achievement of identified outcomes • applies a continuous improvement approach to evaluate and recommend potential improvements to

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	strategies.
Context of and specific resources for assessment	Assessment must ensure development, implementation and monitoring of practices that support environmental management and are relevant to the candidate's current or intended work environment. Assessment must also ensure access to: • an organisational management plan relevant to the candidate's current or intended work environment • sources of legislative requirements and organisational environmental management plan.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interacting with staff to provide information about environmental management practices • observation of planning, monitoring and modifying initiatives to implement effective environmental management practices • oral and or written questioning to assess knowledge of environmental management practices and approaches • third-party reports from a supervisor detailing work performance over multiple applications • review of portfolios of evidence to show initiatives undertaken and evaluation outcomes. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISXRES403A Use resources efficiently.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Environmental management plan	• aims and objectives • resources

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may include:	• environmental performance indicators • energy and water management • strategies and action plan.
Relevant legislation may include:	• environmental protection • tenure • local laws and by-laws • ordinances.
Organisational environmental policies and procedures may include:	• waste management • land management.
Programs or activities may include:	• business sustainability • environmental load reduction • waste management • energy saving.
Aims of initiatives may include:	• raise awareness • identify problems and make improvements • increase skills and knowledge • increase community participation • encourage feedback for improvement.
Strategies to implement initiatives may include:	• experts or consultants with relevant skills • workplace environmental projects • participation in community projects • tenders for goods and services.
Effectiveness of initiative may include:	• consistency of involvement • level and quality of training provided • level and quality of benefit derived • outcomes achieved and goals for improvement.
Designated personnel may include:	• managers • supervisors.

Unit Sector(s)

Cross-Sector

Competency Field

Resource Management

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SISXRES403A Use resources efficiently

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and use resources effectively. The unit includes assessing current use of resources; and planning, implementing and monitoring strategies to maximise the efficiency of resource usage.

Application of the Unit

This unit applies to those with responsibility for the leadership of others in the sport, recreation or fitness industry. Personnel would be responsible for managing the implementation of a broad range of facility resources and have a high degree of autonomy. This may include those working as facility or operations managers in locations such as fitness centres, outdoor sporting grounds or complexes, aquatic centres or community recreation centres.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section

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ELEMENT	PERFORMANCE CRITERIA
a unit of competency.	and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Determine resource capacity and options for use.	1.1. Prepare and document an inventory of ***resource*** capacity. 1.2. Undertake ***research*** on alternative and optimal use of resources according to ***organisational strategic plan***. 1.3. Determine feasibility of opportunities and options for ***efficient use of resources*** against local and organisational constraints and capacities. 1.4. Undertake suitable ***cost-benefit analysis*** of each option according to organisational policies and procedures and local requirements. 1.5. Prioritise options in consultation with appropriate ***personnel*** according to organisational strategic plan.
2. Assess resource availability and current use.	2.1. Identify and analyse relevant ***data*** on availability and current use of resources according to ***organisational policies and procedures***. 2.2. Identify reliable indicators of resource usage to provide measurable data on it. 2.3. Undertake measurement of current resource use according to organisational policies and procedures. 2.4. Document outcomes and make comparisons of current and potential resource use. 2.5. Identify recommendations for improved use of resources according to the organisational strategic plan and organisational policies and procedures.
3. Plan efficient use of resources.	3.1. Apply outcomes of data analysis to develop a ***plan*** to promote efficient use of resources according to organisational policies and procedures. 3.2. Seek contribution to the plan from appropriate personnel according to organisational policies and procedures. 3.3. Select and document strategies to maximise and prioritise use of resources according to outcomes of cost-benefit analysis and organisational policies and procedures. 3.4. Plan resource access and uses according to ***relevant legislation*** and organisational policies and procedures. 3.5. Establish performance measures to enable effective evaluation of resource usage.
4. Implement strategies to maximise resource usage.	4.1. Apply identified strategies according to relevant legislation and organisational policies and procedures. 4.2. Confirm expenditure is within organisational budgetary parameters and procedures and document expenditure

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ELEMENT	PERFORMANCE CRITERIA
	according to organisational policies and procedures. 4.3. Refer requests for additional expenditure outside area of responsibility promptly to appropriate personnel. 4.4. Inform clients and the community of changes to resource use as required to promote responsible use of resources. 4.5. Implement recommendations for improving the efficient use of resources. 4.6. Promote efficient use of energy and non-sustainable resources and management of waste according to organisational policies and procedures. 4.7. Take prompt corrective action where actual or potential significant deviations from resource-use plans are likely to have adverse effects.
5. Monitor and review efficiency of resource usage.	5.1. Maintain records of resource use and analyse data to provide measures of usage. 5.2. Provide resource users and other interested parties with opportunities to provide feedback on resource use. 5.3. Apply relevant performance measures and make comparisons with performance objectives to assess effectiveness of resource use. 5.4. Suggest changes to resource usage strategy, as required, according to organisational policies and procedures. 5.5. Apply information obtained during monitoring and review to modify strategies for efficient resource use.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with relevant personnel to investigate options to maximise efficiency of resource use
  - elicit contributions and ideas from personnel in relation to planning for efficient use of resources
  - convey information to service users and clients about changes in resource use
- literacy skills to:
  - research and assess resource usage and potential usage
  - prepare an inventory of resources

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  - evaluate and analyse data
  - develop a plan to improve efficiency, drawing on data analysis
  - document ongoing resource use
- numeracy skills to:
  - carry out cost-benefit analysis to determine feasibility of options
  - monitor expenditure
  - work within organisational budgets
- problem-solving skills to:
  - identify current use of resources
  - develop strategies to maximise efficiency of resource use
- planning and organising skills to plan, implement and monitor strategies for optimal resource use
- technology skills to research optimal use of resources.

Required knowledge

- legislation to enable the safe implementation of strategies to optimise resource usage
- organisational policies and procedures to enable support for efficient resource planning and implementation
- organisational strategic plans to enable resource management plans to address organisational objectives
- techniques for assessing resource usage to enable the collection of data to inform resource planning
- current availability and supply of resources for facility and activities
- alternative facility and resource uses to enable viable options to be explored and assessed
- market trends relevant to industry sector and activity-specific trends to enable the needs and expectations of resource users to be addressed through planning
- techniques and strategies to optimise natural resource usage to minimise expense and wastage
- methods for conducting a cost-benefit analysis.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • works within organisational systems to research and

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competency in this unit	recommend options for efficient and viable use of resources that are congruent with the organisation's business and policy directions • develops and implements strategies to promote the efficient use of resources, and monitors and reviews changes in resource usage to modify strategies as required • applies effective contingency-management techniques according to own level of responsibility to respond to problems affecting implementation of resource usage.
Context of and specific resources for assessment	Assessment must ensure planning, implementation and review of efficient resource use for a facility or environment that reflects the candidate's current or intended work environment. Assessment must also ensure access to: • a work environment within a facility with a range of resources suitable for assessment of usage, potential usage and efficiency of usage • an actual or simulated budget for implementation of the resource plan • staff to implement the plan for use of resources • data on use of resources • information about local and organisational constraints and resource capacities.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of implementing and monitoring a plan to promote efficient use of resources • oral and or written questioning to assess knowledge of techniques for assessing resource usage • portfolio of records documenting development of a plan to promote efficient use of resources • third-party reports from a supervisor detailing work performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISXFAC506A Manage stock supply and purchase.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Resource may include:	• facilities • buildings • venues • grounds • equipment • natural • human • internal • external.
Research may include:	• qualitative • quantitative • comparative.
Organisational strategic plan may include:	• business and policy directions • market niches • organisational objectives.
Efficient use of resources may include:	• usage rates • level of participation • income and profit returns • minimal environmental impact.
Cost-benefit analysis may include:	• financial, social and environmental determinants • access to environments • availability of physical, human and financial resources.
Personnel may include:	• other managers • supervisors.
Data may include:	• type, amount and availability of resources • factors affecting usage • financial viability • benefits achieved • audits • statistical analysis • observation • measurements

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	• surveys.
Organisational policies and procedures may include:	• privacy • storage and access to data • expenditure • budget cycles • waste management.
Plan may include:	• personnel • resource performance objectives • training requirements • resources • service delivery • productivity • costs • minimal environmental impact.
Relevant legislation may include:	• occupational health and safety • building codes and regulations • health Acts • industrial relations • environment protection • equal opportunity • anti-discrimination.

Unit Sector(s)

Cross-Sector

Competency Field

Resource Management

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SISXRES504A Conserve and re-establish natural systems

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare an inventory of natural systems, assess threats and opportunities, and develop and implement strategies to conserve and re-establish natural systems for specific locations and systems appropriate to outdoor programs and activities.

Application of the Unit

This unit applies to those who work as operations or program managers with responsibility for planning, implementing and evaluating outdoor recreation programs and activities across a range of activity areas. Work would be undertaken autonomously with responsibility for management of resources.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare an inventory of natural systems.	1.1. Identify ***natural systems*** and their components within relevant outdoor programs and activities. 1.2. Identify and review ***existing data sources*** on the natural systems to enable analysis of the systems' characteristics. 1.3. Assess the significance of natural systems according to ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Prepare and document an inventory of natural systems according to organisational policies and procedures.
2. Assess threats and opportunities.	2.1. Identify ***threats and opportunities*** for the conservation and re-establishment of natural systems. 2.2. Prioritise threats and opportunities according to relevant ***classification system*** and organisational policies and procedures.
3. Develop strategies to conserve and re-establish natural systems.	3.1. Identify and assess the effectiveness of comparable methods and strategies of conservation in practice elsewhere. 3.2. Determine and select strategies to conserve and re-establish natural systems in consultation with ***stakeholders***, according to relevant legislation and organisational policies and procedures. 3.3. Identify and access ***resources*** to support the achievement of required outcomes of strategies according to organisational policies and procedures. 3.4. Develop alternative and innovative approaches to the conservation and re-establishment of natural systems, where appropriate, to meet local requirements.
4. Implement strategies.	4.1. Identify and assess training required to support implementation according to organisational policies and procedures. 4.2. Prepare and distribute material to community to provide information about the strategy. 4.3. Apply techniques for the conservation and re-establishment of natural systems according to relevant legislation and organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
	4.4. Trial and assess innovative and alternative techniques according to relevant legislation and organisational policies and procedures. 4.5. Monitor effectiveness of strategies according to organisational policies and procedures.
5. Evaluate strategies.	5.1. Seek feedback from stakeholders and the community according to organisational policies and procedures. 5.2. Collect and analyse data to evaluate performance according to organisational policies and procedures. 5.3. Compare performance with strategy objectives to assess effectiveness. 5.4. Make recommendations to appropriate personnel to improve the effectiveness of the strategies according to organisational policies and procedures. 5.5. Use information obtained during monitoring and review to develop new strategies where required according to organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult and liaise with stakeholders and staff about the implementation of conservation strategies
  - seek feedback on the effectiveness of strategies
- language and literacy skills to:
  - analyse data on conservation strategies
  - document an inventory of natural systems
  - prepare community information materials
- numeracy skills to:
  - collect and analyse data to evaluate performance
  - develop strategies within organisational budgets
- problem-solving skills to:
  - assess threats and opportunities
  - compare conservation strategies for similar environments and select appropriate strategies
  - monitor and evaluate the effectiveness of strategies and develop alternative strategies

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where appropriate
- planning and organising skills to work within identified timeframes and budgets.

Required knowledge

- legislation to enable the responsible conservation and re-establishment of natural systems
- organisational policies and procedures to:
  - collect and use information responsibly
  - evaluate and select conservation strategies and implement these according to organisational objectives
- conservation principles to enable the responsible management of natural systems
- research and analysis techniques to enable the collection and analysis of data for the development of appropriate conservation strategies
- techniques for the re-establishment of environments and natural systems to enable organisational goals to be met
- natural systems and interrelationships between components to enable the development of appropriate strategies to protect them
- project-management techniques to monitor and evaluate strategies to conserve and re-establish natural systems
- political and economic trends in relation to conservation issues to enable an accurate analysis of threats and opportunities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • undertakes research, planning and consultation to develop, implement and evaluate strategies to conserve and re-establish natural systems for a specific location or area • supports conservation by identifying staff training needs and preparing community information materials.
Context of and specific resources for assessment	Assessment must ensure conservation and re-establishment of a natural system reflecting local requirements which is of sufficient breadth to demonstrate competency and consistency of performance.

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Assessment must also ensure access to:

- an area or location containing natural systems or components of these
- resources and information relevant to the natural system
- relevant information impacting on conservation of natural systems
- relevant stakeholders.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of authentic conservation strategy showing evidence of consultation, implementation and review
- oral and or written questioning to assess knowledge of natural systems and interrelationships between their components
- portfolio containing evidence of research and consultation processes to compile an inventory of natural systems
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. for example:

- SISXRES505A Achieve sustainable land management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Natural systems may include:

- flora and fauna
- communities
- habitats
- regeneration

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RANGE STATEMENT

	• revegetation • fire management • degradation factors.
Existing data sources may include:	• state and federal bodies • state Environmental Protection Authorities • interest groups • referral bodies • Municipal Planning Scheme.
Relevant legislation may include:	• environmental protection • tenure • local laws and by-laws • ordinances and policy.
Organisational policies and procedures may include:	• data collection and use • communication protocols • classification systems • staff training.
Threats and opportunities may include:	• political forces • economic forces • community attitudes • interest groups.
Classification system may include:	• type • level • land tenure.
Stakeholders may include:	• authorities • government agencies • community • landowners or custodians.
Resources may include:	• financial • human • physical.

Unit Sector(s)

Cross-Sector

Competency Field

Resource Management

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SISXRES505A Achieve sustainable land management

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake research of current land condition, capability, uses and practices in order to develop and implement strategies to achieve sustainable land management in relation to relevant outdoor programs and activities.

Application of the Unit

This unit applies to those who work as operations or program managers with responsibility for planning, implementing and evaluating outdoor recreation programs and activities across a range of activity areas. Work would be undertaken autonomously with responsibility for management of resources.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the evidence guide.
1. Undertake a land capability study.	1.1. Collate and review existing data to identify ***major characteristics of land capability*** for locations relevant to outdoor programs and activities according to ***organisational policies and procedures***.
	1.2. Determine and access additional ***information sources*** required to assess land capability.
	1.3. Identify ***threats and opportunities*** affecting land capability and sustainability according to ***relevant legislation*** and organisational policies and procedures.
	1.4. Prioritise threats and opportunities according to relevant ***classification system*** and organisational policies and procedures.
	1.5. Prepare and document a report on land capability according to organisational policies and procedures.
2. Develop optional land-management strategies.	2.1. Assess information on land capability and identify evidence of inappropriate practices.
	2.2. Establish preferred land-use options in consultation with relevant ***stakeholders*** according to assessment of land capability, and relevant legislation and organisational policies and procedures.
	2.3. Identify and classify areas of degradation requiring urgent attention.
	2.4. Prepare ***action plans*** to implement land-management strategies according to relevant legislation and organisational policies and procedures.
	2.5. Prepare draft strategy documentation and recommendations according to organisational policies and procedures.
	2.6. Release draft strategy for public comment according to organisational policies and procedures.
	2.7. Prepare final land-management strategies, according to feedback received and organisational policies and procedures.
3. Implement strategies to achieve sustainable land management.	3.1. Develop educational packages to inform landowners of preferred strategies for land use.
	3.2. Establish and implement formalised land-use incentive programs according to organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Establish cooperative and consultative arrangements with relevant stakeholders according to organisational policies and procedures. 3.4. Implement and monitor endorsed strategies within agreed timelines and budget.
4. Monitor and review land-management strategies.	4.1. Collect and analyse data to evaluate performance according to organisational policies and procedures. 4.2. Compare performance with strategy objectives to assess effectiveness. 4.3. Make recommendations to appropriate personnel to improve the effectiveness of the strategies according to organisational policies and procedures. 4.4. Use information obtained during monitoring and review to develop new strategies where required according to organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult and liaise with stakeholders and staff on the implementation of land-management strategies
  - seek feedback on strategy effectiveness and make recommendations for improvement
- language and literacy skills to:
  - analyse data about land capability
  - prepare reports
  - document action plans
  - prepare educational material
  - collect and analyse data to evaluate land-management strategy performance
- numeracy skills to develop strategies within organisational budgets
- problem-solving skills to:
  - assess and prioritise threats and opportunities
  - select appropriate land-use options
  - monitor and evaluate the effectiveness of land-management strategies
  - develop alternative strategies where required
- planning and organising skills to develop, implement and evaluate

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land-management strategies within organisational timeframes and budgets.

Required knowledge

- legislation to enable responsible and sustainable land management and planning
- organisational policies and procedures to:
  - collect and use information responsibly
  - evaluate, select and implement land-management strategies according to organisational objectives
- ***elements*** of sustainable natural resource management and planning, including waste minimisation
- land capabilities and uses to enable the development of appropriate land-management strategies
- land-management practices and systems to enable the responsible management of resources
- research and analysis techniques to enable the collection and analysis of data for the development of appropriate land-management strategies
- project-management techniques to monitor and evaluate land-management strategies to enable sustainable use
- political and economic trends in relation to land-management issues to enable an accurate analysis of threats and opportunities
- agriculture and forestry practices that may impact on selection of land-management strategies
- ecological principles and systems and their relationship to sustainable land management.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • undertakes research, planning and consultation to develop, implement and evaluate land-management strategies for a specific location or area consistent with community expectations and organisational and legislative requirements • develops community education packages and formal land-use incentive programs to support implementation of land-management strategies.
Context of and specific	Assessment must ensure development and implementation of

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resources for assessment	strategies to achieve sustainable land management that reflect local requirements and are of sufficient breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an area or location to assess its capability and develop land-management strategies • associated resources and information relevant to sustainable land management • relevant stakeholders.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of authentic land-management strategy incorporating action plans, community education package and formal land-use incentive program • oral and or written questioning to assess knowledge of natural systems and interrelationships between the components • third-party reports from a supervisor detailing appropriate work performed by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISXRES403A Use resources efficiently.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Major characteristics of land capability may include:	• land conditions • land-use practices • impacts of activities on the environment • waste minimisation • controlling body viability • planning zone modifications.
Organisational policies and procedures may include:	• collection and storage of information • information dissemination • monitoring of land capability and natural

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environment.

Information sources may include:
- consultants' reports
- state and federal bodies
- state Environmental Protection Authorities
- interest groups
- referral bodies
- Municipal Planning Scheme.

Threats and opportunities may include:
- political forces
- economic forces
- community attitudes
- interest groups.

Relevant legislation may include:
- environmental protection
- local laws and by-laws
- ordinances and policy
- privacy.

Classification system may include:
- type
- level
- land tenure.

Stakeholders may include:
- land-management authorities
- landowners
- custodians
- community members.

Action plans may include:
- priorities
- responsibilities
- resources
- timeframe
- community contribution and return.

Unit Sector(s)

Cross-Sector

Competency Field

Resource Management

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SISXRES506A Undertake open-space planning

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake research to determine supply and demand for open spaces in order to develop and implement an action plan for open-space planning for sport and recreation programs and activities.

Application of the Unit

This unit applies to those who work as operations managers or program managers who are responsible for planning, implementing and evaluating outdoor recreation programs and activities across a range of activity areas. Work would be undertaken autonomously with responsibility for management of resources.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Conduct research into open-space planning.	1.1. Conduct a ***feasibility study*** to determine requirements for ***open-space*** planning. 1.2. Establish goals and expected outcomes for open-space planning in consultation with appropriate personnel. 1.3. Identify financial and human resource requirements for open-space planning. 1.4. Gather ***information*** from ***sources*** and ***stakeholders*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.5. Analyse and document information gathered according to relevant legislation and organisational policies and procedures.
2. Assess supply of open space.	2.1. Identify existing open space and develop a classification system to assess the supply of open space. 2.2. Establish ***criteria*** for evaluating the open space according to organisational policies and procedures. 2.3. Assess and document requirements for upgrading and improving current open space.
3. Assess demand for open space.	3.1. Develop a ***demographic profile*** of the open space and identify geographical and location issues. 3.2. Determine usage patterns and identify target groups in consultation with user groups. 3.3. Determine satisfaction levels of stakeholders and the community in relation to open-space areas. 3.4. Analyse information gathered and identify demand.
4. Develop and evaluate options.	4.1. Assess the adequacy of the supply of open space against perceived and latent demand. 4.2. Identify shortfalls and surplus in open space in consultation with stakeholders. 4.3. Develop alternative options where required according to organisational policies and procedures.
5. Develop a work plan.	5.1. Select preferred options according to organisational policies and procedures. 5.2. Develop and document a ***work plan*** for open-space planning in consultation with stakeholders and according to relevant legislation. 5.3. Develop and document ***schedule of works***. 5.4. Obtain necessary approval from appropriate

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ELEMENT	PERFORMANCE CRITERIA
	personnel according to organisational policies and procedures. 5.5. Establish ***evaluation procedures*** for open-space planning according to organisational policies and procedures.
6. Implement work plan.	6.1. Monitor effectiveness of plan and evaluate relevance to current situation. 6.2. Seek feedback from stakeholders and the community. 6.3. Make recommendations to appropriate personnel to improve the effectiveness of the plan according to organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult and liaise with stakeholders to gather information about usage patterns and demand for open space
  - seek approval for work plans from appropriate personnel
- literacy skills to:
  - research and gather information about the requirements, supply and demand for open planning
  - develop and document work plans
- numeracy skills to analyse financial requirements for open-space planning
- planning and organising skills to:
  - establish criteria to evaluate open spaces
  - prioritise work and set timeframes to develop a schedule of works
  - implement and monitor the effectiveness of the plan
- problem-solving skills to:
  - develop and select options for open-space planning
- evaluate effectiveness of implemented work plan and suggest improvements.

Required knowledge

- legislation to enable the collection and use of information from stakeholders and the development of a work plan to effectively manage open spaces
- organisational policies and procedures to:

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  - collect information responsibly
  - consult stakeholders
  - evaluate options for open-space planning to enable effective open-space management of competing demands
  - methodology to conduct feasibility studies to enable effective open-space planning
- research and data-collection techniques to enable the responsible collection and use of data
- goals and objectives of open-space planning in relation to outdoor recreation programs and activities
- open-space management techniques to enable the management and prioritisation of competing demands
- sources of information and resources to establish supply of and demand for open space.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts a feasibility study in consultation with stakeholders to determine requirements and resources for open-space planning • conducts research, planning and consultation to determine open-space supply and demand relevant to sport and recreation activities in own work environment, and analyses and evaluates information collected to develop a work plan • prioritises competing demands for open space to develop, implement and monitor a work schedule and seeks feedback from users and stakeholders on the effectiveness of the work plan • applies effective contingency-management techniques to deal with a range of problems and issues that may arise in relation to competing demands for open space.
Context of and specific resources for assessment	Assessment must ensure development and implementation of a work plan for open-space planning which reflects local requirements and is of sufficient

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breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a regional open space
- resources and information on the location
- target groups with open-space demands
- appropriate persons to gain approvals
- resources to undertake the open-space planning
- organisational documentation relevant to open-space planning.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interacting with a range of target groups to establish open-space needs
- oral and or written questioning to assess knowledge of research and data-collection techniques to conduct a feasibility study
- portfolio containing evidence of work plans for open-space planning, feasibility study and research and demographic profiles for open spaces
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXRES505A Achieve sustainable land management.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Feasibility study may include:

- current and previous expenditure patterns
- user satisfaction levels
- usage patterns.

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Open space may include:	• facilities • car parks • natural elements • greenfields area.
Information may include:	• planning studies • political environment of organisations • issues papers • demographic profiles.
Sources may include:	• grants • schools • service sporting clubs and associations • corporate sponsors • bequests • developer and organisation joint ventures • community groups.
Stakeholders may include:	• government bodies • community groups • participants.
Relevant legislation may include:	• occupational health and safety • environmental protection • privacy • anti-discrimination • local laws and by-laws.
Organisational policies and procedures may include:	• ***occupational health and safety*** • collection and use of information • evaluation criteria • aims and objectives of open-space planning.
Criteria may include:	• access • geographical factors • environmental factors • location • quality and characteristics of open space • usage.
Demographic profile may include:	• transport routes • distance between areas • topography • proximity to amenities • ecology.
Work plans may include:	• objectives • tasks • timeframes

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	• budget • consultation plan.
Schedule of works may include:	• priorities • costs • timeframes.
Evaluation procedures may include:	• community consultation • surveys • public meetings • market research.

Unit Sector(s)

Cross-Sector

Competency Field

Resource Management

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SISXRES507A Design and maintain the built environment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply environmental principles to the design and maintenance of resources and facilities to maintain their aesthetic value.

Application of the Unit

This unit applies to those who work as operations or program managers responsible for planning, implementing and evaluating outdoor recreation programs and activities across a range of activity areas with a focus on management of resources.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the evidence guide.
1. Determine the existing aesthetic value of the built environment.	1.1. Identify design themes and zones within specific areas. 1.2. Prepare an inventory of ***aesthetic elements*** within the built environment according to ***organisational policies and procedures***.
2. Review civic aesthetic value and amenity against community expectations.	2.1. Undertake ***consultation*** to establish community expectations of aesthetic value of the built environment according to organisational policies and procedures. 2.2. Determine the variation between community expectations and the current status of the built environment. 2.3. Determine community views on ***strategies*** to improve the built environment. 2.4. Determine potential options for improvement in the built environment according to ***relevant legislation***.
3. Develop strategies to improve civic aesthetics and amenity.	3.1. Develop and prioritise strategies in response to ***stakeholder*** consultations. 3.2. Assess the extent of congruence between the strategies and organisational objectives. 3.3. Identify and document the ongoing costs of improving the built environment against perceived benefits according to organisational policies and procedures. 3.4. Assess the feasibility of applying strategies to the various locations according to organisational policies and procedures. 3.5. Establish criteria to determine the effectiveness of strategies according to organisational policies and procedures.
4. Implement strategies for the improvement of the built environment.	4.1. Communicate the strategies for developing an improved built environment to the community and other relevant stakeholders. 4.2. Identify and allocate staff and organisational responsibilities according to organisational policies and procedures. 4.3. Implement and monitor selected strategies according to organisational policies and procedures.
5. Review strategies.	5.1. Collect and assess information to identify if strategies reinforce or improve the aesthetics of a built environment according to organisational

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ELEMENT	PERFORMANCE CRITERIA
	policies and procedures. 5.2. Determine the level of acceptance of the strategies within the community. 5.3. Analyse cost data to assess the cost of applying strategies against benefits obtained. 5.4. Use information obtained during monitoring and review to modify strategies where required according to organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult and liaise with stakeholders and staff on the implementation of strategies to design and maintain the built environment
  - seek feedback on the effectiveness of strategies
- language and literacy skills to:
  - prepare and document an inventory of aesthetic elements
  - collect and analyse data to evaluate effectiveness of strategies
- numeracy skills to analyse ongoing costs and develop strategies within organisational budgets
- problem-solving skills to:
  - prioritise strategies
  - assess feasibility in relation to perceived benefits
  - select appropriate strategies
  - monitor and evaluate the effectiveness of strategies and modify strategies where appropriate
- planning and organising skills to plan, implement and evaluate strategies within appropriate timeframes and budgets and to allocate staff responsibilities.

Required knowledge

- legislation to enable the responsible and compliant design and maintenance of the built environment
- organisational policies and procedures to:
  - collect and use information responsibly
  - evaluate, select, implement and evaluate strategies according to organisational objectives

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- environmental planning principles to enable the responsible design and maintenance of the built environment
- research and analysis techniques to enable the collection and analysis of relevant data
- community needs, expectations and attitudes in relation to appropriate strategies to design and maintain the built environment
- interrelationships between the built environment and environmental requirements to enable the development of appropriate strategies to obtain a balance
- aesthetic value in relation to a specified built environment, with regard to historical, architectural and environmental contexts
- service and utilities infrastructure
- benefit and value derived from improving the built environment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • undertakes research, planning and consultation to develop, implement and evaluate strategies to improve the built environment consistent with community expectations and organisational and legislative requirements • balances and prioritises existing directions determined by organisational objectives against community expectations.
Context of and specific resources for assessment	Assessment must ensure the design and maintenance of a built environment which is of sufficient breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a built environment within an organisation's area of responsibility • organisational policies, procedures and resources to undertake planning and implementation of the built environment • relevant legislation impacting on the design and maintenance of built environments • relevant stakeholders.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of strategy to improve and maintain the built environment
- oral and or written questioning to assess knowledge of the value derived from improving the built environment
- portfolio containing evidence of processes to compile an inventory of aesthetic elements within the built environment
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXIND406A Manage projects.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Aesthetic elements may include:

- visual
- sensual
- aural
- tactile
- architectural
- historical
- environmental.

Organisational policies and procedures may include:

- inventory
- consultation processes
- staff responsibilities
- monitoring maintenance activities.

Consultation may include:

- personal contact
- surveys
- formal submissions
- professional advice.

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Strategies may include:	• engineering improvements • landscaping • energy-efficient recreation facilities • maintenance of parks and gardens • aesthetic and visual improvements.
Relevant legislation may include:	• environmental protection • tenure • local laws and by-laws.
Stakeholders may include:	• residents • visitors • authorities • travellers • community organisations.

Unit Sector(s)

Cross-Sector

Co-requisite units

Competency Field

Resource Management

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SISXRSK301A Undertake risk analysis of activities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake a risk-management process in relation to an activity and in accordance with an organisation's risk-management policies and procedures. In this context, the risk-analysis process is conducted using structured analysis methodology according to the current Australian and New Zealand standard.

Application of the Unit

This unit applies to those who work in a range of roles and settings in the sport, recreation or fitness industry. This may include those working in after-school or holiday-care programs in a range of locations, in coaching activities or those undertaking a role in outdoor recreation activities, such as camps and other guided activities as well as indoor recreation and fitness activities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Establish the context of the risk analysis.	1.1. Access the organisation's ***equipment maintenance procedures and history*** for the activity and location as required. 1.2. Obtain applicable technical documentation. 1.3. Access and clarify ***risk-evaluation criteria***, as determined by the organisation's risk-management policy and plan.
2. Identify risks associated with an activity.	2.1. Identify and document ***potential sources of risk*** for the specific activity and location according to ***relevant legislation*** and ***organisational policies and procedures***. 2.2. Consider and document areas of impact on the organisation. 2.3. Consider and document possible causes of risk and hazards according to organisational policies and procedures.
3. Conduct risk analysis of an activity.	3.1. Determine existing organisational controls for each risk according to ***occupational health and safety legislation***. 3.2. Assess the likelihood of any given risk turning into an accident, injury or loss. 3.3. Assess the consequences of particular incidents in order to determine the degree of emphasis to be placed on the risk. 3.4. Analyse the likelihood and consequences of particular risks and ***classification of risk*** according to organisational procedures.
4. Undertake risk assessment of an activity.	4.1. Compare the level of risk established during the analysis process with previously established risk-evaluation criteria according to organisational procedures. 4.2. Rank or prioritise risks for further action, taking account of the wider context of the risk. 4.3. Consider the objectives of the organisation and the extent of opportunity which could result from taking the risk. 4.4. Accept risks that fall into the low or acceptable categories without further treatment, and monitor

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ELEMENT	PERFORMANCE CRITERIA
	and periodically review to ensure they remain acceptable.
5. Treat risks associated with an activity.	5.1. Identify specific ***risk-treatment options*** applicable to risks that fall outside the low or acceptable categories. 5.2. ***Evaluate*** risk-treatment options according to the organisation's ***risk-management plan***. 5.3. Document the activity-specific ***risk-treatment plan***. 5.4. Implement the risk-treatment plan prior to and during the activity, according to organisational policies and procedures.
6. Monitor and review the risk management of an activity.	6.1. Document risk analysis, evaluation and treatment options according to organisational procedures. 6.2. Monitor risks and the effectiveness of the risk-treatment plan, strategies and management system. 6.3. Repeat the risk analysis of the activity regularly to ensure the risk-treatment plan remains relevant. 6.4. Make changes to the conduct of an activity, where required, in accordance with review recommendations. 6.5. Implement recommendations of the organisation's risk audit in future risk analysis of the activity.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - identify and assess hazards, level of risk and treatment options
  - develop appropriate strategies to manage risks for an activity, within the parameters of the organisational risk-management plan
- planning and organising skills to:
  - develop, implement and monitor a systematic risk-management plan for an activity
  - make changes in response to risk-management plan
- literacy and numeracy skills to:
  - access and analyse required risk-assessment information

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    - document a risk-management plan for a specific activity
- communication skills to:
    - contribute to risk-management review
    - consult with relevant personnel to implement review recommendations.

Required knowledge

- organisational risk-management procedures to enable risks associated with activities to be assessed and addressed so that activities can be undertaken safely
- legislation and organisational policies and procedures to enable risk identification and assessment for relevant activities and identification of the legal responsibilities associated with risk management
- hierarchy of controls to enable the most appropriate and viable risk-treatment options to be applied to activities
- hazards associated with specific activities and locations to enable effective risk-treatment options to be identified for the activity and location
- risk-assessment principles and methodology
- common risk-management terminology, such as risk, risk management, hazard, risk analysis and risk-management plan
- equipment design limits and effects of operating outside design limits
- risk-evaluation criteria to enable level of risk to be assessed accurately.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- works effectively and professionally within organisational risk-management systems and objectives and complies with legislative requirements to undertake risk assessments that are appropriate for specific activities and locations
-
- works within parameters of own job role and responsibilities to assess, select and where appropriate resource viable risk-treatment options; and develops and implements a risk-treatment plan within required timeframes and activity
- documents and monitors the risk-management plan and contributes to the review of processes and

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outcomes
- accesses and clarifies information to inform application of risk-analysis procedures.

Due to issues such as differences in risk associated with different client groups, different equipment, different locations and different environmental conditions, this unit of competency must be assessed through the analysis of risk associated with more than one activity (or one activity with different client groups and or in different locations) in order to ensure consistency of performance over the range statement and contexts applicable to risk analysis of activities.

Context of and specific resources for assessment

Assessment must ensure development and implementation of a risk-treatment plan for specific activities relevant to the candidate's current or intended work environment to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- an environment or facility appropriate to the specific activity
- support staff, locations and resources to implement risk-control measures
- organisational policies and procedures related to risk analysis of activities
- organisational reporting requirements.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of applying organisational risk-analysis procedures to activities and locations
- oral and or written questioning to assess the knowledge of risk-analysis techniques and evacuation skills in relation to risk-assessment methodologies
- third-party reports from a supervisor detailing work performance over multiple applications
- portfolio of records and reports documenting risk-treatment plans and outcomes.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXCAI303A Plan and conduct sport and recreation sessions

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or

- SISFFIT304A Instruct and monitor fitness programs

or

- SISOODR303A Guide outdoor recreation sessions

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment maintenance procedures and history may include:

- frequency of equipment maintenance
- schedule of maintenance
- incident reports
- failure reports.

Risk-evaluation criteria may include:

- legislation
- regulations
- Australian standards
- organisational policies, aims and objectives
- operating procedures and guidelines.

Potential sources of risk may include:

- physical
- chemical
- environmental
- psychological
- financial, commercial and legal
- behavioural.

Relevant legislation may include:

- occupational health and safety
- equal opportunity
- privacy
- duty of care
- industrial relations
- licensing.

Organisational policies and procedures may include:

- occupational health and safety
- equipment use and maintenance
- reporting and record keeping
- communication protocols.

Occupational health and safety

- hazards and risks

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legislation includes:	• emergency response • consultation and participation.
Classification of risk may include:	• diseases • economic perils • environmental • financial • human perils • natural perils • occupational health and safety • product liability • professional liability • property damage • public liability • security • technology.
Risk-treatment options may include:	• avoid the risk • reduce the risk • transfer the risk • finance the risk • retain the risk.
Evaluate may include:	• extent of risk reduction • extent of benefits or opportunities created • taking into account the risk-evaluation criteria.
Risk-management plan may include:	• objectives • equipment and resources • contingencies.
Risk-treatment plan may include:	• implementation details • responsibilities • schedules • expected outcome • budgeting • performance measures • review process.

Unit Sector(s)

Cross-Sector

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Competency Field

Risk Management and Security

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SISXRSK502A Manage organisational risks

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop, implement and evaluate a risk-management program for an organisation. It incorporates an assessment of potential risks facing the organisation and the development of strategies and procedures to mitigate risk situations according to the current Australian and New Zealand standard.

Application of the Unit

This unit applies to those who work in a range of roles, settings and locations in the sport, recreation or fitness industry, including indoors, outdoors and in controlled or uncontrolled environments. This includes those who are responsible for planning, implementing and evaluating outdoor recreation programs and activities, such as operations managers, program managers or adventure guides, as well as those managing competitions, and sports venues and facilities, such as competition managers and program developers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Determine the context of the organisation's risk-management program.	1.1. Access and analyse ***relevant legislation*** and the organisation's risk-management policy. 1.2. Access and evaluate current organisational risk-management programs. 1.3. Identify outcomes from organisational risk audits and identify potential areas of risk. 1.4. Analyse the organisation's capacity to reduce or control the likelihood of incidents and consequences. 1.5. Access and clarify broad ***risk-evaluation criteria*** as specified by the organisation's risk-management policy. 1.6. Identify key risk-management personnel within the organisation.
2. Identify organisational risks.	2.1. Identify and document ***sources of risk*** within each ***risk classification*** relevant to the organisation, including risks not under the control of the organisation. 2.2. Assess and document ***areas of impact*** on the organisation. 2.3. Identify and document possible causes of risk and seek ***external specialist assistance*** to control them according to organisational policies and procedures.
3. Conduct analysis of organisational risks.	3.1. Determine appropriate ***methodology*** and tools to conduct organisational risk analysis. 3.2. Conduct analysis according to organisational risk-management policy. 3.3. Determine existing organisational controls established by the organisation according to ***occupational health and safety legislation***. 3.4. Assess the likelihood of any given risk turning into an accident, injury or loss. 3.5. Assess the ***consequences*** of particular occurrences in order to determine the degree of emphasis to be placed on the risk. 3.6. Determine suitable techniques to analyse the likelihood and consequences of particular risks according to organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
4. Undertake assessment of organisational risk.	4.1. Establish specific risk-evaluation criteria for each risk classification or individual risk, where required, according to the risk-evaluation criteria within the risk-management policy. 4.2. Compare the level of risk established during the analysis process with previously established risk-evaluation criteria, according to organisational procedures. 4.3. Rank or prioritise risks for further action, taking account of the wider context of the risk. 4.4. Consider the objectives of the organisation and the extent of opportunity which could result from taking the risk. 4.5. Accept risks that fall into the low or acceptable categories without further treatment, and monitor and periodically review to ensure they remain acceptable. 4.6. Treat risks that fall outside the low or acceptable categories, according to organisational procedures.
5. Prepare and implement an organisational risk-management program.	5.1. Identify specific ***risk-treatment options*** applicable to risks that fall outside the acceptable categories that have the potential to impact upon the organisation. 5.2. Evaluate risk-treatment options according to the organisation's risk-management policy and risk-evaluation criteria. 5.3. Prepare and document the ***organisational risk-management plan*** as required in consultation with appropriate personnel and according to relevant legislation and organisational policies and procedures. 5.4. Establish strategies and procedures to implement the risk-management program according to organisational risk-management policy. 5.5. Develop and implement training to inform employees of the organisation's risk-management program. 5.6. Monitor and review staff compliance with the procedures in the organisational risk-management program.
6. Monitor and evaluate the risk-management program.	6.1. Monitor and review the effectiveness of the risk-management plan, according to relevant legislation and organisational policies and procedures, to ensure changing circumstances within the organisation do not alter risk priorities.

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ELEMENT	PERFORMANCE CRITERIA
	6.2. Determine and analyse activities, projects or operations which do not achieve their performance outcomes according to the risk-management program, and determine potential causes. 6.3. Analyse incidents which occur that indicate a near miss and review the risk-management plan according to organisational policies and procedures. 6.4. Make changes to the conduct of activities or to organisational operations, where required, according to review recommendations. 6.5. Implement recommendations in future risk-analysis audits of the organisation.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - identify and assess hazards, level of risk and treatment options
  - develop strategies to manage organisational risks within the parameters of the organisational risk-management plan
- planning and organising skills to:
  - develop, implement and monitor a systematic risk-management plan for an activity
  - make changes to risk-management plan and program as required in response to review recommendations
- literacy and numeracy skills to:
  - access and analyse required risk-assessment information
  - document a risk-management plan for a specific activity
- communication skills to:
  - convey information about the organisational risk-management plan
  - conduct a risk-management review
  - consult with relevant personnel to implement review recommendations.

Required knowledge

- strategic and operational plans of the organisation in relation to organisational risk-management procedures to enable organisational capability to deal with events or incidents and risks associated with activities to be assessed and addressed
- legislation to enable risk identification and assessment for the relevant activities

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and identification of the legal responsibilities associated with risk management
- hierarchy of controls to enable the most appropriate and viable risk-treatment options to be applied to activities
- hazards associated with specific activities and locations to enable effective risk-treatment options to be identified
- risk-assessment principles and methodology
- common risk-management terminology, such as risk, risk management, hazard, risk analysis and risk-management plan
- risk-evaluation criteria to enable level of risk to be assessed
- disaster, emergency and evacuation plans.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• works within organisational risk-management systems and objectives and complies with legislative requirements to undertake risk assessments that align with organisational risk-management policy and operational requirements
	• accesses and clarifies information to:
	  • identify and document organisational risk in each of the relevant classifications
	  • develop an organisational management plan
	  • assess, select and implement viable risk-treatment options
	• monitors the effectiveness of the plan and applies contingency-management techniques to deal with a range of changing circumstances that may alter the management of organisational risk.

Context of and specific resources for assessment	Assessment must ensure identification of organisational risk and development of an organisational risk-management plan which is of sufficient breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an operational environment or facility conducting a

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range of activities and or projects
- organisational policies and procedures related to risk management
- organisational reporting requirements
- organisational records, risk audits and policy documents
- support staff, locations and resources to implement and review risk-control measures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of applying organisational risk-analysis procedures to organisational operations, such as activities and projects
- oral and or written questioning to assess knowledge of techniques in relation to risk-assessment methodologies
- portfolio of records and reports documenting development and review of organisational risk-management plans and outcomes
- third-party reports from a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXOHS503A Establish and maintain occupational health and safety systems.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant legislation may include:

- occupational health and safety
- environmental
- equal opportunity
- privacy
- duty of care

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- industrial relations
- licensing
- industry codes of practice.

Risk-evaluation criteria may include:

- target risk levels
- legislation
- regulations
- Australian standards
- organisational policies, aims and objectives
- operating procedures and guidelines.

Sources of risk may include:

- physical
- chemical
- environmental
- psychological
- financial, commercial and legal
- behavioural
- technological
- internal and subject to the organisation's control
- external and beyond the organisation's control.
- human
- equipment.

Risk classification may include:

- diseases
- economic perils
- environmental
- financial
- human perils
- natural perils
- occupational health and safety
- product liability
- professional liability
- property damage
- public liability
- security
- technology.

Areas of impact may include:

- asset and resource base of the organisation
- revenue and entitlements
- costs of activities
- individuals and community
- timing and schedule of activities
- environment
- organisational goodwill
- organisational behaviour

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	• goals and objectives.
External specialist assistance may include:	• specialist consultants • government agencies.
Methodology may include:	• qualitative • quantitative • combined qualitative and quantitative.
Occupational health and safety legislation may include:	• emergency response • consultation and participation • occupational health and safety issue resolution • hazard identification • risk assessment and control • personal protective equipment use • occupational health and safety reporting.
Consequences may include:	• losses • injuries • disadvantages • gains - personal, educational, social, emotional and fitness.
Risk-treatment options may include:	• avoid the risk • reduce the risk • transfer the risk • finance the risk • retain the risk.
Organisational risk-management plan may include:	• specific risk-treatment plans • strategies detailing implementation • staff responsibilities • schedules • expected outcomes of treatments • budgeting • performance measures • review process • recording requirements.

Unit Sector(s)

Cross-Sector

Competency Field

Risk Management and Security

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BSBADM101A Use business equipment and resources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to choose equipment and resources to complete a variety of tasks under direct supervision and includes operating equipment, undertaking routine maintenance and reporting faults to the appropriate person. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals developing basic skills and knowledge to use a variety of business equipment in preparation for working in a broad range of settings.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select equipment or resources	1.1. Identify and access ***business equipment*** or ***resources*** required to complete task under direct instructions 1.2. Estimate quantities and resources correctly to complete the task 1.3. Check equipment for serviceability in accordance with ***equipment instructions***
2. Operate equipment	2.1. Operate equipment in accordance with manufacturer's specifications and under direct instructions 2.2. Identify equipment faults accurately and take action to ensure equipment is repaired in accordance with manufacturer's specifications 2.3. Report repairs outside area of own responsibility to ***appropriate persons***
3. Maintain equipment or resources	3.1. Maintain equipment or resources to support completion of tasks under direct instructions 3.2. Undertake ***maintenance*** to ensure equipment meets manufacturer's specifications 3.3. Maintain ***records*** concerning equipment or resources under direct instructions 3.4. Store equipment and resources under direct instructions

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to identify work requirements and to process basic, relevant workplace documentation • communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions, to receive feedback and to report equipment faults • problem-solving skills to solve routine problems related to business equipment and to determine appropriate fault repair actions while under direct supervision • technology skills to use business equipment under direct supervision.
Required knowledge
• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: • occupational health and safety (OHS) • functions of a range of business equipment • correct shut-down procedures for a range of business equipment • common equipment faults • routine maintenance procedures.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated application of appropriate maintenance procedures. • knowledge of the functions of a range of business equipment • operation of a range of business equipment.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of operational and maintenance manual and records.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • observation of demonstrated techniques in operating and maintaining business equipment • oral or written questioning to asses knowledge of the operation and maintenance of business equipment • review of records concerning equipment or resources.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Business equipment may include:	• answering machine • binder • fax machine • photocopier • printer

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RANGE STATEMENT	
	• telephone
Resources may include:	• equipment • facilities • human resources • OHS resources • stock and supplies
Equipment instructions may include:	• manufacturers guidelines • OHS guidelines and procedures • procedures manual • training notes
Appropriate persons may include:	• colleagues • external organisations • line management • supervisor
Maintenance may include:	• adding toner • cleaning equipment regularly • clearing paper jams • organising service calls • replacing paper
Records may include:	• equipment service call forms • purchase orders • service repair forms • warranties

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

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Co-requisite units

Co-requisite units		

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BSBADM307B Organise schedules

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage appointments and diaries for personnel within an organisation, using manual and electronic diaries, schedules and other appointment systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who provide administrative support to teams and individuals in the management of diaries, schedules and other appointment mechanisms.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish schedule requirements	1.1. Identify ***organisational requirements*** and protocols for diaries and staff ***planning tools*** 1.2. Identify organisational procedures for different types of appointments 1.3. Determine personal requirements for ***diary and schedule items*** for individual personnel 1.4. Establish appointment priorities and clarify in discussion with individual personnel
2. Manage schedules	2.1. Identify ***recurring appointments*** and deadlines, and schedule these in accordance with individual and organisational requirements 2.2. Establish availability of attendees, and schedule new appointments in accordance with required time lines and diary commitments 2.3. Negotiate ***alternative arrangements*** and confirm when established appointments are changed 2.4. ***Record appointments*** and manage schedules in accordance with ***organisational policy and procedures***

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to discuss and confirm requirements and priorities of others and to question others to clarify information • literacy skills to read a range of procedural texts and to write simple instructions • negotiation skills to schedule appointments where there are competing demands • numeracy skills to estimate time, plan accurately and keep records • problem-solving skills to negotiate task distribution and timing for appointments with other members of the group • time management skills to allow realistic time lines to schedule appointments.
Required knowledge
• key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as: • anti-discrimination legislation • ethical principles • codes of practice • privacy laws • occupational health and safety (OHS) • relationship between satisfactorily organising another person's schedule and achieving team goals • responsibility that is involved in making arrangements for others.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • maintaining schedules which meet individual and organisational needs • prioritising and negotiating competing demands.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to a range of diaries, planners and calendars to record and schedule appointments.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • analysis of responses to case studies and scenarios • demonstration of techniques in a workplace or simulated environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Organisational requirements may include:	• availability of information • electronic linked diaries and schedules • linking personal and executive diaries • priority clients and personnel • protocols in contacting other personnel within

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RANGE STATEMENT	
	and outside organisation • recording systems
Planning tools may include:	• appointment book • appointment view and planner view in electronic scheduling systems • calendar • desk diary • electronic calendar or diary • in/out boards and whiteboards • manual planners • planning wall chart
Diary and schedule items may include:	• conferences • deadlines • leave (for both immediate person and others whose absence affects the person) • meetings • recurring appointments • teleconferences • travel
Recurring appointments may include:	• board meetings • committee meetings • staff meetings
Alternative arrangements may include:	• cancelling pre-arranged appointments • inserting additional appointments after a schedule has been prepared • re-scheduling existing appointments
Appointments may be recorded in:	• calendar • diary • electronic system • filing system • paper system
Organisational policy and procedures may include:	• adequate time between appointments • leave • limit on total appointments in any one day • lunch breaks • OHS issues • stress minimisation • sufficient time to complete projects and to meet deadlines • time off in lieu

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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BSBADM311A Maintain business resources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine, administer and maintain resources and equipment to complete a variety of tasks. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of business resources and their maintenance to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Advise on resource requirements	1.1. Calculate estimates of future and present ***business resource needs*** in accordance with ***organisational requirements*** 1.2. Ensure advice is clear, concise and relevant to achievement of organisational requirements 1.3. Provide information on the most economical and effective choice of equipment, materials and suppliers 1.4. Identify resource shortages and possible impact on operations
2. Monitor resource usage and maintenance	2.1. Ensure resource handling is in accordance with established organisational requirements including ***occupational health and safety requirements*** 2.2. Use ***business technology*** to monitor and identify the effective use of resources 2.3. Use consultation with individuals and teams to facilitate effective decision making on the appropriate allocation of resources 2.4. Identify and adhere to relevant ***policies regarding resource use*** in the performance of operational tasks 2.5. Routinely monitor and compare resource usage with estimated requirements in budget plans
3. Acquire resources	3.1. Ensure acquisition and storage of resources is in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with organisational requirements, is cost effective and consistent with organisational timelines 3.2. Acquire resources within available time lines to meet identified requirements 3.3. Review ***resource acquisition processes*** to identify improvements in future resource acquisitions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read and understand organisation's policies and procedures; to write simple instructions for a particular routine task
- evaluation skills to diagnose faults and to monitor resource usage
- problem-solving skills to determine appropriate fault repair actions
- numeracy skills to calculate resource expenditure
- technology skills to select and use technology appropriate to a task.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational resource acquisition policies, plans and procedures
- functions of a range of business equipment
- organisational procedures for record keeping/filing systems, security and safe recording practices.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • collecting and recording data on resource use • observing resource use over defined and operational timeframes • carrying out routine maintenance • knowledge of organisational resource acquisition policies, plans and procedures.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation estimating future and present business resource needs • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of equipment maintenance procedures • review of information provided on the most economical and effective choice of equipment, materials and suppliers • evaluation of documentation reviewing resource acquisition processes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Business resources may include:	• equipment • facilities • human resources • raw materials • software • stock and supplies
Organisational requirements may include:	• access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • management and accountability channels • manufacturer's and operational specifications • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • security and confidentiality requirements
Occupational heath and safety requirements may include:	• decision making delegations • equipment use • first aid kit • medical attention • reporting requirements • site access
Business technology may include:	• computer applications • computers • modems • personal schedules • photocopiers
Policies regarding resource use	• budgeting limits

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RANGE STATEMENT	
may include:	• ordering procedures • purchasing authorities • recruitment and personnel • time management • transport/travel policies
Resource acquisition processes may include:	• contracted supplier ordering • internal approvals • non-tendered processes • periodic forecasts • tendered processes

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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BSBADM405B Organise meetings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise meetings including making arrangements, liaising with participants, and developing and distributing meeting related documentation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who organise a variety of meetings. They may provide administrative support within an enterprise, or have responsibility for these tasks in the context of a particular team, workgroup or project.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Make meeting arrangements	1.1. Identify ***type of meeting*** and its purpose 1.2. Identify and comply with any ***legal or ethical requirements*** 1.3. Identify ***requirements of meeting*** and participants 1.4. Make meeting ***arrangements*** in accordance with requirements of meeting 1.5. Advise participants of meeting details
2. Prepare documentation for meetings	2.1. Prepare notice of meeting, ***agenda*** and meeting ***papers*** in accordance with meeting requirements 2.2. Check documentation for accuracy and correct any errors 2.3. Distribute documentation to participants within designated time lines 2.4. Prepare spare sets of documents
3. Record and produce minutes of meeting	3.1. Take ***notes*** with the required speed and accuracy to ensure an accurate record of the meeting 3.2. Produce ***minutes*** that reflect a true and accurate account of the meeting 3.3. Check minutes for accuracy and submit for approval by the nominated person 3.4. Despatch copies of minutes within designated time lines

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• communication skills to coordinate and consult with participants, to orally present written reports with a number of defined sections, and to clarify points made in meetings
• literacy skills to:
  • write and compile agenda items
  • record minutes
  • make notes from spoken texts in meetings
  • use a variety of strategies for planning, reviewing and proofreading documentation
• time management skills to allow sufficient time to prepare for and conduct meetings.

Required knowledge

• culturally appropriate communication techniques
• formats for agendas and minutes
• key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • organising meetings, including informing participants and preparing materials • preparing an agenda • taking minutes during a meeting and preparing draft minutes after the meeting.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • writing units • other general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Type of meeting may include:	• annual general meeting • board meeting • face-to-face

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RANGE STATEMENT	
	• staff meeting • teleconference • videoconference
Legal and ethical requirements may include:	• codes of practice • legislation relating to companies or associations • requirements for public meetings

Requirements of meeting may include:	• meeting structure:
	  • formal
	  • informal
	  • self-managed
	  • semi-formal
	  • structured
	• number of participants
	• purpose of the meeting
	• specific needs of participants
	• specific resources and equipment required by participants e.g. video and data projectors, whiteboards
	• teleconferencing or videoconferencing meeting protocols and equipment
	• voting procedures

Arrangements may include:	• booking an appropriate venue • establishing costs and operating within a budget • organising accommodation and transport • organising appropriate communication technology • organising catering • preparing relevant documentation for participants • scheduling the date and time for the meeting
Agenda may include:	• correspondence • date of next meeting • date, time and location of meeting • general business • major agenda items • matters or business arising from the minutes • minutes of the previous meeting • reports

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RANGE STATEMENT	
	• statement of the meeting's purpose • welcome
Papers may include:	• chairperson's report • committee reports • correspondence • draft documentation • financial reports • itemised meeting papers • minutes of previous meeting • research reports
Notes may include:	• action items • arrangements for next meeting • decisions taken at the meeting • formal motions • future action • issues raised at the meeting • points discussed at the meeting • record of participants who were present at or absent from the meeting (attendees and apologies) • suggestions made at the meeting
Minutes may include:	• meeting details (e.g. title, date, time, location) • agenda items • apologies • names of absent and attending participants • approval of the record of the previous minutes • correspondence • lists rather than complete sentences • matters arising from the previous meetings • other business • reports • date of the next meeting • using organisation templates • using previous minutes to determine required format

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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BSBADM406B Organise business travel

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise domestic and overseas business travel, including developing associated itineraries, booking travel and accommodation, preparing travel related documentation and making travel arrangements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are responsible for the organisation of business travel. They may work as individuals providing administrative support within an enterprise, or have responsibility for these tasks in relation to their own workgroup or role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise business itinerary for domestic and overseas travel	1.1. Confirm ***purpose and requirements*** of domestic and overseas travel including planned itinerary, budget, meeting requirements and traveller preferences 1.2. Identify points of contact and names of contact persons, and make and confirm arrangements for meetings in accordance with planned itinerary 1.3. Prepare daily itineraries with appointments, arrival and departure times, accommodation and ***other itinerary details*** in accordance with travel purpose 1.4. Source, prepare and provide documents and support ***material for meetings*** within designated time lines 1.5. Prepare itinerary in accordance with meeting requirements and ***traveller's occupational health and safety*** (***OHS***) ***requirements*** 1.6. Provide itinerary and meeting documents to the traveller within designated time lines
2. Make travel arrangements	2.1. Make ***bookings*** in accordance with organisational policies and procedures for business travel 2.2. Identify and arrange ***travel documents*** in accordance with itinerary and individual requirements 2.3. Confirm and check travel arrangements and

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ELEMENT	PERFORMANCE CRITERIA
	despatch confirmation documents to the traveller within designated time lines 2.4. Negotiate and confirm alternative arrangements in response to changed requirements 2.5. ***Record travel details*** and itinerary in accordance with organisational requirements 2.6. Negotiate and confirm ***communication arrangements*** in accordance with organisational requirements
3. Arrange credit facilities	3.1. Check and confirm ***methods of payment*** 3.2. Make ***credit arrangements*** in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to organise and confirm travel arrangements with relevant parties
- literacy skills to read a variety of texts and to write clear and detailed instructions in a logical sequence
- planning and organising skills to allow sufficient time to prepare business and travel documentation and to schedule trip according to requirements
- problem-solving skills to select and obtain the most effective travel itinerary
- research skills to locate specific information such as appropriate transport, meeting venues, accommodation, contacts
- technology skills to access online travel and booking resources.

Required knowledge

- booking procedures
- communication techniques to relate to people from diverse backgrounds and people with diverse abilities
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice

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REQUIRED SKILLS AND KNOWLEDGE
• privacy laws • OHS • organisational policies and procedures regarding travel, internet sites and other online resources • sources of relevant documents and support material.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • organising business-related travel for others, including scheduling and developing itineraries and travel-related documents • efficiently booking and organising travel within budgets and time constraints to meet traveller and organisation needs.

Context of and specific resources for assessment	Assessment must ensure:
	• access to:
	  • office equipment including telecommunications equipment
	  • travel-related reference material, such as accommodation and transport suppliers
	  • appointment books, scheduling software, diaries and other recording and scheduling systems
	  • preferred suppliers, contact details, websites
	  • maps.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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EVIDENCE GUIDE	
	• review of authenticated documents from the workplace or training environment • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Purpose and requirements may include considering:	• available accommodation • budget • class of accommodation • class of travel • connections and transfers • mode of travel • time differences • time management • transport timetables
Other itinerary details may include:	• arrangements for meals • contact names and numbers of all personnel involved • required documentation for each appointment • suggested leisure activities • transport arrangements • local money details and accessibility of banks and automatic teller machines (ATMs) where applicable
Material for meetings may include:	• business proposals • catalogues • contracts

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RANGE STATEMENT	
	• electronic presentations • information technology (e.g. laptop, computer software) • meeting papers • office supplies • overhead transparencies • presentation kits • prior work completed for the client • product prototypes or samples • product samples • promotional brochures • reports • telecommunications equipment (e.g. mobile phone, teleconferencing equipment) • tenders
Traveller's occupational health and safety (***OHS***) ***requirements*** may include:	• leisure time • limit on total amount of travel per day • limit on total appointments in any one day • lunch breaks • rest periods • time between appointments • time for connections and transfers • travelling time to reach venues
Bookings may include:	• online • telephone • travel agent
Travel documents may include:	• accommodation confirmation email, facsimile or letter • business schedule and contact details • electronic or printed airline itinerary • e-ticket and/or paper ticket • health or medical-related documentation • insurance details and contacts • list of contacts including overseas if applicable • maps • meeting agenda and other documents • passport • timetable/s • travel itinerary • travel vouchers and accommodation guides

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RANGE STATEMENT	
	• visa/s
Recording travel details may include:	• individual travel file for each key aspect of the trip • making electronic copies of critical travel documents such as passport details page, airline tickets, itinerary • separate file for each business trip • using a diary • using a prepared checklist • using the organisation's standard checklist
Communication arrangements may include:	• email and facsimile access • mobile access • points of contact
Methods of payment may include:	• accounts established with the organisation • company credit cards • purchase order • special arrangement made between the organisation and individual suppliers • providing the traveller with a cash advance • reimbursing traveller for payments made on presentation of receipts
Credit arrangements may include:	• cab charges • currency • debit or credit cards • electronic funds transfer • petty cash • travellers cheques

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

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Co-requisite units

Co-requisite units		

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BSBADM409A Coordinate business resources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine and analyse existing and required resources, their effective application and the accountability for their use. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of business resources who contribute well developed skills and knowledge to ensure adequate resources are available to perform the work of the organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine resource requirements	1.1. Determine ***resource requirements*** in accordance with business and operational plans, and ***organisational requirements*** 1.2. Provide opportunities to individuals and workgroups to contribute to the identification of resource requirements 1.3. Ensure resource expenditure is realistic and makes efficient use of available budget resources 1.4. Present recommendations on resource requirements in the required format, style and structure using relevant ***business equipment and technology***
2. Acquire and allocate resources	2.1. Acquire physical resources and services in accordance with organisational requirements 2.2. Check resources to ensure quality and quantity, in line with service agreements 2.3. Allocate resources promptly to enable achievement of workgroup objectives 2.4. Ensure consultation with individuals and teams on allocation of resources is participative and is conducted using ***appropriate interpersonal skills***
3. Monitor and report on resource usage	3.1. Measure effectiveness of resource planning, and assess against actual costs, identified shortfalls and surpluses

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Develop and implement methods of monitoring resource use to enable timely and accurate reporting against business and operational plans 3.3. Identify improvements in resource planning through consultation and ***feedback***, and implement in accordance with organisational requirements 3.4. Maintain ***records*** concerning equipment and resource purchases, in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to request advice, to receive feedback and to work with a team • literacy skills to draft complex reports and to display logical information on resource usage • numeracy skills to interpret, compare and calculate resource usage costs • planning skills to schedule and track resource use and availability.
Required knowledge

• common equipment faults
• functions of a range of business equipment
• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • environmental issues
  • occupational health and safety (OHS)
• organisational policies, plans and procedures
• record management processes and techniques related to maintenance schedules.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • monitoring resource usage to determine resource needs • maintaining records of resource requirements • calculating costs and expenditures in relation to use and maintenance of business resources • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of records relating to business resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of recommendations on resource requirements • review of records concerning equipment and resource purchases • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of functions of a range of business equipment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Resource requirements may include:	• human resources • location/premises • OHS resources • plant/machinery • raw materials • refurbishment • staff amenities • stock and supplies • storage space • technological equipment/software • training materials
Organisational requirements may include:	• access and equity principles and practices • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • management and accountability channels • manufacturers' and operational specifications • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • reporting requirements • security and confidentiality requirements
Business equipment and technology may include:	• answering machine • binder • computer • fax machine • photocopier • printer • shredder

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RANGE STATEMENT	
	• telephone
Appropriate interpersonal skills may include:	• clarity of language • consultation methods, techniques and protocols • seeking feedback from group members to confirm understanding • summarising and paraphrasing • using appropriate body language
Feedback sources may include:	• customer/client response data • employee data • equipment meter readings • financial forecasts • sales orders • suppliers' invoices
Records may include:	• computerised or manual • financial statements • invoices • maintenance schedules • order forms • petty cash forms • purchase orders • stock list and inventory control

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

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Co-requisite units

Co-requisite units		

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BSBADM502B Manage meetings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organising the minutes and reporting meeting outcomes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are required to organise and manage meetings within their workplace, including conducting or managing administrative tasks in providing agendas and meeting material. They may work as senior administrative staff or may be individuals with responsibility for conducting and chairing meetings in the workplace.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for meetings	1.1. Develop ***agenda*** in line with stated ***meeting purpose*** 1.2. Ensure style and structure of meeting are appropriate to its purpose 1.3. Identify meeting participants and notify them in accordance with organisational procedures 1.4. Confirm ***meeting arrangements*** in accordance with requirements of meeting 1.5. Despatch ***meeting papers*** to participants within ***designated time lines***
2. Conduct meetings	2.1. Chair meetings in accordance with organisational requirements, agreed ***conventions*** for type of meeting and ***legal and ethical requirements*** 2.2. Conduct meetings to ensure they are focused, time efficient and achieve outcomes 2.3. Ensure meeting facilitation enables participation, discussion, problem-solving and ***resolution*** of issues 2.4. Brief minute taker on method for recording meeting

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ELEMENT	PERFORMANCE CRITERIA
	notes in accordance with organisational requirements and conventions for type of meeting
3. Follow up meetings	3.1. Check transcribed meeting notes to ensure they reflect a true and accurate record of the meeting, and are formatted in accordance with organisational procedures and meeting conventions 3.2. Distribute and ***store minutes*** and other follow-up documentation within designated time lines, and according to organisational requirements 3.3. Report outcomes of meetings as required, within designated time lines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - participate in sustained complex interpersonal exchanges and to interact with others
  - listen to, incorporate and encourage feedback
  - conduct oral presentations to a group, to consult participants and to answer questions
  - manage and work with a group to construct an action plan
  - chair meetings
- literacy skills to:
  - categorise and organise information
  - assess information for relevance and accuracy
  - identify and elaborate on key agenda items and source additional information
- numeracy and time management skills to allow for sufficient meeting preparation
- problem-solving skills to choose appropriate solutions from available options.

Required knowledge

- culturally appropriate techniques to communicate with people from diverse backgrounds and people with diverse abilities
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:

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REQUIRED SKILLS AND KNOWLEDGE
• anti-discrimination legislation • ethical principles • codes of practice • privacy laws • copyright • occupational health and safety • formats for minutes and agendas • group dynamics • meeting terminology, structures, arrangements and responsibilities of chairperson • organisational procedures and policies regarding meetings, chairing and minutes.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying conventions and procedures for formal and informal meetings • chairing meetings in relation to agreed agendas.
Context of and specific resources for assessment	Assessment must ensure: • access to reference material in regard to meeting venues, catering, transport suppliers • access to names and contacts for meeting participants • access to office supplies and equipment • access to computers and relevant software.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace

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EVIDENCE GUIDE	
	reports of on-the-job performance by the candidate • review of minutes, agendas and other communication • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Agendas may include:	• correspondence • date, time and location of meeting • date of next meeting • general business • major agenda items • matters or business arising from the minutes • minutes of the previous meeting • reports • statement of the meeting's purpose • welcome
Meeting purpose may include:	• discussion forum for internal or external clients • planning and development of a project • progress of a project • range of business items • setting of enterprise or team goals
Meeting arrangements may include:	• booking an appropriate venue • deciding on process for recording of meeting • establishing costs and operating within a budget

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RANGE STATEMENT	
	• identifying any specific needs of participants • organising accommodation and transport • organising appropriate communication technology • organising catering • organising a minute taker • preparing relevant documentation for participants • scheduling date and time for the meeting
Meeting papers may include:	• agenda • chairperson's report • correspondence • draft documentation • financial reports • itemised meeting papers • notice of meeting • previous minutes • research reports
Designated time lines may include:	• contractual obligations • formal timeframe set by the organisation • informal timeframe set by the administrative organiser • project time lines • statutory requirements (e.g. for annual general meetings) • timeframe decided by participants
Conventions may include:	• casting vote for chairperson • conflict of interest provisions • consensus required • informal discussion • majority of members to agree • moving and seconding formal motions • quorum requirements • restricting discussion to agenda items • speaking through the chairperson • time limit on speakers • waiting to be recognised by the chairperson • voting procedures
Legal and ethical requirements may include:	• codes of practice • legislation relating to companies and

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RANGE STATEMENT	
	associations • requirements for public meetings
Resolution may include:	• agreeing on a course of action • deferring decisions to another meeting
Storage of minutes and other documentation may include:	• authorised access • electronic storage in folders, sub-folders, disk drives, CD-ROM, USBs, tape or server back-up • file names according to organisational procedure • file names which are easily identifiable in relation to the content • file and folder names which identify the operator, author, section, date • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of documents • security
Minutes may include:	• meeting details (e.g. title, date, time, location) • action items • agenda items • apologies and attendees • approval of the record of previous minutes • correspondence • date of the next meeting • formatting from previous minutes • lists rather than complete sentences • matters arising from the previous meetings • names of absent and attending participants • organisation templates • other business • reports • welcome

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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BSBADM503B Plan and manage conferences

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, promote and coordinate conferences, ensuring follow up procedures are incorporated. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are required to plan and manage conferences. They may work as senior administrative staff, or may be other individuals who have been delegated responsibility for planning and managing a conference.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan conference	1.1. Confirm ***purpose***, required outcomes and ***style*** of conference with ***conference convenor/s*** 1.2. Confirm ***conference facilities*** requirements, ***budget***, and preparation time line with conference convenor/s 1.3. Identify speakers/presenters and/or prepare a call for papers in accordance with conference purpose and style 1.4. Draft conference program in line with stated purpose, and balance choice of ***program elements*** to allow outcomes to be achieved 1.5. Select, invite and brief speakers in accordance with conference program 1.6. Identify participant target group and project numbers in consultation with conference organisers 1.7. Plan conference ***administration requirements*** and tasks, processes and resources to ensure efficient management of conference data and resources
2. Promote conference	2.1. Establish a ***promotion strategy*** that reaches required number of target participants 2.2. Prepare ***publicity material*** in accordance with the promotion strategy and budget allocation/s, and despatch within designated time lines
3. Organise conference	3.1. Make ***conference arrangements*** in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	booking lead times and budget allocation/s 3.2. Record acceptances, receipt fees and confirm participants within designated time lines 3.3. Identify and cater for participants' ***specific needs*** 3.4. Confirm program details and prepare conference papers in accordance with speakers' requirements and conference time line 3.5. Despatch ***pre-conference information*** to participants within designated time lines
4. Coordinate conference proceedings	4.1. Check conference facilities to confirm they meet agreed requirements 4.2. Register participants in accordance with planned ***registration procedures*** 4.3. Communicate to participants any late changes to the published program 4.4. Make ***contingency arrangements*** to ensure the smooth running of the conference 4.5. Ensure speakers' schedules are managed and their conference requirements met throughout the conference 4.6. Manage ***administration requirements*** during conference in accordance with conference plan/schedule
5. Follow up conference proceedings	5.1. Record, report and/or follow-up ***conference outcomes*** in accordance with organisational requirements 5.2. Prepare conference papers for publication and distribution within designated time lines 5.3. ***Post-conference correspondence*** is prepared and despatched within designated timelines 5.4. Finalise receipts and payments, and acquit conference funds in accordance with organisational procedures and audit requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills
• communication skills to liaise with others and to answer questions • literacy skills to read a variety of texts, to prepare general information and papers, and to write formal and informal letters according to target audience • numeracy skills to estimate and check calculations and outcomes • planning and organising skills to arrange times, dates, venues, transport and accommodation to meet the needs of participants • problem-solving skills to anticipate possible problems, and to prepare and implement contingency plans.
Required knowledge

• key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • copyright
  • occupational health and safety
• organisational policies and procedures relating to the tasks required.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • undertaking appropriate preparations and investigations to identify conference requirements • preparing required communications • addressing contingency situations as they arise.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources such as:

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EVIDENCE GUIDE	
	• reference material (conference venues, transport, accommodation, catering) • necessary conference documentation • relevant contact persons, including speakers, clients and management.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Conference ***purpose*** may include:	• expanding business contacts • marketing of products • networking • presentation of findings/research • professional development • promotion • training

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RANGE STATEMENT	
	• a mix of the above
Conference ***style*** may include:	• formal • informal
Conference convenor*/*s may include:	• board of management • steering committee • supervisors/team leaders from different departments
Conference facilities may include:	• amenities • audio-visual equipment • catering • computer equipment • dÃ©cor • electronic whiteboards • flip charts • overhead projectors • parking • room size • screens • stationery
Budget planning may include:	• calculating any possible profits/deficits • calculating expected cost of each task and arrangement • limits set by the enterprise • planning tools and resources (e.g. budget control charts, specific software) • registration of Australian Business Number • setting conference fees (if any) • speakers' fees (if any)
Program elements may include:	• demonstrations • plenary session/s • practice session/s • small groups • video • workshops • a mix of the above
Planning of ***administration requirements*** may include:	• budgetary control • cash management • preparing evaluation questionnaires • registration procedures

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RANGE STATEMENT	
Promotion strategy may relate to:	• date, time and location of the conference • number of participants attending • providing adequate notice and coverage • purpose and nature of the conference • targeting relevant industry groups
Publicity material may include:	• brochures • electronic advertising • flyers • information kits • print advertising
Conference arrangements may include:	• accommodation • catering • consumables • date • equipment • furniture • room layout • time • travel • venue
Specific needs may include:	• accommodation • catering requirements • relevant documents and reference material • social/networking activities • specific points of access and facilities for people with specific support needs • specific equipment and resources
Pre-conference information may include:	• any changes to the conference program originally promoted • confirmation of registration • details of travel and accommodation • pre-reading
Registration procedures may include:	• answering participant queries • directing participants to conference facilities • directing participants to session locations • issuing conference information kits • issuing name tags • recording participant details
Contingency arrangements may	• additional supplies and resources

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RANGE STATEMENT	
include:	• alternative catering suppliers • alternative conference venues • alternative speakers • alternative suppliers of transport and accommodation • back-up equipment • spare sets of documentation
Managing ***administration requirements*** may include:	• addressing specific needs/preferences of participants • announcing breaks • answering queries • directing participants to appropriate rooms • filling in checklists • financial matters • implementing contingency plans • locating additional information/materials as required • preparing and distributing conference evaluation questionnaires to participants • recording absent participants
Conference outcomes may include:	• action list/s • contribution to organisational reports • follow on effects (e.g. increased enterprise profile, increase in enterprise product sales, improved staff performance) • further meetings • profit/loss • recommendations • results of analysis of conference questionnaires
Post-conference correspondence may include:	• financial follow-up / finalisation of accounts • letter/s of thanks to speakers and contributors • reports to relevant groups and individuals

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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BSBADM504B Plan or review administrative systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan or review the requirements of effective administration systems and procedures for implementing, monitoring and reviewing the system. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are required to plan or review administrative systems. They may work as senior administrative staff or may have been delegated responsibility for planning or reviewing administrative systems.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan or review administration systems	1.1. Identify ***requirements*** of, or modifications to, ***administration system*** through consultation with ***system users*** and other stakeholders in accordance with organisational and budgetary requirements 1.2. Obtain quotations from ***suppliers***/***developers*** of system in accordance with organisational policy and procedures 1.3. Make selection of supplier or developer in accordance with organisational policy and procedures
2. Implement new or modified administration system	2.1. Identify and develop ***implementation strategies*** in consultation with staff 2.2. Encourage staff to participate in all stages of the implementation process 2.3. Implement system in accordance with organisational requirements 2.4. Define and ***communicate*** procedures for using the system to staff 2.5. Provide ***training and support for staff*** on the use of the new or modified system 2.6. Deal with ***contingencies*** to ensure minimal impact on users
3. Monitor	3.1. ***Monitor*** system for usage, ***security*** and output in

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ELEMENT	PERFORMANCE CRITERIA
administration system	accordance with organisational requirements 3.2. Modify system to meet ***changing needs*** in accordance with organisational requirements 3.3. Clearly identify ***further modifications*** and notify users 3.4. ***Monitor staff training needs*** and train new staff on administration system

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to recommend alternative ways of completing tasks, to discuss changes in routines and procedures, and to monitor and define objectives
- literacy skills to write detailed procedural text, including alternative courses of action
- planning and organising skills to implement system smoothly with a minimum of disruption, to anticipate modifications, to plan system overhauls and to allow sufficient time for training
- problem-solving skills to choose appropriate solutions from a range of possible solutions, to use processes flexibly and interchangeably, and to anticipate problems and modify systems accordingly
- research skills to assemble evidence and to evaluate information for accuracy and relevance.

Required knowledge

- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - copyright
  - occupational health and safety
- organisational policies and procedures relating to the tasks required.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documenting requirements or modifications to administration system • developing appropriate activities to support system implementation • working with staff to identify system improvements.
Context of and specific resources for assessment	Assessment must ensure: • access to organisational policy and procedure manuals, reference materials and appropriate equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
System ***requirements*** may include:	• components of the system • number and type of users • organisation/staff requirements • purpose and nature of system • purpose and nature of organisation • size of system • skills of existing staff • staff training needs • type of system • work practices
Administration system may include:	• electronic system • paper-based system
System users may include:	• casual personnel • external clients • organisation's personnel
Suppliers/***developers*** may include:	• administration system consultants • computer/software suppliers • efficiency consultants • equipment suppliers • information technology technicians • information technology trainers • internal staff/clients • office equipment suppliers
Implementation strategies may include:	• boosting staff confidence • change management strategies • changing team/organisational culture • ensuring system functions correctly • external consultants • informing relevant persons • modifying system • providing staff training/information sessions • re-defining staff roles • re-distributing office tasks • team goal setting • temporary reduction of workload • testing • trialling

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RANGE STATEMENT	
Communicating procedures may include:	• email messages • facsimile messages • internal newsletter • meetings • office memorandum • photocopied instructions • professional development time • training days
Training and support for staff may include:	• coach, mentor and/or buddy systems • online tutorials • on-the-job trainers • professional development • skills assessment • training handbooks • videos
Contingencies may include:	• loss of staff confidence • need for additional training • need to modify system • temporary reduction of work output
Monitoring of system may include:	• extra administrative support and back-up • feedback from internal/external client/s • observation by trained technician/s • utilising monitoring tools and processes
Security may include:	• confidentiality agreements • passwords • safeguards against computer viruses
Changing needs may include:	• change in the nature and purpose of the system/organisation • change in user requirements • growth or decline in system size • technological advances in administration systems
Further modifications may relate to:	• additional equipment, training • negotiation of timeframes for system implementation • redefinition of administrative roles and duties • specialised software
Monitoring staff training needs may include:	• ongoing assessment of staff skills • ongoing feedback opportunities

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RANGE STATEMENT	
	• providing professional development opportunities

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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BSBADM506B Manage business document design and development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish standards for the design and production of organisational documents and to manage document design and production processes to ensure agreed standards are met. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who require well developed skills in the use of a range of software packages. They use these skills to establish, document and implement consistent standards of document design with an organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish documentation standards	1.1. Identify organisational requirements for information entry, storage, output, and quality of ***document*** design and production 1.2. Evaluate organisation's present and future information technology capability in terms of its effect on document design and production 1.3. Identify types of documents used and required by the organisation 1.4. Establish documentation ***standards and design tasks*** for organisational documents in accordance with information, budget and technology requirements
2. Manage template design and development	2.1. Ensure standard formats and templates suit the purpose, audience and information requirements of each document 2.2. Ensure document templates enhance readability and appearance, and meet organisational requirements for style and layout 2.3. Test templates, obtain organisational and user feedback, and make amendments as necessary to ensure maximum efficiency and quality of presentation

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ELEMENT	PERFORMANCE CRITERIA
3. Develop standard text for documents	3.1. Evaluate ***complex technical functions*** of software for their usefulness in automating aspects of standard document production 3.2. Match requirements of each document with software functions to allow efficient production of documents 3.3. Test macros to ensure they meet the requirements of each document in accordance with documentation standards
4. Develop and implement strategies to ensure the use of standard documentation	4.1. Prepare explanatory notes for the use of standard templates and macros using content, format and language style to suit existing and future users 4.2. Develop and implement training on the use of standard templates and macros and adjust the content and level of detail to suit user needs 4.3. Produce, circulate, name and store master files and print copies of templates and macros in accordance with organisational requirements
5. Develop and implement strategies for maintenance and continuous improvement of standard documentation	5.1. Monitor use of standard documentation templates and macros, and evaluate the quality of documents produced against documentation standards 5.2. Review documentation standards against the changing needs of the organisation, and plan and implement improvements in accordance with organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to present complex instructions orally, to communicate ideas logically, and to explain technical concepts and designs to others
- literacy skills to:
- read and interpret policies and procedures
- review and select technological designs
- consider aspects of context, purpose and audience when designing and formatting texts
- research and analysis skills to evaluate content, structure and purpose of technical

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REQUIRED SKILLS AND KNOWLEDGE
texts, and to adapt task instructions to suit changes in technology • technological skills to manage design requirements and layouts.
Required knowledge
• cost constraints • document production processes • functions of range of software applications, including desktop publishing, word processing and spreadsheets • key provisions of relevant legislation and regulations from all forms of government, codes and standards that may affect aspects of business operations, such as: • anti-discrimination legislation • ethical principles • codes of practice • privacy laws • organisational policies and procedures relating to document design and formatting • sources of expertise external to the organisation or workgroup.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • designing templates or style sheets for use in document design • documenting processes and strategies to ensure implementation.

Context of and specific resources for assessment	Assessment must ensure:
	• access to office equipment and resources, including:
	  • computer hardware and other document production equipment
	  • range of software applications appropriate to the task
	  • media for production of documents

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EVIDENCE GUIDE	
	• access to samples of high quality standardised documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of accounting procedures and techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • information and communications technologyunits • other general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Documents may be created:	• using a range of commercial or organisational software packages:
	  • databases
	  • desktop publishing
	  • spreadsheets
	  • word processing

Standards and design tasks may include:	• binding • binding media

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RANGE STATEMENT	
	• checking final print copy • client requirements • colour photocopy • copying • creating templates and style or procedures manual • drafting • drawing • editing • electronic or paper-based • enterprise policies and procedures • enterprise templates or house style conventions for margins, fonts, use of colour • final document presentation • formatting • language and style of document • liaison with external personnel • locating and collecting appropriate information or precedents • print quality • production of graphics • production of multiple and subsequent copies • quality standards • use of page layout software • writing
Complex technical functions may include:	• data transfer • display features • embedding • exporting • fields • form fields • formulae • importing • index • linking • macros • merge criteria • sort criteria • table of contents

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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BSBCMM101A Apply basic communication skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop communication skills in the workplace. It covers gathering, conveying and receiving information, along with completing assigned written information under direct supervision. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals developing basic skills and knowledge of workplace communication in preparation for working in a broad range of settings.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify workplace communication procedures	1.1. Identify organisational communication requirements and ***workplace procedures*** with assistance from ***appropriate people*** 1.2. Identify appropriate ***lines of communication*** with supervisors and colleagues 1.3. Seek advice on the ***communication method***/***equipment*** most appropriate for the task
2. Communicate in the workplace	2.1. Use effective questioning, and active listening and speaking skills to gather and convey information 2.2. Use appropriate non-verbal behaviour at all times 2.3. Encourage, acknowledge and act upon constructive feedback
3. Draft written information	3.1. Identify relevant procedures and formats for written information 3.2. Draft and present assigned ***written information*** for approval, ensuring it is written clearly, concisely and within designated timeframes 3.3. Ensure written information meets required ***standards*** of style, format and detail 3.4. Seek assistance and/or feedback to aid communication skills development

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions, to receive feedback, and to convey messages clearly and concisely • culturally appropriate communication skills to relate to people from diverse backgrounds and to people with diverse abilities • literacy skills to identify work requirements, to draft written information and to process basic, relevant workplace documentation • problem-solving skills to solve routine problems related to the workplace, under direct supervision.
Required knowledge
• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as privacy laws • organisational policies, plans and procedures.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • clear, concise and correct verbal and written communication • promptly and appropriately following instructions • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of documents relating to

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EVIDENCE GUIDE	
	workplace communication policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of organisational policies, plans and procedures • review of written information.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administrationunits.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Workplace procedures may include:	• answering telephone calls • following instructions • informal discussions • requests from colleagues • using internet and email • using voice mail • workplace procedures related to specific tasks
Appropriate people may include:	• colleagues • other staff members • supervisors, mentors, trainers or assessors

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RANGE STATEMENT	
Lines of communication may include:	• formal and informal means • verbal or written
Communication method/equipment may include:	• computer network systems • facsimile machines • personal computer equipment including hardware, keyboards, software and communication packages • telephones
Written information may include:	• electronic mail • facsimiles • general correspondence or standard/form letters and memos • handwritten and printed materials • telephone messages or general messages
Standards may include:	• organisational policies • standards set by workgroup

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - Interpersonal Communication

Co-requisite units

Co-requisite units		

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BSBCMM401A Make a presentation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the performance outcomes, skills and knowledge required to prepare, deliver and review a presentation to a target audience. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training, promotions, etc. They contribute well developed communication skills in presenting a range of concepts and ideas.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare a presentation	1.1. Plan and document presentation approach and intended outcomes 1.2. Choose ***presentation strategies***, ***format and delivery methods*** that match the ***characteristics*** of the target audience, location, resources and personnel needed 1.3. Select ***presentation aids***, ***materials*** and ***techniques*** that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas 1.4. Brief others involved in the presentation on their roles/responsibilities within the presentation 1.5. Select ***techniques to evaluate presentation effectiveness***
2. Deliver a presentation	2.1. Explain and discuss desired outcomes of the presentation with the target audience 2.2. Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas 2.3. Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes 2.4. Use persuasive communication techniques to secure audience interest 2.5. Provide opportunities for participants to seek

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ELEMENT	PERFORMANCE CRITERIA
	clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences 2.6. Summarise key concepts and ideas at strategic points to facilitate participant understanding
3. Review the presentation	3.1. Implement ***techniques to review the effectiveness*** of the presentation 3.2. Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation 3.3. Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- facilitation and presentation skills to communicate central ideas of a message in an informative and engaging manner, and to utilise verbal and non-verbal techniques to sustain participant engagement
- literacy skills to prepare presentation information and to write in a range of styles for different target audiences.

Required knowledge

- data collection methods that will support review of presentations
- industry, product/service
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety

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REQUIRED SKILLS AND KNOWLEDGE
• principles of effective communication • range of presentation aids and materials available to support presentations.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate's occupation or area of interest • knowledge of the principles of effective communication.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment, documentation and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • demonstration of preparation, delivery and evaluation of a presentation • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • review of selected presentation aids, materials and techniques • review of briefing provided for others involved in the presentation • evaluation of techniques implemented to review the effectiveness of the presentation.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Presentation strategies may involve:	• case studies • demonstration • discussion • group and/or pair work • oral presentations • questioning • simulations and role-play
Presentation format and delivery methods may include:	• advertising copy • audio • direct marketing copy • individual presentation • public relations copy • scripts • storyboards • team presentation • verbal presentation • video • visuals
Characteristics may include:	• age • cultural and language background • educational background or general knowledge • gender • language, literacy and numeracy needs

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RANGE STATEMENT	
	• physical ability • previous experience with the topic
Presentation aids and materials may include:	• computer simulations and presentations • diagrams, charts and posters • models • overhead projector • paper-based materials • video and audio recordings • whiteboard

Presentation techniques may include:	• animation
	• comparative advertising
	• live action
	• music
	• signature elements such as:
	  • slogans
	  • logotypes
	  • packaging
	• sound effects
	• use of a guest speaker
	• use of black and white
	• use of colour
	• use of humour

Techniques to evaluate presentation effectiveness may include:	• action research • critical friends • focus group interviews • one-on-one interviews with participants and other personnel involve in the presentation • written feedback provided by participants

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Communication - Interpersonal Communication

Co-requisite units

Co-requisite units		

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BSBFIA301A Maintain financial records

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain financial records for a business. It includes maintaining daily financial records such as reconciling debtors' and creditors' systems, preparing and maintaining a general ledger, and preparing a trial balance. It also includes activities associated with monitoring cash control for accounting purposes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of financial records to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain daily financial records	1.1. Correctly maintain daily financial records and in accordance with ***organisational requirements*** for accounting purposes 1.2. Identify and rectify or refer ***discrepancies*** or errors in ***documentation*** or transactions to ***designated persons*** in accordance with organisational requirements 1.3. Accurately credit and debit transactions and promptly enter into ***journals*** in accordance with organisational requirements
2. Maintain general ledger	2.1. Maintain general ledger in accordance with organisational requirements 2.2. Post ***transactions*** into general ledger in accordance with organisational reporting requirements 2.3. ***Reconcile systems for accounts payable and receivable*** with general ledger 2.4. Accurately prepare trial balance from general ledger in accordance with organisational requirements
3. Monitor cash control	3.1. Ensure cash flow is accurately accounted for in accordance with organisational requirements 3.2. Make and receive ***payments*** in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	organisational requirements 3.3. Collect or follow-up outstanding accounts within designated time lines 3.4. Check payment documentation for accuracy of information and despatch to creditors within ***designated time line***

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to identify financial information; to read and understand the organisation's accounting procedures; and to edit and proofread documents to ensure conformity and consistency of information
- communication skills to clarify information and to refer errors or discrepancies to appropriate people
- numeracy skills to read and interpret financial data and to prepare cash analysis sheets
- problem-solving skills to reconcile figures.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - financial legislation
  - occupational health and safety (OHS)
- organisational policies and procedures relating to maintaining financial records
- definition of credits/creditors and debits/debtors
- principles of double entry bookkeeping and accrual accounting
- methods of presenting financial data.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifying and responding to discrepancies and errors • transferring and recording financial data accurately • reconciling expenditures and revenue • knowledge of organisational policies and procedures relating to maintaining financial records.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of source documents relating to financial record keeping.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of identification and rectification or referral of discrepancies or errors in documentation or transactions • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of financial record keeping • examples of financial documentation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other financial administration units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Organisational requirements may include:	• designated time lines • guidelines for reconciling journals • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • procedures for totalling adjusted journals • quality assurance and/or procedures manuals • resolution procedures • security procedures
Discrepancies may relate to:	• bank charges • dishonoured cheques • errors in transposing between source documents and journals • interest
Documentation may include:	• purchase credit notes • purchase invoices • sales credit notes • sales invoices
Designated persons may include:	• bank • line management • organisation's authorisations department • statutory body • supervisor
Journals may include:	• cash payments • cash receipts • purchases and purchase returns • sales and sales returns
Transactions may include:	• commencing business entries • correction of posting errors • interest expense

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RANGE STATEMENT	
	• interest receivable • non-cash transactions (e.g. writing-off depreciation, stock losses) • purchase of a fixed asset on credit • sale of a fixed asset on credit • withdrawal of stock/assets by owner • write-off a bad debt
Reconciling systems for accounts payable and receivable may include:	• checking accuracy of creditor account balances (e.g. cash payments journal, purchases journal, purchases returns journal, general journal) • checking accuracy of debtor account balances (e.g. cash receipts journal, sales return journal, general journal) • checking cash payments and receipt journals against bank statement • checking the total of the creditor's schedule equals the balance of the creditor's control account • checking the total of the debtor's schedule equals the balance of the debtor's control account
Payments may include:	• cash • cheque • credit card • direct debit
Designated time lines may include:	• by month end • monthly • within agreed period • within organisational deadline

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units		

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BSBFIA302A Process payroll

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to process payroll from provided data using manual and computerised payroll systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are responsible for payroll functions within an organisation. They may work as individuals providing administrative support within an enterprise, or may be other members of staff who have been delegated payroll responsibilities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Record payroll data	1.1. Check payroll data and clarify discrepancies with ***designated persons*** 1.2. Enter employee ***pay period details*** and any ***deductions and allowances*** in ***payroll system*** in accordance with ***source documents*** 1.3. Calculate payment due to individual employees to reflect standard pay and ***variations*** in accordance with employee source data
2. Prepare payroll	2.1. ***Prepare payroll*** within designated time lines in accordance with organisational policy and procedures 2.2. Reconcile total wages for pay period, check or correct irregularities or refer to designated persons for resolution 2.3. Make arrangements for payment in accordance with organisational and individual requirements 2.4. Obtain authorisation of payroll and individual pay advice in accordance with organisational requirements 2.5. Produce, check and store ***payroll records*** in accordance with organisational policy and security procedures 2.6. Follow security procedures for processing payroll and for maintaining payroll records

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ELEMENT	PERFORMANCE CRITERIA
3. Handle payroll enquiries	3.1. Respond to payroll ***enquiries*** in accordance with organisational and ***legislative requirements*** 3.2. Provide information in accordance with organisational and legislative requirements 3.3. Ensure all enquiries outside area of responsibility and knowledge are referred to designated persons for resolution 3.4. Complete additional information or follow-up action within designated time lines in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to:
  - read and understand organisation's financial policies and procedures, and any procedures based on legislative requirements
  - write cheque or salary authorisations
  - prepare pay advice slips
  - maintain records
- numeracy skills to perform calculations and to reconcile figures
- problem-solving skills to reconcile figures and to resolve employee enquiries within scope of own responsibility.

Required knowledge

- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - financial legislation
  - privacy laws
  - occupational health and safety

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REQUIRED SKILLS AND KNOWLEDGE
• organisational policy and procedures • types of payroll systems.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • performing payroll calculations • applying knowledge of organisational guidelines relating to security and confidentiality of information.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to computer equipment, relevant software and payroll data (samples or actual).
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • analysis of responses to case studies and scenarios • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other financial administration units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Designated persons may include:	• immediate supervisor • those who have the authority to approve payroll decisions
Pay period details may include:	• bonus • casual wage • commission • contract • piecework • salary • wage
Deductions and allowances may include:	• car allowance • health insurance • income tax • meal allowance • superannuation contributions • travel allowance • union dues
Payroll system may include:	• manual • computerised
Source documents may include:	• employee earnings and payroll register • employee records or history • employee timesheets
Variations may include:	• holiday loading • long service leave • overtime • paid leave • rates of pay • sick leave • taxation • unpaid leave

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RANGE STATEMENT	
Preparing payroll may include:	• calculation of gross pay • cash analysis • electronic funds transfer • net pay • preparing cheques • preparing pay advice slips • taxation and other deductions
Payroll records may include:	• cash analysis sheets • electronic funds transfer • employee summary report • end of month reports • end of year reports • group certificates • pay advice slips • taxation reports
Enquiries may include:	• email • face-to-face • fax • telephone
Legislative requirements may include:	• Australian Tax Office regulations e.g. Australian Business Number, Employment Declaration Forms • confidentiality and security of records • Higher Education Contribution Scheme (HECS) • Higher Education Loan Programme (HELP) • Medicare levy • PAYE tax • payroll tax

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units		

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BSBFIA303A Process accounts payable and receivable

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain accounts payable and accounts receivable records, including processing payments to creditors and handling overdue accounts receivable. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments supporting the accounting functions and aspects of an enterprise. They may provide administrative support within an enterprise, or may be members of staff who have been delegated accounting responsibilities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain financial journal systems	1.1. Check ***source documents*** for accuracy and appropriate authorisation 1.2. Refer errors and discrepancies in source documents for resolution, in accordance with organisational policy and procedures 1.3. Enter ***transactions*** into cash and credit ***journal system*** in accordance with organisational policy and procedures, and ***relevant legislation and compliance requirements*** 1.4. Total credit journals in accordance with organisational policy and procedures
2. Prepare bank reconciliations	2.1. Check cash journals against bank statements to identify differences 2.2. Update cash journals with relevant data from bank statement/s 2.3. Identify ***discrepancies*** and refer to appropriate staff member, organisation or agency 2.4. Total cash journals in accordance with organisational policy and procedures 2.5. Prepare regular reconciliation reports within designated time lines

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ELEMENT	PERFORMANCE CRITERIA
3. Maintain accounts payable and accounts receivable systems	3.1. Enter transactions into individual ***accounts payable and accounts receivable***, in accordance with organisational policy and procedures, and accounting requirements 3.2. Prepare schedules of accounts payable and accounts receivable for reconciliation purposes, in accordance with organisational requirements 3.3. Reconcile schedules accounts payable and accounts receivable with ***journal data*** or general ledger, in accordance with organisational requirements
4. Process payments for accounts payable	4.1. Reconcile accounts payable statements with accounting records, in accordance with organisational policy and procedures 4.2. ***Check payment documentation*** for accuracy of information and discrepancies and rectify errors, in accordance with organisational requirements
5. Prepare statements for accounts receivable	5.1. Produce and check ***accounts receivable statements*** for accuracy of content in accordance with organisational policy and procedures 5.2. Rectify discrepancies and statements despatched within designated time lines
6. Follow up outstanding accounts	6.1. Maintain accounts receivable ledger system, in accordance with organisational requirements, to reflect current credit situation 6.2. Conduct aged analysis of accounts receivable to identify outstanding accounts and to determine collection procedures, in accordance with organisational requirements 6.3. Report or follow-up outstanding accounts in accordance with organisational policy and procedures 6.4. Monitor and review ***credit terms*** in accordance with credit policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills

• literacy skills to read and understand financial procedures
• numeracy skills to:
  • use knowledge of mathematical concepts
  • interpret, compare and calculate with whole numbers and money
  • use decimal fractions and percentages
• problem-solving skills to use approximation to check for discrepancies and ensure calculations are correct.

Required knowledge

• key provisions of relevant legislation and regulations from all forms of government, standards and codes that may affect aspects of business operations, such as:
  • Australian Taxation Office regulations
  • Goods and Services Tax (GST) regulations
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • finance legislation
  • privacy laws
  • occupational health and safety
• limit of scope of own responsibility
• organisational accounting systems and procedures.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • maintaining journals and subsidiary ledger systems • accurately entering data into journal and subsidiary ledger system • reconciling subsidiary ledger system with journal or

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EVIDENCE GUIDE	
	general ledger data.

Context of and specific resources for assessment	Assessment must ensure:
	• access to an actual workplace or simulated environment
	• access to office equipment and resources, such as:
	  • calculator
	  • computer equipment and relevant software
	• access to examples of cash journals, credit journals, accounts payable and accounts receivable subsidiary legers
	• access to workplace reference materials such procedural manuals and company policy.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of accounting procedures and techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other financial administration units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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RANGE STATEMENT	
Source documents may include:	• adjustment notes issued • adjustment notes received • cheque butts • credit notes issued • credit notes received • invoices issued • invoices received • receipts • tax invoices issued • tax invoices received
Transactions may include:	• capital contributions in cash by owner • cash purchases • cash sales • commission • credit purchases • credit sales • day-to-day expenses • electronic funds transfer • interest charges and bank fees • interest revenue • payments received from debtors • payments to creditors • petty cash transactions • purchases paid by cheque • returns • withdrawal of cash by owner
Journal system may include:	• cash payments journal • cash receipts journal • purchases journal • purchases returns journal • sales journal • sales returns journal
Systems may include:	• computerised • manual

Relevant legislation and compliance requirements may include:	• consumer:
	  • codes of practice
	  • Australian Consumer Credit Code
	  • privacy laws
	  • secrecy laws

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RANGE STATEMENT	

	• competition:
	  • Australian Competition and Consumer Commission (ACCC), National Competition Policy
	• prudential:
	  • commonwealth Bills of Exchange Act 1909
	  • commonwealth Cheques and Payment Orders Act 1986
	  • commonwealth Financial Transaction Reports Act 1988
	  • commonwealth Land Tax Assessment Act 2002
	  • commercial tenancies laws
	  • corporate law
	  • Credit Reference Association of Australia (CRAA)
	  • Electronic Funds Transfer (EFT) Code of Conduct
	  • Financial Institutions (FI) Code
	  • payroll tax assessment laws and regulations
	  • prescribed payments laws and regulations
	  • stamp duties laws
	  • taxation assessment laws

Discrepancies may include:	• bank charges • direct deposits • direct payments • dishonoured cheques • interest
Accounts payable and accounts receivable systems may include:	• accounts payable schedule • accounts payable subsidiary ledger • accounts receivable schedule • accounts receivable subsidiary ledger
Journal data may include:	• accounts payable data from cash payments journal • accounts receivable data from cash receipts journal • purchases journal total • purchases returns journal total • sales journal total • sales returns journal total

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RANGE STATEMENT	
Checking payment documentation may include:	• attachment of supporting invoices, statements • calculation of discount • cheque data • remittance advice data
Accounts receivable statements may include:	• any payments received allocated on an invoice by invoice basis • computerised system • discount policy • final balance with overdue details if appropriate • information about any sales, sales returns, credit, forward orders and payments, which have occurred throughout the month • manual system • month to which statement is applicable • name and address of client or accounts receivable • name and address of supplier • opening balance if applicable
Credit terms may include:	• arrangements for settlement • cancellation of agreed credit arrangements • cash on delivery

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBFIA304A Maintain a general ledger

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain a general ledger within an organisation including processing journal entries and preparing a trial balance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments with responsibility for simple accounting functions within an organisation. They may work as individuals providing administrative support within an enterprise, or may be other members of staff with delegated responsibilities relating to general ledger maintenance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Process journal entries	1.1. Prepare ***general journal entries*** from ***source journals*** in accordance with accounting requirements, organisational policy, procedures and accounting standards 1.2. Post journal entries into ***general ledger system*** in accordance with organisational policy, procedures and accounting standards 1.3. ***Reconcile accounts payable and accounts receivable*** subsidiary ledger systems with general ledger 1.4. Ensure processing maintains the accounting equation and is completed within designated time lines
2. Prepare a trial balance	2.1. ***Prepare trial balance*** of general ledger system in accordance with organisational requirements and accounting standards, and ensure it is checked for accuracy 2.2. Identify and rectify irregularities or refer them for resolution when trial balance does not balance, in accordance with organisational policy and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• literacy skills to read and understand financial procedures
• numeracy skills to:
  • use knowledge of mathematical concepts
  • interpret, compare and calculate with whole numbers and money
  • use decimal fractions and percentages
• problem-solving skills to use approximation to check for discrepancies and ensure calculations are correct.

Required knowledge

• key provisions of relevant legislation and regulations from all forms of government, standards and codes that may affect aspects of business operations such as:
  • Australian Taxation Office regulations
  • Goods and Services Tax (GST) regulations
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • finance legislation
  • privacy laws
  • occupational health and safety
• limit of scope of own responsibility
• organisational accounting systems and procedures.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential:

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EVIDENCE GUIDE	
competency in this unit	• accurately entering data • applying understanding of general journal entries and knowledge of the relationship between journals and general ledger • implementation of double-entry principles • systematic tracing of errors.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources, such as: • calculator • computer equipment and relevant software • examples of source journals.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge ofaccounting procedures and techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other financial administration units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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RANGE STATEMENT	
regional contexts) may also be included.	
General journal entries may include:	• bad debts written off • correction of posting errors • interest expense • interest receivable • opening entries • purchase of a non-current asset on credit • sale of a non-current asset on credit • transfer of funds between bank accounts • withdrawal of stock and assets by owner
Source journals for general ledger may include:	• cash payments journal • cash receipts journal • general journal • purchases journal • purchases returns journal • sales journal • sales return journal
General ledger system may include:	• computerised • manual
Reconciling accounts payable and accounts receivable may include:	• checking accuracy of accounts payable balances with general ledger control account • checking accuracy of accounts receivable balances with general ledger control account
Preparing trial balance may include:	• checking total debits equal total credits • listing ledger account balances from general ledger • tracing of errors

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units		

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BSBFIA402A Report on financial activity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to report financial activity for business both in response to client requests and to meet statutory requirements such as the completion of statutory requirement reports. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of financial activities who contribute financial skills and knowledge to address reporting requirements of clients and legal authorities. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Compile financial information and data	1.1. Collect, evaluate and code current ***financial data*** to ensure consistency, quality and accuracy in accordance with ***organisational requirements*** 1.2. Use ***conversion and consolidation procedures*** to compile analysis in accordance with organisational requirements 1.3. Make, record and disclose asset and liability valuations in accordance with organisational requirements 1.4. Ensure that ***discrepancies***, unusual features or queries are identified, resolved or referred to the appropriate authority
2. Prepare statutory requirement reports	2.1. Correctly record income and expenditure to ensure compliance with ***statutory requirements*** 2.2. Calculate liabilities for tax in accordance with current legislation and ***revenue gathering practices*** 2.3. Correctly identify relevant receipts, ***revenue documentation*** and payments 2.4. Ensure that statements and claims take full advantage of ***available benefits and allowances*** in accordance with statutory requirements 2.5. Submit statutory requirement reports to appropriate authorities within ***stated deadlines***

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ELEMENT	PERFORMANCE CRITERIA
3. Provide financial business recommendations	3.1. Ensure that ***recommendations*** are logically derived and supported by ***evidence*** in report 3.2. Provide recommendations to propose constructive actions to enhance the effectiveness and efficacy of functions and services 3.3. Ensure recommendations are concise and facilitate direction and control of organisation's operations 3.4. Identify and prioritise ***significant issues*** in statements including comparative financial performances for review and decision making 3.5. Ensure structure and ***format of reports*** are clear and conform to organisational and statutory requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to identify financial information and the organisation's accounting procedures, and to create financial reports
- problem-solving skills to deal with a defined range of predictable problems
- decision making skills to make routine decisions
- numeracy skills to calculate data and to reconcile figures.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - financial legislation
  - occupational health and safety (OHS)
- principles of double entry bookkeeping and accrual accounting
- techniques for forecasting and analysis
- Federal government taxes and charges

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REQUIRED SKILLS AND KNOWLEDGE
• options, methods and practices for deductions, benefits and depreciations.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • organising financial data to highlight relevant features • presenting financial data in comprehensive format • completing Business Activity Statements • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of financial data, reports and documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of income and expenditure records • analysis of responses to case studies and scenarios • demonstration of techniques • review of tax liabilities calculations • oral or written questioning to assess knowledge of principles of double entry bookkeeping and accrual accounting • assessment of recommendations provided proposing constructive actions to enhance the effectiveness and efficacy of functions and services.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other financial administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Financial data may include:	• Australian Bureau of Statistics (ABS) economic data • budget variances • budgets and forecasts • cash flow/profit reports • financial markets monitoring services (e.g. Reuters) • financial/operational statements and reports (e.g. expenditures and receipts, profit and loss statements) • market valuations
Organisational requirements may include:	• financial analysis assessments • financial management manuals • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • price and exchange parameters • quality assurance and/or procedures manuals • recording and filing systems • reporting requirements • standard financial analysis techniques
Conversion and consolidation procedures may include:	• moving averages • spreadsheets

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RANGE STATEMENT	
	• standardised variables • trend analysis • unit costs
Discrepancies may include:	• absence of auditable trail • expenditure report mismatches • inappropriate authorisations • incorrect payments • incorrect report formats • unreconciled cash flows and operating statements • variances from budget and phasings
Statutory requirements may include:	• delegated authorities • internal control procedures • reporting periods • taxation payment timings
Revenue gathering practices may include:	• billing schedules • fees and charges • investments • leasing • lending and financing • sales
Revenue documentation may include:	• bills • cash received • debit notes • declarations • invoices • sales proceeds
Available benefits and allowances may include:	• depreciation • donations • interest payments • sales tax deductions
Stated deadlines may include:	• annual reports • lodgement dates • monthly returns • payment schedules
Recommendations may include:	• cash flow • consolidation • expenses • loss

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RANGE STATEMENT	
	• profit • write-offs
Evidence may include:	• budgetary analysis • forecasts and estimates • order and supplier documentation • returns on investments • taxation and statutory returns
Significant issues may include:	• cost structures • internal controls • losses and returns • profitability • statutory obligations • suppliers
Format of reports may include:	• balance sheets • cash flow statements • electronic forms • financial year reports • operating statements • spreadsheets • statutory forms

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBFIM501A Manage budgets and financial plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake financial management within a work team in an organisation. This includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances, and reviewing and evaluating effectiveness of financial management processes in line with the financial objectives of the work team and the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit addresses the requirement for managers to ensure that financial resources are used effectively. This is done by ensuring access to budget/s and ongoing monitoring expenditure against the budget/s. The unit applies to managers working in small and large business environments and not for profit organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan financial management approaches	1.1. Access ***budget/financial plans*** for the work team 1.2. Clarify budget/financial plans with ***relevant personnel*** within the organisation to ensure that documented outcomes are achievable, accurate and comprehensible 1.3. Negotiate any changes required to be made to budget/financial plans with relevant personnel within the organisation 1.4. Prepare ***contingency plans*** in the event that initial plans need to be varied
2. Implement financial management approaches	2.1. Disseminate relevant details of the agreed budget/financial plans to team members 2.2. Provide ***support*** to ensure that team members can competently perform ***required roles*** associated with the management of finances 2.3. Determine and access ***resources and systems*** to manage financial management processes within the

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ELEMENT	PERFORMANCE CRITERIA
	work team
3. Monitor and control finances	3.1. Implement ***processes*** to monitor actual expenditure and to control costs across the work team 3.2. Monitor expenditure and costs on an agreed cyclical basis to identify cost variations and expenditure overruns 3.3. Implement, monitor and modify contingency plans as required to maintain financial objectives 3.4. ***Report*** on budget and expenditure in accordance with organisational protocols
4. Review and evaluate financial management processes	4.1. Collect and collate for analysis, ***data and information on the effectiveness of financial management processes*** within the work team 4.2. Analyse data and information on the effectiveness of financial management processes within the work team and identify, document and recommend any improvements to existing processes 4.3. Implement and monitor agreed improvements in line with financial objectives of the work team and the organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- numeracy skills to read and understand a budget and to update a budget
- technology skills to use software associated with financial record keeping.

Required knowledge

- basic accounting principles
- organisational requirements related to financial management
- relevant legislation and current requirements of the Australian Taxation Office, including GST
- requirements for organisational record keeping and auditing
- principles and techniques involved in:
  - budgeting

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REQUIRED SKILLS AND KNOWLEDGE
• cash flows • electronic spreadsheets • GST • ledgers and financial statements • profit and loss statements.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • financial skills required to work with and interpret budgets, ageing summaries, cash flow, petty cash, GST, and profit and loss statements • knowledge of the record keeping requirements for the ATO and for auditing purposes.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports indicating broad knowledge of managing budgets and managing financial resources in the organisation • demonstration of techniques using financial record keeping software • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of requirements for organisational record keeping and auditing

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EVIDENCE GUIDE	
	• review of contingency plans • review of identification of cost variations and expenditure overruns • evaluation of documentation reportingon budget and expenditure • review of documentation identifying and recommending improvements to financial management processes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Budget/financial plans may include:	• cash flow projections • long-term budgets/plans • operational plans • short-term budgets/plans • spreadsheet-based financial projections • targets or key performance indicators for production, productivity, wastage, sales, income and expenditure
Relevant personnel may include:	• financial managers, accountants or financial controllers • supervisors, other frontline managers
Contingency plans may include:	• contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables

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RANGE STATEMENT	
	• increasing sales or production • recycling and re-using • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
Support may include:	• access to specialist advice • documentation of procedures • help desk or identified experts within the organisation • information briefings or sessions • intranet-based information • training including mentoring, coaching and shadowing
Required roles may include:	• arranging for use of corporate credit cards • banking • debt collection • ensuring security, accuracy and currency of financial operations • invoicing clients, customers and consumers • maintaining journals, ledgers and other record keeping systems • maintaining petty cash system • purchasing and procurement • wages and salaries payments and record keeping
Resources and systems may include:	• hardware and software • human, physical or financial resources • record keeping systems (electronic and paper-based) • specialist advice or support

Processes to monitor actual expenditure and to control costs across the work team include:	• reporting of:
	  • assets
	  • consumables

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RANGE STATEMENT	
	• equipment • expenditure • income • stock • wastage
Reporting may include data from:	• bank statements • credit card statements • financial reports • invoices and receipts • ledgers and journals • logs • petty cash records • spreadsheet-based records
Data and information on the effectiveness of financial management processes may include records (paper-based and electronic) related to:	• bank account records • cash flow data • contracts • credit card receipts • employee timesheets • files of paid purchase and service invoices • income and expenditure • insurance reports • invoices • job costings • petty cash receipts • quotations • taxation records • wages/salaries books

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

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Co-requisite units

Co-requisite units		

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BSBFIM502A Manage payroll

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish and monitor security procedures for managing organisational payroll services and to calculate and process salary payments, group taxation and related payments. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are required to establish and work with payroll systems. They may work as senior administrative staff or may have responsibility for managing payroll systems and calculations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish procedures for the management of payroll	1.1. Establish ***security procedures*** that ensure the confidentiality and security of payroll information 1.2. Ensure procedures guarantee substantiation of claims for allowances 1.3. Establish ***control measures*** to safeguard organisation's financial resources in accordance with ***legislative and organisational requirements*** 1.4. Establish systems to ensure that statutory obligations are met and records are kept for the period determined by government legislation
2. Prepare payroll data	2.1. Use ***nominated industrial awards***, ***contracts and government legislation*** to ***calculate gross pay and annual salaries*** 2.2. Calculate ***statutory and voluntary deductions*** using government and employee documentation 2.3. Provide payroll data to payroll processor for calculation within ***designated time lines***
3. Authorise payment of salaries	3.1. Check payroll, and authorise salaries and wages for payment in accordance with organisational policy and procedures 3.2. Reconcile salaries, wages and deductions in accordance with organisational policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Deal with salary, wage and related enquiries in accordance with organisational policy and procedures
4. Administer salary records	4.1. Process declaration forms for new and existing employees in accordance with Australian Taxation Office requirements 4.2. Forward periodic deductions to ***nominated creditors*** within designated time lines 4.3. Prepare and despatch payments to government authorities accurately and in accordance with the relevant government legislation 4.4. Calculate and transcribe group tax amounts and make payments in accordance with taxation procedures 4.5. Prepare and reconcile employee group certificate amounts from salary records

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to answer enquiries, and to explain and resolve discrepancies with employees • literacy skills to follow complex financial procedures and to follow and write detailed instructions • numeracy skills to: • use financial formulae • calculate gross and net pay • compare differing rates of pay over a given time span of the same nature • prepare cash analysis sheets • reconcile figures and rectify anomalies to ensure accuracy.
Required knowledge
• key provisions of relevant legislation from all forms of government, standards, regulations and codes that may affect aspects of business operations, such as:

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REQUIRED SKILLS AND KNOWLEDGE
• Australian Taxation Office regulations • anti-discrimination legislation • ethical principles • codes of practice • financial legislation • privacy laws • relevant industrial awards • other relevant government and statutory bodies in relation to payroll • Superannuation Guarantee (Administration) Act and superannuation regulations • organisational policies and procedures across the full range of tasks requiredpayroll processes.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documenting steps undertaken to establish payroll system • using data and calculations to calculate payroll, including a range of deductions • preparing appropriate records to record payroll processing.

Context of and specific resources for assessment	Assessment must ensure:
	• access to office equipment and resources, such as:
	  • Australian Accounting and Auditing Standards
	  • calculator
	  • certified or workplace agreements
	  • computer equipment and relevant software
	  • HECS/HELP documentation
	  • organisation's accounting system
	  • organisational contracts
	  • paper-based or electronic payroll system

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EVIDENCE GUIDE	
	• relevant Australian Taxation Office legislation • relevant industrial Awards • Superannuation Guarantee (Administration) Act • access to samples of financial data.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of accounting procedures and techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • financial administrationunits • other financial management units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Security procedures may include:	• authorised access • back-up files • computer passwords • employees signing for pay • ensuring security of passwords and keys • keeping payroll documents secure • maintaining security and confidentiality of

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RANGE STATEMENT	
	employees' details • numbering payroll registers • restricting access to electronic files and locking paper-based confidential information • separating locations of confidential information • storage of information off site • supervision of timesheets
Control measures may include:	• authorisation requirements • dual checking system • internal control policies and procedures • multiple checks and balances • reconciliation of records • separation of duties
Legislative and organisational requirements may include:	• Australian Accounting and Auditing Standards • Australian Securities and Investments Commission (ASIC) requirements • Australian Taxation Office regulations • corporations law • Fringe Benefits Tax (FBT) • Higher Education Contribution Scheme (HECS) • Higher Education Loan Programme (HELP) • legislation and regulations in relation to superannuation such as the Superannuation Guarantee (Administration) Act • organisational policy and procedures for cash handling • Pay As You Go (PAYG) tax • superannuation • tax file number
Nominated industrial awards, contracts and government legislation may include:	• certified and workplace agreements • enterprise agreements • federal and state/territory awards • use of Wageline
Calculating gross pay and annual salaries may include:	• allowances • annual leave loading • appropriate pay structure • deductions • employment history cards

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RANGE STATEMENT	
	• FBT • FBT returns • long service leave • overtime • penalty rates • salary packaging items • salary sacrificing • sick leave • time sheets
Statutory and voluntary deductions may include:	• HECS • HELP • insurance • Medicare levy • PAYG tax • payroll tax • superannuation levy • union fees
Designated time lines may include:	• Australian Taxation Office time lines for submission such as group tax, fringe benefits tax • Business Activity Statement (BAS) • stipulated time period before employee departs organisation • stipulated time period before pay is due to employees • organisational time lines
Nominated creditors may include:	• Australian Taxation Office • government agencies • health funds • membership organisations • those nominated as part of salary packaging • union • vehicle leasing organisations

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Finance - Financial Management

Co-requisite units

Co-requisite units		

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BSBFRA402B Establish a franchise

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish a franchise from the initial research phase through to finalising a franchising agreement with the franchisor and opening the franchise for business. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to potential franchisees who will operate under formal franchising agreements and focuses on the planning aspects of the establishment of a franchise.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify opportunities for establishing a franchise	1.1. Research and identify franchising opportunities 1.2. Determine own interests and skills to assess suitability for identified opportunities 1.3. Determine ***requirements for establishing a specific franchise*** 1.4. Research and check viability and business record of franchisor in prospective franchise 1.5. Enter into ***negotiations*** with a franchisor to establish a franchise
2. Complete business plan	2.1. Access business plan proforma, as appropriate 2.2. Consult franchisor and ***others*** in process of developing business planning documents 2.3. Research and determine ***financing options*** 2.4. Finalise financial planning for franchise 2.5. Undertake market analysis for franchise opportunity and complete marketing plan 2.6. Research and determine needs for premises in appropriate area 2.7. Compile relevant information into business plan
3. Identify and address learning needs	3.1. Determine required skills and knowledge to manage a franchise, and identify gaps for self and others 3.2. Seek assistance to assess and address learning needs

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ELEMENT	PERFORMANCE CRITERIA
	and document these in the form of a learning plan 3.3. Determine training required by franchisor of a franchisee 3.4. Undertake learning plan and required training programs
4. Finalise agreements	4.1. Complete finance agreements 4.2. Access legal advice as required 4.3. Finalise and sign off franchising agreement 4.4. Obtain required ***permits*** for franchise operation 4.5. Finalise ***contracts and agreements*** with ***third parties***
5. Prepare for opening of franchise	5.1. Obtain physical and human resources required to manage franchise 5.2. Undertake marketing activities associated with opening the franchise 5.3. Open the franchise for business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • research and analysis skills to conduct and plan market research • planning skills to meet learning needs • problem-solving skills to address issues which may arise during franchise establishment.
Required knowledge

• occupational health and safety (OHS) requirements:
  • specific to nature and type of franchise
  • generic to all workplaces
  • specific to own safety such as manual handling
• legislation, codes of practice and national standards, for example:
  • Franchising Code of Conduct
  • legislation covering fire safety, OHS, employment of staff, company law,

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REQUIRED SKILLS AND KNOWLEDGE
anti-discrimination and fair trading • required permits (under commonwealth, state/territory and local government regulations and legislation) • franchisee specific obligations as per franchise agreement.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • determining own suitability for the franchise • completing a business plan • identifying and planing learning needs • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of real franchisee agreements and related documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of business plan • analysis of responses to case studies and scenarios • evaluation of documented learning plan • observation of presentations on financing options • oral or written questioning to assess knowledge of franchisee arrangements

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EVIDENCE GUIDE	
	• observation of performance in role plays.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Requirements for establishing a specific franchise may include:	• availability of finance • availability of franchise opportunity • franchisor specific requirements • own skills and knowledge
Negotiations may include:	• fee structure for franchise operation • financing options • franchisee obligations • franchisor requirements and expectations • reasonable adjustments to workplace, equipment or processes to facilitate operation of the franchise • site selection for franchise
Others may include:	• accountant • family members • franchisor staff • legal advisor • other franchisees already operating franchises • own network • personal research
Financing options may include:	• arrangements with franchisor or third party interest • loan from family members • loan from financial institution • mortgage of existing property or sale of assets

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RANGE STATEMENT	
Permits may include:	• dangerous goods • fire safety and OHS • local government permits • other commonwealth, state/territory legislation • specific business operations such as liquor licence
Contracts and agreements may include:	• lease or purchase of premises • motor vehicles • industry specific tools, plant and equipment • IT and office equipment
Third parties may include:	• property owner of site separate to franchisor • silent partners or commercial backers

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Franchising

Co-requisite units

Co-requisite units		

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BSBFRA403B Manage relationship with franchisor

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the business relationship with the franchisor and oneself as the franchisee. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to franchisees who need to develop good working relationships with their franchisor within the Franchising Code of Conduct. BSBFRA504B Manage relationships with franchisees, is the relevant unit for franchisors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish relationship with franchisor	1.1. Identify the ***franchisor's representative/s or liaison person/s*** 1.2. Identify ***communication channels*** with the franchisor's representative/s or liaison person/s 1.3. Establish ***schedule of contact*** with the franchisor's representative/s or liaison person/ 1.4. Hold initial meeting with the franchisor's representative/s or liaison person/s to initiate ongoing relationship 1.5. Ensure participation in the franchisee advisory council meetings and relevant activities
2. Determine services available from franchisor	2.1. Consult with the franchisor's representative/s or liaison person/s to determine the range of ***services available through the franchisor*** 2.2. Establish schedule for accessing services of the franchisor 2.3. Access services available through the franchisor according to schedule and as needs arise in the course of business operations 2.4. Maintain currency of information relating to services available through the franchisor
3. Implement strategies for meeting	3.1. Identify ***franchisee financial obligations*** to the franchisor

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ELEMENT	PERFORMANCE CRITERIA
franchisor financial obligations	3.2. Develop and implement strategies and procedures to meet franchisee financial obligations 3.3. Undertaken planning to facilitate ***ongoing management of franchise***
4. Resolve disputes with franchisor	4.1. Identify disputes with the franchisor and enter into negotiations with the franchisor's representative/s or liaison person/s in line with complaints handling procedure as described in the Franchising Code of Conduct 4.2. Seek assistance of third parties or mediators to facilitate resolution of disputes arising with the franchisor and in line with the complaints handling procedure 4.3. Resolve disputes and document courses of agreed action 4.4. Implement agreed courses of action to resolve disputes 4.5. Use lessons learned from disputes to guide future business operations and to facilitate positive relationships with the franchisor

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • communication and negotiation skills to resolve disputes • problem-solving skills to address disputes arising in the course of business operations.
Required knowledge

• occupational health and safety (OHS) requirements:
  • specific to nature and type of franchise
  • generic to all workplaces
  • specific to own safety such as manual handling
• legislation, codes of practice and national standards, for example:

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REQUIRED SKILLS AND KNOWLEDGE
• Franchising Code of Conduct • legislation covering fire safety, OHS, employment of staff, company law, anti-discrimination and fair trading • required permits (under commonwealth, state/territory and local government regulations and legislation) • franchise specific obligations as per franchise agreement, specifically financial obligations.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • implementing processes to manage the relationship between franchisor and self • identifying and resolving disputes • financial planning to meet franchisor requirements • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to business documentation • access to feedback from franchisor • access to an actual workplace or simulated environment • access to equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of strategies and procedures implemented to meet franchisee financial obligations

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EVIDENCE GUIDE	
	• analysis of responses to case studies and scenarios • observation of presentations • oral or written questioning to assess knowledge of franchising arrangements • review of documented courses of agreed action taken to resolve disputes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Franchisor's representative/s or liaison person/s may include:	• franchisor's appointed representative • specialist personnel within franchisor organisation including financial advisers, training personnel and marketing advisers
Communication channels may include:	• email address • meeting schedules • mobile and office based telephone numbers • other emergency contact channels • pager number • workshops for franchisees
Schedule of contact may include:	• occasional visits • regular meetings • training schedules and franchisee network meetings • visits by representative/s
Services available through the franchisor may include:	• equipment repair and replacement • financial advise • IT support • market intelligence • marketing and promotional activities

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RANGE STATEMENT	
	• product updates • purchasing of stock • training programs
Franchisee financial obligations may include:	• payment schedules • fixed price • percentage of turnover • percentage of income
Ongoing management of franchise may include:	• planning for life of agreement • planning for extinction of agreement

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Franchising

Co-requisite units

Co-requisite units		

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BSBHRM401A Review human resources functions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake research that supports work across a range of human resources functional areas. This is a foundation unit for any person wishing to pursue competency in human resources and provides a sound basis for working across various human resources functional areas. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals requiring a broad knowledge of human resources functions. It is not assumed that individuals at this level would have responsibility for supervising the work of others. However it is assumed that as a human resources practitioner, their work will support effective work practices across the organisation. The unit requires a broad understanding of human resources functions, associated policy frameworks and the administrative requirements to support these functions and policies.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Research human resources functions	1.1. Clarify ***human resources issues*** for review and document scope of review 1.2. Identify local, state/territory, national and international human resources networks for human resources professionals 1.3. Identify information sources for human resources data and information 1.4. Select a ***research strategy*** suitable to the topic 1.5. Consult with ***relevant personnel*** 1.6. Undertake research 1.7. Review research findings
2. Review policy and procedures	2.1. Locate policies and procedures relevant to the research topic

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ELEMENT	PERFORMANCE CRITERIA
frameworks	2.2. Analyse strengths and weaknesses of policies and procedures 2.3. Consider legislation, regulations and standards that apply to the policies and procedures and the research topic
3. Apply ethical framework	3.1. Review ***ethical requirements*** associated with the human resources function under review 3.2. Consider ethical obligations of human resources personnel working in the area under review 3.3. Document behaviours associated with working ethically in the area under review
4. Report on research outcomes	4.1. Collate, analyse and document key findings of the review 4.2. Write report on outcomes of research 4.3. Develop recommendations for future activity

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• judgement and decision making skills to review ethical and policy frameworks and to recommend suggested improvements • literacy skills to research an issue and to write a clear and legible report which documents key issues coherently.
Required knowledge
• human resources functions and policy frameworks • legal and compliance requirements for working in human resources • roles and responsibilities of human resources practitioners.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • research report which reviews human resources functions and evidences understanding of the requirement for good policy and ethical approaches • knowledge of legal and compliance requirements for working in human resources.
Context of and specific resources for assessment	Assessment must ensure: • examples of human resources policies and files on performance feedback, disputes and grievances, workers compensation and leave applications.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written report on outcomes of research • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on human resources function/s being reviewed • oral or written questioning to assess knowledge of human resources function/s being reviewed and policy frameworks • evaluation of research undertaken • review of documentation analysing the strengths and weaknesses of policies and procedures • review of documentation of behaviours associated with working ethically in the area under review.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Human Resources.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Human resources issues may include:	• change management • employee assistance programs • human resources information systems (HRIS) • industrial relations • learning and development • occupational health and safety (OHS) • performance management • rehabilitation and return to work schemes • remuneration • selection and recruitment • succession planning
Research strategies may involve:	• interviews • literature searches of print and online resources • statistical analysis • surveys • websites
Relevant personnel may include:	• experienced human resources practitioners • training and development staff • managers and team leaders • industry experts or spokespersons
Ethical requirements may include:	• addressing improper behaviour • application of company values • Code of Conduct • confidentiality • principles such as fairness, respect, impartiality and integrity • reporting processes

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

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BSBHRM402A Recruit, select and induct staff

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to execute tasks associated with the recruitment cycle. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a role in recruitment, selection and induction functions who work under the direction of a human resources manager. It is not assumed that the individuals addressed by this unit have staff who report to them, although this may be the case. Performance of the work described in this unit will be underpinned by in depth knowledge of the work of the organisation, and how recruitment and selection practices fit with other human resource functions.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine job descriptions	1.1. Clarify time lines and requirement for appointment 1.2. Assist with preparation of ***job descriptions*** which accurately reflect the role requirements in accordance with organisational procedures and ***legislation***, ***codes and national standards*** and ***occupational health and safety*** (***OHS***) ***considerations*** 1.3. Consult with relevant personnel about job descriptions 1.4. Ensure that job descriptions do not contravene legislative requirements 1.5. Obtain approvals to advertise position
2. Plan for selection	2.1. ***Advertise*** vacancies for ***staffing requirements*** in accordance with organisational policies and procedures 2.2. Consult with relevant personnel to convene selection panel and to develop interview questions

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Short list applicants 2.4. Ensure that interview questions do not breach legislative requirements 2.5. Schedule interviews and advise relevant personnel of times, dates and venues
3. Assess and select applicants	3.1. Participate in interview process and assess candidates against agreed selection criteria 3.2. Discuss assessment with other selection panel members 3.3. Correct any biases or deviations from agreed procedures and negotiate for preferred candidate 3.4. Contact referees for referee reports 3.5. Prepare selection report and make recommendations to senior personnel for appointment 3.6. Advise unsuccessful candidates of outcomes and respond to any queries 3.7. Complete all necessary documentation in accordance with organisational procedures 3.8. Secure agreement of preferred candidate
4. Appoint and induct successful candidate	4.1. Provide successful candidate with employment contract and other documentation 4.2. Advise managers and staff of starting date and make necessary administrative arrangements for pay and employee record keeping 4.3. Advise manager and work team of new appointment 4.4. Arrange induction in accordance with organisational policy

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to use networks to source suitable applicants, to listen to and understand what is being said in interviews, and to advise on the outcomes of the selection process • literacy skills to work with job descriptions to devise suitable questions for

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REQUIRED SKILLS AND KNOWLEDGE
interviews, to prepare letters for unsuccessful applicants and to make job offers • organising and scheduling skills to arrange interviews and venues.
Required knowledge
• documentation required for recruitment and selection • human resource functions, human resource life cycle and the place of recruitment and selection in that life cycle • principles of equity, diversity and relevant legislation. • range of interviewing techniques and other selection processes and their application.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated ability to work with job descriptions to source and select suitable staff • interviewing and other selection techniques that demonstrate awareness off equal opportunity and anti-discrimination requirements • knowledge of the human resource life cycle.
Context of and specific resources for assessment	Assessment must ensure: • access to an appropriate range of documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports on recruitment and selection • demonstration of selection techniques • direct questioning combined with review of portfolios of evidence and third party workplace

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EVIDENCE GUIDE	
	reports of on-the-job performance by the candidate • observation of interviewing techniques • review of advertisements for staffing vacancies • review of documentation provided to successful candidate • oral or written questioning to assess knowledge of selection processes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Human Resources.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Job descriptions may include:	• attributes • competencies required by staff • job or person specifications • job title and purpose of position • necessary skills and knowledge • qualifications • selection criteria • tasks or duties associated with the position
Legislation, ***codes and national standards*** may include:	• award and enterprise agreements, and relevant industrial instruments • relevant industry codes of practice • relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination

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RANGE STATEMENT	
Occupational health and safety (***OHS***) ***considerations*** may include:	• establishment and maintenance of OHS training, records, induction processes • performance against OHS legislation and organisation's OHS system, especially policies, procedures and work instructions
Advertising may include:	• electronic or print • internal or external • outsourcing
Staffing requirements may include:	• permanent, temporary, full-time, part-time or casual

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

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BSBHRM501A Manage human resources services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and oversee and deliver human resources services. It is not specific to any given human resources function and deals with the coordination of services and approaches. This unit takes an overview of human resources services and includes business ethics. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to human resources managers with broad experience who have responsibility for coordinating a range of human resources practices across an organisation. They may have other human resources staff reporting to them.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine strategies for delivery of human resources services	1.1. Analyse strategic and operational plans to determine ***human resources requirements*** 1.2. Consult line and senior managers to identify human resources needs within their area 1.3. Develop ***options*** for delivery of human resources services 1.4. Ensure options for human resources services comply with ***legislative requirements and organisational policies*** 1.5. Develop and agree on strategies and action plans for delivery of human resources services 1.6. Agree and document roles and responsibilities of human resources team, line managers, and external contractors
2. Manage the delivery of human resources services	2.1. Develop and negotiate service agreements between the human resources team, service providers and client groups 2.2. Document and communicate service specifications, performance standards and timeframes 2.3. Identify and arrange training support if required 2.4. Agree and arrange monitoring of quality assurance processes 2.5. Ensure that services are delivered by appropriate

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ELEMENT	PERFORMANCE CRITERIA
	providers in accordance with service agreements and operational plans 2.6. Identify and rectify underperformance of human resources team or service providers
3. Evaluate human resources service delivery	3.1. Survey clients to determine level of satisfaction 3.2. Capture on-going client feedback for the review processes 3.3. Analyse feedback and surveys and recommend changes to service delivery 3.4. Obtain approvals to variations in service delivery from appropriate managers
4. Manage integration of business ethics in human resources practices	4.1. Ensure that personal behaviour is consistently ethical and reflects values of the organisation 4.2. Ensure that Code of Conduct is observed across the organisation and that its expectations are incorporated in human resources policies and practices 4.3. Observe confidentiality requirements in dealing with all human resources information 4.4. Deal with unethical behaviour promptly 4.5. Ensure that all human resources staff are clear about ethical expectations of their behaviour

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical and problem-solving skills to review business and operational plans and to develop and evaluate human resources strategies to support these plans • communication and negotiation skills to consult with key stakeholders across the organisation and to ensure their support for human resources strategies • communication skills to manage service delivery • learning skills to see that performance is managed and skills are developed in a range of contexts.
Required knowledge
• human resources strategy and planning processes as they relate to business and

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REQUIRED SKILLS AND KNOWLEDGE
operational plans • performance and contract management • relevant legislation which applies to human resources.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated skills in planning and implementing a coordinated approach to human resources functions across the organisation • demonstration of engaging key stakeholders, implementing methods for developing and monitoring human resources plans, and aligning human resources with broader business objectives • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports/examples of human resources plans and evaluations of those plans • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of performance and contract management • review of documentation outlining roles and responsibilities of human resources team, line managers, and external contractors

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EVIDENCE GUIDE	
	• review of documentation outlining service specifications, performance standards and timeframes and documentation of how these were communicated.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Human Resource Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Human resources requirements may include:	• assessment and development centres • career management • competency development processes • counselling • discrimination, vilification and harassment advice • education and training programs • feedback • flexible work arrangements • induction and orientation programs • industrial relations advice • occupational health and safety (OHS) • personal and career development planning • rehabilitation and return to work • remuneration/benefits advice • self-analysis and self-assessment • staff selection • succession planning • tele-working procedures

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RANGE STATEMENT	
	• workers compensation
Options will include:	• cost benefit analysis • risk analyses • recommendations to relevant groups and individuals - all those who have a role in the implementation of policies, procedures or decisions and/or are affected by their implementation
Legislative requirements and organisational policies may include:	• award and enterprise agreements, and relevant industrial instruments • relevant industry codes of practice • relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

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BSBHRM502A Manage human resources management information systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage human resources information systems from the research and planning stages, through selection of appropriate systems, to implementation, ongoing review and system upgrades. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a well established, sound theoretical knowledge base in human resources management and human resources information systems (HRIS) who are proficient in using a range of specialised technical and managerial techniques to plan, carry out and evaluate their own work and/or the work of a team. They may or may not have staff who report to them but they are authorised to oversee the HRIS.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify human resources information requirements	1.1. Collect, collate and document ***information requirements*** of users 1.2. Identify communication processes to support user needs 1.3. Agree on information requirements and communication processes with users and relevant managers 1.4. Develop a ***draft information systems management plan*** with agreed review mechanisms, timeframe and criteria 1.5. Specify information requirements in a clear and concise manner 1.6. Ensure information requirements are consistent with organisational objectives and policies 1.7. Identify resources required to meet the information

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ELEMENT	PERFORMANCE CRITERIA
	requirements within budget parameters
2. Select human resources information management system	2.1. Agree on selection criteria for the information management system with ***relevant groups and individuals*** 2.2. Ensure that selection criteria for the system has the capability to meet organisation's objectives, policies and budget parameters 2.3. Evaluate potential systems against the criteria 2.4. Undertake ***cost benefit*** and ***risk analysis*** in relation to the systems which meet the selection criteria 2.5. Establish preferences for system and provide selection report to senior managers 2.6. Ensure that preferred system is capable of being customised to meet organisation and user requirements
3. Implement human resources information system	3.1. Develop implementation plan with users, other relevant groups and individuals 3.2. Confirm implementation plan's roles and responsibilities with individuals and groups involved 3.3. Assign resources to meet implementation plan timeframe, quality and other objectives 3.4. Modify implementation schedule to resolve any problems arising 3.5. Ensure groups and individuals contribute to implementation in accordance with plan objectives
4. Monitor and evaluate performance of human resources information system	4.1. Monitor information system performance and prepare performance reports 4.2. Obtain feedback from users about the system 4.3. Benchmark system performance against other systems, and latest trends and developments 4.4. Analyse performance gaps and current strategies and introduce improvements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills
• literacy skills to write specifications for systems • people management skills to work with contractors or staff who will be implementing the HRIS • planing and organising skills to transition the HRIS • technology skills to ensure suitability of software for organisational requirements.
Required knowledge
• monitoring, measuring and evaluation techniques for a range of human resource management functions • procurement procedures, including preparation of a technical brief • types of HRIS that are available and their respective capabilities and limitations.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assessment of written reports on HRIS specification, selection and implementation • implementation plan for an HRIS and associated management skills to oversee transition and implementation of a new HRIS • knowledge of the types of HRIS available and their respective capabilities and limitations.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports on HRIS implementation

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EVIDENCE GUIDE	
	• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentations about user information requirements • oral or written questioning to assess knowledge of HRIS capabilities • evaluation of implementation plan • review of documentation outlining feedback from users about the system.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Human Resource Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Information requirements include:	• career development • employee relations and industrial relations • employee support • human resources development • legislative requirements • organisational development • performance management • recruitment, selection and induction • re-deployment of employees • termination of employees • workforce planning
Draft information systems management plan includes:	• proposed system objectives, methods of management, timeframes and other criteria

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RANGE STATEMENT	
	• specification of system requirements for the purposes of selecting appropriate systems to manage the information
Relevant groups and individuals means:	• all those who have a role in the implementation of policies, procedures or decisions and/or are affected by their implementation
Cost benefit analysis means:	• calculation to determine whether the results/outcomes of a particular course of action are sufficient to justify the costs and risks in taking that action
Risk analysis means:	• determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

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BSBHRM503A Manage performance management systems

Modification History

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design, implement and oversee performance management systems.

It includes ongoing performance feedback strategies as well as formal performance feedback meetings. Specific intervention associated with underperformance and/or misconduct is also included.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

This unit describes the performance outcomes, skills and knowledge required to design, implement and oversee performance management systems.

It includes ongoing performance feedback strategies as well as formal performance feedback meetings. Specific intervention associated with underperformance and/or misconduct is also included.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to individuals with a well established, sound theoretical knowledge base in human resources management and performance management who are proficient in using a range of specialised technical and managerial techniques to plan, carry out and evaluate their own work and/or the work of a team.

They may or may not have staff who report to them but they are authorised to ensure the establishment of an effective performance management system for the organisation.

This unit applies to individuals with a well established, sound theoretical knowledge base in human resources management and performance management who are proficient in using a range of specialised technical and managerial techniques to plan, carry out and evaluate their own work and/or the work of a team.

They may or may not have staff who report to them but they are authorised to ensure the establishment of an effective performance management system for the organisation.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Employability Skills Information

This unit contains employability skills.

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Develop performance management systems	1.1 Analyse strategic and operational plans to identify relevant policies and objectives for **performance management** system
	1.2 Design methods and processes for line managers to develop **key performance indicators** for positions reporting to them
	1.3 Develop organisational timeframes and processes for formal performance management sessions
	1.4 Ensure systems developed are flexible enough to cover the range of **employment situations** within the organisation
	1.5 Consult with key stakeholders about the system and agree on its features
	1.6 Gain support for the implementation of the

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		performance management system
2	Implement performance management systems	2.1 Train relevant groups and individuals to monitor performance and to identify **performance gaps**
		2.2 Ensure that line managers are monitoring performance regularly and that **intervention** occurs to acknowledge poor performance and excellent performance
		2.3 Work with line managers, where necessary, to assist them to address poor performance in accordance with organisational policies and legal requirements
		2.4 Support line managers to counsel and discipline employees who continue to perform below standard
		2.5 Provide support to **terminate** employees who fail to respond to interventions, in accordance with organisational protocols and legislative requirements
		2.6 Recognise excellence in accordance with organisational policy
		2.7 Ensure documented outcomes of performance management sessions are accessible and are stored in accordance with organisational policy
3	Coordinate formal feedback processes	3.1 Develop performance feedback plans by relevant managers/team leaders and lodge them with human resources staff
		3.2 Provide training and assistance to managers/team leaders participating in the feedback process
		3.3 Agree on and sign, plans for performance improvement and **individual learning and development**
		3.4 Establish processes to deal with any problems or grievances which arise from the performance feedback
		3.5 Make available specialist advice on **career development** to participants in the process

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4 Coordinate individual/group learning development plans	4.1 Contract **appropriate providers** for performance development, as identified by the plans, in accordance with organisational policies
	4.2 Design learning and development plans to contribute to the development of a **learning organisation**
	4.3 Deliver learning and development plans according to agreed timeframes and ensure they deliver **specified outcomes**
	4.4 Monitor learning and development activities to ensure compliance with **quality assurance standards**
	4.5 Negotiate **remedial action** with providers where necessary
	4.6 Generate reports to advise appropriate managers on progress and success rates of activities
	4.7 Regularly evaluate and improve all aspects of the performance management system, in keeping with organisational objectives and policies

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

analytical skills to ensure system is practical and gathers necessary information

conflict management skills to deal with grievances, disputes or disagreements that may arise

leadership skills to obtain support and endorsement of the performance management system across the organisation

training, coaching, mentoring and facilitation skills to ensure managers are competent to deliver the systems.

Required knowledge

equal employment opportunity, diversity and anti-discrimination policies and legislation

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grievance procedures

models for giving feedback and options for skill development

options in the design of performance management systems

role of performance management in relation to broader human resources and business objectives.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: demonstrated evidence of how a range of performance management systems work and their relative strengths and weaknesses demonstrated understanding of how a performance development system aligns with human resources strategy ability to design, gather support for, and implement an effective performance management system knowledge of equal employment opportunity, diversity and anti-discrimination policies and legislation.
Context of and specific resources for assessment	Assessment must ensure: access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: assessment of written reports on performance management and performance development systems direct questioning combined with review of

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	portfolios of evidence and third party workplace reports of on-the-job performance by the candidate observation of demonstrated techniques in performance management observation of presentations review of plans for performance improvement and individual learning and development review of reports generated to advise appropriate managers on progress and success rates of activities oral or written questioning to assess knowledge of models for giving feedback and options for skill development.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: BSBHRM507A Manage separation or termination other units from the Diploma of Business (Human Resource Management).

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Performance management includes:	a process or set of processes for establishing a shared understanding of what an individual or group is to achieve, and managing and developing individuals in a way which increases the probability it will be achieved in both the short and long term
Key performance indicators include:	those measures developed to gauge

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	performance outcomes against targets
Employment situations may include:	casual and contract work full-time work marketing/sales office/clerical part-time work physical labour processing production technical/scientific tele-working warehousing/transport
Performance gaps may include situations where outcomes are less then those stated in the strategic objectives, such as:	costs above budget disruptive conflict external interference failure to meet strategic and/or operational objectives lost time disputes low/high turnover of labour productivity below budget quality/occupational health and safety/environmental failure work bans/go slow
Intervention may include:	coaching counselling discipline giving praise recognition of good performance
Termination means:	cessation of the contract of employment between an employer and an employee, at the initiative of the employer within relevant industrial agreements
Individual learning and development may include:	enhancement of knowledge

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	mentoring personal development project work skills training visits
Career development means:	plan of learning development and experiences to prepare a person for more rewarding positions
Appropriate providers include:	consultants external providers internal providers trainers
Learning organisation means:	organisation that displays the capacity to continually adapt to changes in its business environment
Specified outcomes means:	achievement of performance targets
Quality assurance standards means:	pre-determined statements relating to specifications on how a product or service is presented to the user
Remedial action means:	action designed to rectify a particular problem or aspect of performance

Unit Sector(s)

empty

empt

Competency field

Workforce Development - Human Resource Management

Workforce Development - Human Resource Management

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BSBHRM505A Manage remuneration and employee benefits

Modification History

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to implement an organisations remuneration and benefit plans. It incorporates all functions associated with remuneration including packaging, salary benchmarking, market rates reviews, bonuses and the legislative aspects of remuneration and employee benefits.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

This unit describes the performance outcomes, skills and knowledge required to implement an organisations remuneration and benefit plans. It incorporates all functions associated with remuneration including packaging, salary benchmarking, market rates reviews, bonuses and the legislative aspects of remuneration and employee benefits.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to human resources managers who have responsibility for overseeing the organisations remuneration process.

This unit applies to human resources managers who have responsibility for overseeing the organisations remuneration process.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Develop organisation's remuneration strategy	1.1 Analyse strategic and operational plans to determine the scope of **remuneration and benefits plans**
	1.2 Undertake research on current practice, recent developments and legislative parameters for the remuneration strategy
	1.3 Develop options for consideration by relevant managers
	1.4 Present options showing the link to organisational strategic objectives
	1.5 Ensure remuneration policies and incentive plans are agreed and documented
2 Implement remuneration strategy	2.1 Research occupational groups to determine those which are industrial agreement based
	2.2 Access/undertake **market rates surveys** regularly to ensure the organisation's required level of competitiveness for particular occupational groups is maintained
	2.3 Align remuneration and benefits plans with performance management system
	2.4 Ensure that employees receive at least their minimum entitlements in accordance with organisational policies and legal requirements

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	2.5 Ensure **salary packages** comply with organisational policies and legal requirements including fringe benefits tax (FBT) and superannuation
	2.6 Ensure **incentive arrangements,** if included, comply with the organisation's remuneration strategy
3 Review and update remuneration strategy	3.1 Consult managers and employees about the effectiveness of the remuneration strategy
	3.2 Amend strategy and plans as necessary to meet organisational policies and legal requirements

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

interpersonal skills and ethics to communicate sensitively about remuneration and to observe confidentiality

mathematical and technology skills to calculate costs to the organisation, to graph salary costs and to link salaries to budgets

research skills to determine appropriate models of remuneration and benefits for particular occupational groups and individuals.

Required knowledge

leasing arrangements including novated leases

models for bonus/incentive schemes including gain sharing/profit sharing

relevant legislation

remuneration principles/models and strategies

requirements of Australian Tax Office in relation to income tax, superannuation reporting, FBT and bonus payments.

award structures for industrial agreements.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: compliance with all of the legal aspects of managing remuneration and benefits demonstrated capacity to research and apply remuneration strategies to different occupational groups and circumstances application of awards and agreements to structure remuneration processes knowledge of the requirements of the Australian Tax Office in relation to income tax, superannuation reporting, FBT and bonus payments.
Context of and specific resources for assessment	Assessment must ensure: access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: assessment of written reports on remuneration models and approaches direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate review of research undertaken on current practice, recent developments and legislative parameters for the remuneration strategy review of remuneration options developed for consideration by relevant managers oral or written questioning to assess knowledge of legislation and the taxation

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	system.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: other units from the Diploma of Human Resources Management.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Remuneration and benefits may include:	allowances annual leave bonuses/incentives competency-based progression employee share plans ex gratia payments expense reimbursement family/carer's leave fringe benefits leave without pay long service leave motor vehicle salaries and wages share options sick leave special leave study leave superannuation

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Market rates surveys may include:	data from remuneration specialists
	general community surveys
	industry salary benchmarking
	surveys conducted by the organisation
Salary packages refers to:	payment arrangement where the total remuneration and benefits payable to an employee are calculated as total cost of employment (i.e. salary, allowances, motor vehicle, superannuation and fringe benefits)
	it does not include payroll tax or workers compensation insurance
Incentive arrangements may include:	commission
	bonuses
	share plans
	share options
	gain sharing
	profit sharing

Unit Sector(s)

empty

empt

Competency field

Workforce Development - Human Resource Management

Workforce Development - Human Resource Management

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BSBHRM506A Manage recruitment selection and induction processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage all aspects of the recruitment selection and induction processes in accordance with organisational policies and procedures. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to human resources managers or human resources personnel who take responsibility for managing all aspects of selecting new staff and orientating those staff to their new positions. It is not assumed that the manager will be directly involved in the selection processes themselves, although this may well be the case. In small organisations this role may belong to someone who is not a dedicated human resources professional; the unit however will still be applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop recruitment, selection and induction policies and procedures	1.1. Analyse strategic and operational plans and policies to identify relevant policies and objectives 1.2. Develop ***recruitment***, ***selection and induction policies and procedures*** and supporting documents 1.3. Review options for technology to improve the efficiency and effectiveness of the recruitment and selection process 1.4. Obtain support for policies and procedures from senior managers 1.5. Trial forms and documents that support policies and procedures and make necessary adjustments 1.6. Communicate policies and procedures to relevant staff and provide training if required
2. Recruit and select staff	2.1. Determine future human resources needs in collaboration with ***relevant managers and sections*** 2.2. Ensure current position descriptors and person specifications for vacancies are used by managers

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ELEMENT	PERFORMANCE CRITERIA
	and others involved in the recruitment, selection and induction processes 2.3. Provide access to training and other forms of support to all persons involved in the recruitment and selection process 2.4. Ensure that ***advertising*** of vacant positions complies with organisational policy and legal requirements 2.5. Utilise ***specialists*** where necessary 2.6. Ensure that ***selection procedures*** are in accordance with organisational policy and legal requirements 2.7. Ensure that processes for advising applicants of selection outcome are followed 2.8. Ensure that job offers and contracts of employment are executed promptly and that new appointments are provided with advice about salary, terms and conditions
3. Manage staff induction	3.1. Provide access to training and ongoing support for all persons engaged in staff induction 3.2. Check that induction processes are followed across the organisation 3.3. Oversee the management of probationary employees and provide them with feedback until their employment is confirmed or terminated 3.4. Obtain feedback from participants and relevant managers on the extent to which the induction process is meeting its objectives 3.5. Make refinements to induction policies and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to liaise across the organisation and to ensure that policies and procedures are well supported • leadership skills to engage others and to ensure that good processes are followed and supported

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REQUIRED SKILLS AND KNOWLEDGE
• literacy skills to document clear policies and procedures and to develop proformas to support recruitment, selection and induction.
Required knowledge
• concept of outsourcing • diversity, equal employment opportunity and anti-discrimination principles and associated legislation • employee contracts • industrial relations • recruitment and selection methods, including assessment centres • relevant legislation on equal opportunity, industrial relations and anti-discrimination • relevant terms and conditions of employment • understanding of psychometric and skills testing programs • workplace relations regulations, workplace relations legislation and other relevant legislation.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a policy and procedures framework for recruitment, selection and induction OR critical analysis of an existing policy and procedures framework for recruitment, selection and induction • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports on recruitment,

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EVIDENCE GUIDE	
	selection and induction processes • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of training and other forms of support provided to all persons involved in the recruitment and selection process • evaluation of trialling of forms and documents that support policies and procedures • review of documentation outlining feedback obtained from participants and relevant managers on the extent to which the induction process is meeting its objectives • oral or written questioning to assess knowledge of relevant legislation and selection processes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units form the Diploma of Human Resource Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Recruitment, selection and induction policies and procedures may address:	• application processing • competency profiling • documentation and use of standard forms • equal opportunity, anti-discrimination and diversity principles • interviewing methodologies • job analysis • job classifications, assessment centres • job description

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RANGE STATEMENT	
	• job evaluation • privacy and confidentiality • probationary periods • psychometric assessment • recruitment advertising • reference checks • selection panels and their composition • the application of commercial software packages to improve efficiency in recruitment and selection processes • training for new staff • use of external agencies
Relevant managers and sections includes:	• those who have a role in the recruitment selection or induction processes
Advertising may occur through:	• internal channels • internet • newspapers • radio • recruitment agencies or specialists • television
Specialists may include:	• recruitment agencies • remuneration specialists • staff who run security checks • vocational psychologists
Selection procedures may include:	• aptitude test or IQ tests • behaviour in leaderless groups • demonstration of techniques or technical skills • interviews, including structured interviews, behavioural interviews or other interviewing methodologies • peer assessments • personality testing • psychometric testing • referee reports • use of an assessment centre • work samples

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

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BSBHRM507A Manage separation or termination

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to deal with redeployment, resignation, retirement, dismissal and redundancy, including the conduct of exit interviews. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to human resources managers or human resources personnel who take responsibility for overseeing all aspects of managing the termination of employment, voluntary and involuntary. The unit addresses separation at an individual level, through resignations and dismissal, and at the level of the group, through redundancy and restructuring. It is not assumed that the manager will be directly involved in terminating employees, although this may well be the case. In small organisations this role may belong to someone who is not a dedicated human resources professional; the unit however will still be applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop policies and procedures for separation/termination of employment	1.1. Undertake ***research*** to determine features of best practice systems of ***separation***/***termination*** and the legal requirements 1.2. Undertake consultation with relevant managers prior to the introduction of new forms, procedures or systems 1.3. Develop ***policies***, ***procedures*** and supporting documentation for all forms of separation/termination 1.4. Ensure ***procedures for dismissal*** or termination respect employees, provide strict confidentiality and comply with legislation 1.5. Obtain support for separation/termination policies and procedures from senior managers

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ELEMENT	PERFORMANCE CRITERIA
	1.6. Communicate policies and procedures and supporting documents to relevant personnel 1.7. Use feedback to make refinements to policies, procedures and supporting documents for separation and termination
2. Manage separation/termination processes	2.1. Develop a ***redundancy*** or ***redeployment*** plan 2.2. Manage redundancies and redeployment and provide relevant information about processes so that work outcomes are not compromised 2.3. Provide outplacement or other assistance in accordance with organisational policies and legal requirements 2.4. Ensure that ***dismissals*** for incapacity to perform or misconduct comply with legislative and organisational requirements 2.5. Ensure that human resources staff, managers and supervisors have necessary skills and knowledge to take disciplinary action 2.6. Review workforce data for predicted numbers of people retiring and make necessary plans 2.7. Review and evaluate separation/termination procedures regularly and introduce improvements
3. Manage exit interview process	3.1. Ensure that separating employees are offered the opportunity to participate in exit interviews 3.2. Ensure that the process for exit interviews is clear and that staff are skilled to conduct them 3.3. Ensure that data from exit interviews is recorded and depersonalised 3.4. Analyse data from exit interviews to establish trends and patterns and introduce improvements across the organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical and organisational skills to work with data about trends and to plan for

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REQUIRED SKILLS AND KNOWLEDGE
redeployment or redundancies • communication skills to support disciplinary processes and to see that employees are properly counselled; to conduct exist interviews; and to negotiate terms and conditions of separation/termination.
Required knowledge
• disciplinary procedures • employment contracts, and terms and conditions • procedures for dismissal, suspension, voluntary termination, retirement and redundancy • relevant Commonwealth and state legislation on industrial relations, unlawful dismissal and grounds for dismissal • sexual harassment, discrimination, racial vilification policies and legislation.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of policies and procedures to manage all aspects of separation and termination of employees OR critical analysis of an existing policy and procedures framework on separation and termination • knowledge of the legislative requirements for dismissal • skills in counselling employees in disciplinary proceedings, providing advice on termination and conducting exit interviews.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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EVIDENCE GUIDE	
	are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports on separation and termination • demonstration of counselling techniques for disciplinary procedures • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of analysis of exit interview data. • observation of demonstrated techniques in conducting exit interviews • oral or written questioning to assess knowledge of relevant legislation • review of policies, procedures and supporting documentation developedfor all forms of separation/termination • review of redundancy or redeploymentplan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Human Resource Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Research may include:	• database search • library search • use of consultants/specialists • visits to best practice organisations
Separation*/*termination may	• cessation of a casual labour agreement

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RANGE STATEMENT	
include:	• conclusion of the employment contract by either party or both parties mutually • death • dismissal • expiry of a fixed term contract • redeployment • redundancy • resignation • retirement
Policies and procedures may address:	• discrimination • dismissal, including unlawful dismissal • entitlements • exit interviews • legislative requirements • redundancy and redeployment • resignation • rights of appeal • warning systems and grievances
Procedures for dismissal may include:	• counselling • due process (at least one opportunity for the employee to give an explanation of their continued incapacity or misconduct) • negotiation with employee and/or their representative • warnings (written and verbal)
Redundancy means:	• when an organisation decides it has a job which it does not require to be done any more by either the present incumbent or someone else
Redeployment means:	• cessation of one contract of employment and its replacement with a new contract for a different position
Dismissal means:	• termination of the employee by the employer for misconduct or incapacity to perform the job
Exit interview means:	• formal standard interview conducted in accordance with organisational policy, to obtain information from an employee who is leaving their employment, about their employment experiences

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

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BSBHRM509A Manage rehabilitation or return to work programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to process and analyse both workers compensation and sick leave claims. It also covers the establishment of rehabilitation needs and return to work programs, and their monitoring, ongoing review and evaluation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to human resources managers or specialists who manage claims and ensure that the organisation provides appropriate support for the worker. Note that the unit does not in any way address the process of curing the worker of their injury or illness as this is the task of the health professional. Instead the unit focuses on the process of dealing with claims and ensuring that the organisation supports the worker through return to work programs. In large organisations this work may be a full time role for some people, in smaller organisations it would typically be a part of a broader role with a human resources focus.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Analyse claims	1.1. Ensure that the organisation has and maintains a current Workers' Compensation insurance policy (or equivalent) as required by the applicable legislation 1.2. Process ***claims*** in accordance with organisational policies, and legal and insurance requirements 1.3. Dispute claims where insurer or organisational requirements are not met 1.4. Notify ***rehabilitation provider*** in accordance with organisational procedures 1.5. Advise claimants as to whether their claim has been accepted 1.6. Analyse claims to identify the nature of the illness/injury and prepare report/s 1.7. Identify projected period of absence and where

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ELEMENT	PERFORMANCE CRITERIA
	rehabilitation assistance is required, and ensure arrangements are made in the work team to deal with absence
2. Establish rehabilitation/return to work program	2.1. Ensure consultation occurs between rehabilitation provider and treating doctor 2.2. Ensure consultation occurs between rehabilitation provider, relevant managers and employee 2.3. Consider job redesign, reduced hours and ***alternative duties*** in the light of medical advice 2.4. Design a rehabilitation/return-to-work program to achieve a successful return-to-work 2.5. Obtain approval for return-to-work program by relevant managers 2.6. Establish rehabilitation program with employee 2.7. Undertake ***risk analysis*** in relation to proposed program and ***mitigate*** risk where appropriate 2.8. Commence program as close to the time of the accident/illness as possible
3. Monitor/evaluate rehabilitation/ return to work program	3.1. Encourage regular feedback/communication between provider, supervising manager and employee 3.2. Organise regular contact and support between provider and employee 3.3. Identify breaches of the return-to-work program and take remedial action promptly 3.4. Refer return-to-work program to ***workers compensation authorities*** where breaches occur 3.5. Modify return-to-work program where appropriate if it is not delivering the required outcomes 3.6. ***Evaluate*** each rehabilitation/return-to-work program at its conclusion and implement recommendations for system improvement where appropriate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills
• communications skills to discuss health matters sensitively with a range of people and to represent the employer for disputed claims • negotiation skills to negotiate disputed claims • organisational and administrative skills to see that all claims are properly processed and that claimant is clear about what is happening and what to expect.
Required knowledge
• rehabilitation concepts and return-to-work procedures • relevant legislation from all levels of government that affects business operation, especially in regard to workers compensation, occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • workers compensation tribunal procedures.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • critical analysis of the organisation's rehabilitation return-to-work programs • assessment of the strengths and weaknesses of the organisation's approach to rehabilitation return-to-work programs • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios

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EVIDENCE GUIDE	
	• assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • oral or written questioning to assess knowledge of workers compensation tribunal procedures • review of risk analysis undertakenof a proposed return-to-work program • evaluation of contact and support organised between provider and employee.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Human Resource Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Claims may include:	• sick leave claim/application • workers compensation claims
Rehabilitation provider may be any authorised health professional including:	• case managers • counsellors or psychotherapists • pain or injury management specialists • physiotherapists
Alternative duties may include:	• limited range of duties in their normal job • new position • specific tasks which will not aggravate the injury or condition
Risk analysis means:	• determination of the likelihood of a negative event preventing the organisation meeting its

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RANGE STATEMENT	
	objectives and the likely consequences of such an event on organisational performance
Mitigation means:	• action taken to reduce or eliminate risk identified
Workers compensation authorities means:	• relevant body, court, tribunal or commission having jurisdiction in respect to workers compensation matters
Evaluation means:	• determining the extent to which the program meets its objective in respect to timeframes, success rates, cost and impact on the organisation

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

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BSBIND201A Work effectively in a business environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work effectively within a commercial or business environment. It includes identifying the rights and responsibilities of employees and employers and conducting business in accordance with the organisational goals, values and standards. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals developing basic skills and knowledge in preparation for working in a broad range of settings.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within organisational requirements	1.1. Identify and read ***organisation's requirements*** and responsibilities and seek advice from ***appropriate persons***, where necessary 1.2. Develop and utilise a current working knowledge and understanding of ***employee and employer rights and responsibilities*** 1.3. Comply with relevant duty of care, legal responsibilities and ***organisational goals and objectives*** 1.4. Identify roles and responsibilities of colleagues and immediate supervisors 1.5. Identify standards and values considered to be detrimental to the organisation and communicate this through appropriate channels 1.6. Identify, recognise and follow ***behaviour that contributes to a safe work environment***
2. Work in a team	2.1. Display courteous and helpful manners at all times 2.2. Complete allocated tasks as required 2.3. Seek assistance when difficulties arise 2.4. Use questioning techniques to clarify instructions or responsibilities 2.5. Identify and display a non-discriminatory attitude in all contacts with staff, management or clients

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ELEMENT	PERFORMANCE CRITERIA
3. Develop effective work habits	3.1. Identify ***work and personal priorities*** and achieve a balance between competing priorities 3.2. Apply time management strategies to work duties 3.3. Observe appropriate dress and behaviour as required by the workplace, job role or customer contact

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to identify work requirements and to process relevant workplace documentation • communication skills to request advice, to receive feedback and to work with a team • problem-solving skills to solve routine problems • technology skills to select and use technology appropriate for a task.
Required knowledge

• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety (OHS)
• organisational policies, plans and procedures and how to access them
• terms and conditions of employment.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifying, locating and articulating the organisation's requirements including goals and values • work that reflects the relationship between own role and organisational requirements • knowledge of workplace procedures for upholding employee and employer rights and responsibilities.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • observation of demonstrated techniques • evaluation of time management strategies applied to work duties.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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RANGE STATEMENT	
Organisation's requirements may include:	• access and equity principles and practice • anti-discrimination and related policy • business and performance plans • ethical standards • goals, objectives, plans, systems and processes • legal and organisation policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards
Appropriate persons may include:	• colleagues • external organisations • line management • supervisor • those who have the authority to adjust plans
Employee rights and responsibilities may include:	• attendance • confidentiality and privacy of enterprise, client and colleague information • knowing the terms and conditions of own employment • obeying lawful orders • protection from discrimination and sexual harassment • punctuality • right to union representation • safety and care with respect to OHS

Employer rights and responsibilities may include:	• responsibility of providing a safe environment free from discrimination and sexual harassment (refer to relevant state/territory and commonwealth anti-discrimination legislation)
	• right to dismiss employees if employees
	  • are negligent, careless or cause an accident
	  • commit a criminal offence
	  • commit acts of disloyalty such as revealing confidential information

Organisational goals and objectives may include:	• organisational values and behaviours • work procedures and quality assurance manuals • and may be stated or implied by the way the organisation conducts its business including: • business planning

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RANGE STATEMENT	
	• financial performance • flexibility, responsiveness • interpersonal communication • marketing and customer service • organisational values and behaviours • people management • work procedures and/or procedures manuals
Behaviour that contributes to a safe work environment may include:	• discussing and negotiating problems and tasks with other team members • identifying and reporting any risks or hazards • listening to the ideas and opinions of others in the team • sharing knowledge and skills • solving problems as a team • using business equipment according to guidelines

Work and personal priorities may include:	• work/life balance and other commitments, including:
	  • school/homework
	  • home/family/parties/friends
	  • other jobs
	• culture
	• disability

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Industry Context

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Co-requisite units

Co-requisite units		

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BSBINM201A Process and maintain workplace information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to collect, process, store and maintain workplace information and systems. It also includes the maintenance of filing and records systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of information and information systems in a defined context, under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect information	1.1. Collect ***information*** in a timely manner and ensure that it is relevant to organisational needs 1.2. Use ***business equipment/technology*** available in the work area to effectively obtain information 1.3. Apply ***organisational requirements*** relating to security and confidentiality in handling information
2. Process workplace information	2.1. Use business equipment/technology to process information in accordance with organisational requirements 2.2. Process information in accordance with defined timeframes, guidelines and procedures 2.3. Update, modify and file information in accordance with organisational requirements 2.4. Collate and despatch information in accordance with specified timeframes and organisational requirements
3. Maintain information systems	3.1. Maintain information and filing systems in accordance with organisational requirements 3.2. Identify, ***remove*** and/or ***relocate inactive or dead files*** in accordance with organisational requirements 3.3. Establish and assemble new files in accordance with organisational requirements 3.4. Update reference and index systems in accordance with organisational requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to read and understand organisation's recordkeeping and information systems(including classification systems), to follow sequenced written instructions and to comprehend/interpret nature of record content • numeracy skills to sequence and index files • planning skills to organise work priorities and arrangements • problem-solving skills to solve routine problems • technology skills to select and use technology appropriate to maintaining workplace information.
Required knowledge

• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety
• organisational policies and procedures relating to collecting and processing workplace information
• organisational recordkeeping/filing systems and security procedures
• organisation's business and structure
• range of filing systems including paper-based and software-based.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying organisational policies and procedures for collecting and processing workplace information • accuracy in recording and documenting information • correctly storing, classifying and maintaining documents and records.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of workplace information systems.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of maintenance of information and filing systems • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of the management of information in the workplace.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other information management units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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RANGE STATEMENT	
regional contexts) may also be included.	
Information may include:	• computer databases (library catalogue, customer records) • computer files (letters, memos and other documents) • correspondence (faxes, memos, letters, email) • forms (insurance forms, membership forms) • invoices (from suppliers, to debtors) • minutes of meetings • personnel records (personal details, salary rates) • sales records (monthly forecasts, targets achieved)
Business equipment/technology may include:	• answering machine • binder • computer • fax machine • filing systems (manual/computerised/electronic) • photocopier • printer • telephone
Organisational requirements may include:	• despatching and collecting procedures • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • procedures for deciding which records should be captured and filed • procedures for updating records • security procedures
Removing inactive or dead files may include:	• compressing computer files prior to archiving • periodically archiving or deleting files • transferring files at regular intervals or routinely checking for dead or inactive files • transferring records from the active filing system to secondary storage
Relocating inactive or dead files may include:	• electronic (email, internet access, diskette, tape, CD-ROM) • microfilm • photographic material

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RANGE STATEMENT	
	• printed material

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Information Management

Co-requisite units

Co-requisite units		

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BSBINM202A Handle mail

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to receive and distribute incoming mail, and to collect and despatch outgoing mail. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of mail handling in a defined context, under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Receive and distribute incoming mail	1.1. Ensure that ***incoming mail*** is ***checked*** and ***registered*** in accordance with organisational policies and procedures 1.2. Identify titles and locations of company personnel and departments 1.3. Identify and ***distribute urgent and confidential mail*** in accordance with organisational requirements 1.4. ***Sort*** and despatch mail to ***nominated person***/***location*** in accordance with organisational requirements 1.5. Record and/or report ***damaged***, ***suspicious or missing items*** and take ***appropriate action*** in accordance with organisational policies and procedures
2. Collect and despatch outgoing mail	2.1. Collect, check and sort outgoing mail to ensure all items are ***correctly prepared for despatch*** in accordance with organisational policies and procedures 2.2. ***Record*** and ***process*** outgoing ***mail for despatch*** in accordance with ***organisational requirements*** 2.3. Despatch mail to meet designated time lines
3. Organise urgent and same day deliveries	3.1. Evaluate ***delivery options*** and select ***best option*** 3.2. Prepare items for urgent delivery in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	organisational requirements and carrier specifications 3.3. Organise lodgement or pick up of emergency deliveries and follow-up if necessary

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to receive instructions of several steps to complete task, to give information to others, and to consult with or question supervisor and peers to clarify information
- literacy skills to keep records, to check accuracy of written material and to follow policies and procedures
- numeracy skills to check weights and addresses; and to sort, collate and estimate time for mail despatches and bulk mail outs
- problem-solving skills to choose appropriate method for urgent delivery
- technology skills to use electronic mail.

Required knowledge

- Australian geography and postal codes
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational policies and procedures specific to handling electronic mailprocedural requirements for receiving/despatching and prioritising correspondence
- range of mail services available.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • working with a variety of incoming and outgoing mail • applying carriers' and organisational requirements (e.g. postal and courier) • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of correspondence and parcels for sorting and despatch.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of incoming and outgoing mail registers • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of procedural requirements for receiving/despatching and prioritising correspondence.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other information management units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Incoming mail may include:	• confidential/personal • electronic (e.g. faxes, emails to central address) • external • internal • journals/magazines • letters • paper-based • urgent • other forms of correspondence
Checking mail may include:	• enclosures • mail marked confidential, urgent or personal • mail sent express post or registered • mail that has been damaged • mail that looks suspicious
Registering mail may include:	• assigning file number • addressee • condition of mail item (e.g. damaged, no return address) • contents e.g. cheque • date received • sender • subject
Distributing urgent and confidential mail may include:	• immediate, hand delivery, express post, registered • separating and prioritising urgent mail
Sorting mail may include:	• adding a circulation slip • separating by order of importance for each individual • separating internal (organisational) mail and external mail • separating junk mail • separating urgent mail to be distributed first • sorting by departments

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RANGE STATEMENT	
	• sorting by location • sorting by seniority of personnel • sorting invoices, cheques and accounts
Nominated person*/*location may include:	• administrative support person • department • individual addressee
Damaged*, *suspicious or missing items may include:	• mail exposed to weather (e.g. water damage from rain) • mail roughly handled (e.g. broken contents, torn address labels) • mail that looks like it has been interfered with (re-sealed mail) • mail that looks unusual • mail that makes noises • mail that smells strange • pilfered mail (contents may be missing, parcels slit open)
Appropriate action in relation to damaged, missing or suspicious items may include:	• immediately calling supervisor or security staff • contacting sender to ensure everything sent was received • filling out forms for sender's insurance company • negotiating replacement of missing or damaged items with sender • not touching or moving suspicious mail
Correctly preparing items for despatch may include:	• checking enclosures • checking letter and envelope are addressed to same person • checking the address is not obscured • checking letter has been signed • checking return address is included • checking address details and layout are correct • determining most appropriate carrier • ensuring correct requirements for chosen carrier are being followed • preparing bulk mail outs
Recording outgoing mail may include:	• electronic (specialist software, database, spreadsheet systems) • paper-based (mail book, form, file)
Processing mail for despatch may	• calculating and paying for postage

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RANGE STATEMENT	
include:	• DX mail • registering mail
Processing in accordance with ***organisational requirements*** may include:	• addressee/organisation • appropriate carrier (courier, normal mail, express post) • date of despatch • receipts attached where appropriate • reference number • sender • sender's department
Delivery options may include:	• courier • express mail • overnight bag
Best option may include:	• cost • delivery location • nature of contents (bulky, fragile, confidential) • quantity of delivery items • time constraints

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Information Management

Co-requisite units

Co-requisite units		

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BSBINM301A Organise workplace information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to gather, organise and apply workplace information in the context of an organisation's work processes and knowledge management systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of information management to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect and assess information	1.1. Access product and service ***information*** in accordance with ***organisational requirements*** 1.2. Ensure ***methods of collecting information*** are reliable and make efficient use of available time and resources 1.3. Assess information for clarity, accuracy, currency and relevance to intended tasks 1.4. Use ***interpersonal skills*** to access relevant information from teams and individuals
2. Organise information	2.1. Organise information in a ***format*** suitable for analysis, interpretation and dissemination in accordance with organisational requirements 2.2. Use appropriate ***technology***/***systems*** to maintain information in accordance with organisational requirements 2.3. Collate information and materials, and communicate to relevant ***designated persons*** 2.4. Identify difficulties organising and accessing information and solve collaboratively with individuals and team members 2.5. Update and store information in accordance with organisational requirements and systems
3. Review information	3.1. Actively seek ***feedback*** on clarity, accuracy and

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ELEMENT	PERFORMANCE CRITERIA
needs	sufficiency of information to ensure relevance of information and system 3.2. Review the contribution of information to decision making and implement appropriate modifications to collection processes 3.3. Identify future information needs and incorporate in modifications to collection processes 3.4. Document future information needs and incorporate in modifications to reporting processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to classify and report information
- literacy skills to read and understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- technology skills to display information in a format suitable to the target audience.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- methods for checking validity of information and its sources
- organisational recordkeeping/filing systems, security procedures and safe recording practices
- policies and procedures relating to distribution of workplace information, and legal and ethical obligations.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • providing accurate information for defined purposes • systematic maintenance and handling of data and documents • using business technology to manage information • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of information documents found in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of organisational recordkeeping/filing systems • analysis of how information and materials were communicated to relevant people • review of documentation outlining future information needs.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBWRT301A Write simple documents • general administration units • other information management units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Information may include:	• computer databases (e.g. library catalogue, customer records) • computer files (e.g. letters, memos and other documents) • correspondence (e.g. faxes, memos, letters, email) • financial figures • forms (e.g. insurance forms, membership forms) • invoices (e.g. from suppliers, to debtors) • personnel records (e.g. personal details, salary rates) • production targets • sales records (e.g. monthly forecasts, targets achieved)
Organisational requirements may include:	• code of conduct/code of ethics • information protocols • legal and organisational policies, guidelines and requirements • management and accountability channels • OHS policies, procedures and programs • procedures for updating records • quality assurance and/or procedures manuals • security and confidentiality requirements
Methods of collecting information may include:	• checking research provided by others • checking written material including referrals and client files • classification tools • individual research • information from other organisations • interviews with colleagues/customers

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RANGE STATEMENT	
	• observation and listening • previous file records • questioning (in person or indirect) • recruitment applications and other forms
Interpersonal skills may include:	• consultation methods, techniques and protocols • networking • seeking feedback from group members to confirm understanding • summarising and paraphrasing • using appropriate body language
Format may include:	• adding headers and footers • incorporating graphics and pictures • inserting symbols • using legends • using a particular software application • using tables and charts
Technology may include:	• answering machine • computer • email • fax machine • internet/extranet/intranet • photocopier • shredder • telephone
Systems may include:	• information management systems • knowledge management systems • record management systems
Designated persons may include:	• clients • colleagues • committee • external agencies • line management • statutory bodies • supervisor
Feedback may include:	• audit documentation and reports • comments from clients and colleagues • customer satisfaction questionnaires • quality assurance data • returned goods

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Information Management

Co-requisite units

Co-requisite units		

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BSBINM501A Manage an information or knowledge management system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise learning to use an information or knowledge management system and to manage the use of the system. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers who have responsibility for seeing that key information and corporate knowledge are retained, accessible to others and improve business outcomes. The unit does not address the requirement to select the technical system (software or hardware), which is seen as the role of an information technology specialist, although in some smaller organisations this may be a part of the manager's role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise learning to use information or knowledge management system	1.1. Identify learning needs of ***relevant personnel*** and ***stakeholders*** for input into, and use of, ***an information or knowledge management system*** 1.2. Identify and secure human, financial and physical resources required for ***learning activities*** to use an information or knowledge management system 1.3. Organise and facilitate learning activities 1.4. Promote and support use of the system throughout the organisation 1.5. Monitor and document effectiveness of learning activities
2. Manage use of information or knowledge management system	2.1. Ensure implementation of ***policies and procedures for the information or knowledge management system*** are monitored for compliance, effectiveness and efficiency 2.2. Address implementation issues and problems as they arise

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Monitor integration and alignment with data and information systems 2.4. Collect information on achievement of ***performance measures*** 2.5. Manage contingencies such as system failure or technical difficulties by accessing technical specialist help as required
3. Review use of information or knowledge management system	3.1. Analyse effectiveness of system and report on strengths and limitations of the system 3.2. Review business and operational plan and determine how effectively the system is contributing to intended outcomes 3.3. Make recommendations for improvement to system, policy or work practices

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and problem-solving skills to ensure the system is working in accordance with organisational expectations and to deal with contingencies
- technology skills to work with and manage the use of the information or knowledge management system.

Required knowledge

- legislation, codes of practice and national standards, for example:
  - privacy and confidentiality legislation
  - freedom of information legislation
  - AS 5037:2005 Knowledge management - A guide
- organisational policies and procedures, for example:
  - records management
  - information management
  - customer service
  - commercial confidentiality
- organisational operations, and existing data and information systems.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • analysis of the strengths and weaknesses of information or knowledge management system/s and evaluation of suitability for a particular work or organisational context • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to system • access to system user feedback.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports reviewing and evaluating information or knowledge management systems • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of relevant organisational policies and procedures • review of identified learning needs personnel and stakeholders regarding the information or knowledge management system • evaluation of monitoring and documentation about the effectiveness of learning activities • analysis documentation reporting on the strengths and limitations of the system • review of recommendations made for improvements to the system, policy or work practices.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Relevant personnel include:	• managers, leaders, supervisors and coordinators • owners • staff, team members and colleagues
Stakeholders include:	• clients and customers • employee representatives • funding bodies • industry, professional and trade associations • regulatory bodies and authorities • sponsors • tenderers, suppliers and contractors
Information or knowledge management is defined as:	• equipment, strategies, methods, activities and techniques used formally and informally by individuals and the organisation to identify, collect, organise, store, retrieve, analyse, share and draw on information and knowledge valuable to the work of the organisation
An information or knowledge management system:	• comprises policies, protocols, procedures and practices to manage information or knowledge within the organisation and among relevant stakeholders
Learning activities include:	• coaching and mentoring programs • help desks • information sessions, briefings, workshops and training programs • paper-based or electronic (including intranet)

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RANGE STATEMENT	
	learning opportunities • use of expert workers such as coaches and mentors to help other personnel use the system
Policies and procedures for the information or knowledge management system cover:	• complying with legislative requirements (such as privacy, confidentiality and defamation requirements) and other policies and procedures • content guidelines • ensuring accuracy and relevance of knowledge input into the system • mechanisms, formats and styles of input to system, including appropriate alternative formats for people with a disability • permissions for input • removing out-of-date, inaccurate and content that is no longer relevant • selecting, maintaining and disposing of knowledge in the system • sharing knowledge in the system
Performance measures include:	• key performance indicators • other systems and measures to enable assessment of how, when, where and why outcomes are being achieved • performance objectives • performance standards (including codes of conduct) • qualitative or quantitative mechanisms to measure individual performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

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Co-requisite units

Co-requisite units		

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BSBITA401A Design databases

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and develop a database (including queries, forms and reports) to meet a defined need using existing data. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who create databases to store and retrieve data using commercially available database software. They may provide administrative support within an enterprise, or may be independently responsible for designing databases relevant to their own work roles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Design database	1.1. Review ***organisational and task requirements*** to confirm ***scope and functionality of database*** design, including data redundancy 1.2. Develop a logical data model to identify and classify data into types 1.3. Select appropriate ***software*** according to organisational and task requirements and required scope and functionality of database 1.4. Confirm database design with ***appropriate person***
2. Develop database	2.1. Set field attributes according to data type and link databases by a common field in accordance with software procedures 2.2. Identify primary key to uniquely identify data 2.3. Identify foreign keys to establish associations between data 2.4. Use ***software functions*** and ***formulae*** to meet organisational and task requirements 2.5. Create password and access system according to organisational and task requirements
3. Develop queries, forms and reports	3.1. Develop queries as required by organisational and task requirements 3.2. Develop input screens or forms in order to access required data

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Develop reports according to organisational and task requirements
4. Test and finalise database	4.1. Populate database with sample dataset for testing 4.2. Assess and document effectiveness of data relationships, queries forms and reports 4.3. Address any errors in database design 4.4. ***Name and store*** database in accordance with organisational requirements and exit the application without data loss or damage 4.5. Confirm database readiness with appropriate person

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to interpret and evaluate the purposes and features of databases
- numeracy skills to utilise software functions and formulae, and to establish data relationships and queries
- planning and organising skills to establish database design
- problem-solving skills to address inconsistencies in database design and data relationships.

Required knowledge

- advanced functions of database software applications
- impact of formatting and design on the presentation and readability of data
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • producing a database containing a minimum of three tables and incorporating queries, reports and forms • knowledge of advanced functions of database software app.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to sample data.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of databasedesign • review of database testing • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • IT use units • other IT analysis and design units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Organisational and task requirements may include:	• business requirements • consistent corporate image, including colour schemes and company logo • established guidelines and procedures for data usage • existing database templates • final output requirements for data • house styles • observing copyright legislation • organisation name, time, date, document title, filename or other fields in headers and footers • technical operating environment and platform
Scope and functionality of database may include:	• concurrency of access requirements • data relationships • data structures • forms • queries • reports • screens • security features • table relationships
Software may include:	• commercial software applications • organisational specific software
Appropriate person may include:	• clients • colleagues • supervisors
Software functions may include:	• adding, deleting, moving, re-labelling fields • altering field widths • calculations, formula • data protection • field definitions and attributes • formatting fields • formatting text • headers and footers • inserting and deleting blank lines and spaces • macros • append

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RANGE STATEMENT	
	• delete • edit • exit • list • print • query • report • repeating (if available) • table, form and report wizards
Formulae may include:	• formulae • addition • average • combinations of formulae • count • division • maximum • minimum • multiplication • subtraction • sum
Naming and storage may include:	• authorised access • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of spreadsheets • security • storage in folders and sub-folders • storage on disc drives, CD-ROM, USBs, tape or server back-up

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Information and Communications Technology - IT Analysis and Design

Co-requisite units

Co-requisite units		

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BSBITB501A Establish and maintain a workgroup computer network

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish a workgroup computer network with an information technology consultant and to manage the network by keeping records, responding to problems, assisting users and providing training. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are required to apply broad knowledge of computer networks; they may be responsible for installing and maintaining the network, but they will work closely with computer professionals in all aspects of this process. In doing so, they may provide administrative support within an enterprise, or may have been delegated these responsibilities for their workgroup or organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Manage establishment of a workgroup network	1.1. Determine current and anticipated future ***network requirements*** with ***nominated person*** in accordance with organisational policy and budgetary constraints 1.2. Ensure selected network is compatible with current organisational software, hardware and work practices 1.3. Obtain and install ***equipment*** in accordance with organisational requirements and manufacturers' instructions 1.4. Install ***software*** in accordance with organisational requirements and the manufacturers' instructions 1.5. Ensure establishment of network promotes ***efficiency and access for users***
2. Manage maintenance of a workgroup network	2.1. Establish and maintain ***records*** to ensure ***control and security*** of hardware and software stock, in accordance with organisational policy and

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ELEMENT	PERFORMANCE CRITERIA
	procedures 2.2. Respond to ***network problems*** and ***rectify minor faults*** in accordance with organisational requirements 2.3. Report major problems and consult ***computer experts*** in accordance with organisational policy and procedures 2.4. ***File and store software*** in accordance with organisational procedures 2.5. Recommend improvement suggestions for the network to appropriate personnel
3. Assist and train network users	3.1. Provide ***training*** for staff in using the network in accordance with needs 3.2. Assist ***network users*** to ***maximise network potential*** 3.3. ***Examine user skills*** and provide access to appropriate training to improve individual and workgroup efficiency of network use

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to follow complex oral instructions when using new technology, to respond to a complex enquiry or complaint and to give complex instructions • literacy skills to read and interpret complex technical procedures, and to clarify purchasing information on software and hardware for workgroup computer network • research skills to seek information on the most appropriate hardware and software to suit the organisation's needs • problem-solving skills to identify the best course of action if a difficulty arises in operating the workgroup network • teamwork skills to work with others to ensure the success of the network.
Required knowledge
• features of computer networking • key provisions of relevant legislation from all forms of government, codes and

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REQUIRED SKILLS AND KNOWLEDGE
standards that may affect aspects of business operations, such as: • anti-discrimination legislation • ethical principles • codes of practice • privacy laws • copyright • occupational health and safety • organisational policies and procedures relating to the tasks required • software licensing rights and responsibilities.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying principles of computer networking • identifying and addressing common problems and arising issues • consulting and negotiating with IT professionals.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and networked computers • access to software.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • other information and communications technology units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Network requirements may include:	• hardware, mainframes, servers • internal/external maintenance • memory size • necessary skills and knowledge • scalability • set up needs • software, operating system, application packages, programming • virus scanners, security requirements
Nominated person may include:	• external consultant • IT department or section • IT manager • management • service provider • supervisor • system users
Equipment may include:	• computers, hardware, peripherals • modem • server, software
Software may include:	• accounting • anti-virus • database • internet • organisation specific software

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RANGE STATEMENT	
	• page layout • printer • spreadsheet • word processing
Efficiency and access for users may include:	• clear instructions or guidelines, user guides • easy to use • eliminates or minimises duplication in electronic storage of information • ensures accuracy and security of data • firewalls • gateways • improves reporting processes • logical set up • maximises access to information • multiple users • reduces processing time • security needs • timely training
Records may include:	• asset register • details of software licences, locations of software within organisation • file register • index cards • inventory lists • log books • requisition forms
Control and security may include:	• allocation of folders and sub-folders • limited number of users, limited time period for usage • monitoring stock level • restricted and authorised access • storage conditions and requirements • use of passwords and log-ins
Network problems may include:	• damaged cabling • human error • memory full • server crashing • virus
Rectifying minor faults may	• anti-virus software • clearing memory space

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RANGE STATEMENT	
include:	• reloading software • repairing or replacing parts • resetting server
Computer experts may include:	• computer service centre • external consultant • IT supervisor or manager • online help • supplier and manufacturer
Filing and storing software may include:	• archiving • creating back-up copy • external storage • file register, electronic or paper-based • fire proof , heat proof , humidity proof storage • organisation records room • organisation storeroom
Training may include:	• expert demonstration • information sessions • one-on-one • workshops
Network users may include:	• organisation personnel • external clients
Maximising network potential may include:	• access to information • effectiveness • efficiency • multiple users • reporting facilities • usefulness
Examining user skills may include:	• observing • surveying • testing and assessment

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Information and Communications Technology - IT Building and Implementation

Co-requisite units

Co-requisite units		

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BSBITS401A Maintain business technology

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain the effectiveness of business technology in the workplace. It includes maintaining existing technology and planning for future technology requirements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of business technology who contribute well developed skills in creating solutions to maintenance and upgrade issues with existing technology. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain performance of hardware and software	1.1. Monitor and evaluate system effectiveness to ensure it meets ***organisational and system requirements*** 1.2. Use operating system, drive and disk structure, reports and files to identify performance problems 1.3. ***Maintain disk drives and peripherals*** according to manufacturers' and organisational requirements 1.4. Replace ***consumables*** in accordance with manufacturers' and organisational requirements
2. Provide basic system administration	2.1. Carry out system back-up procedure at regular intervals according to organisational and system requirements 2.2. Install and operate ***software*** applications in accordance with developers' and organisational requirements 2.3. Maintain and update security access procedures in line with organisational requirements 2.4. Ensure that licence for use of software is used, checked and recorded in accordance with organisational requirements 2.5. Regularly maintain and update virus programs in accordance with organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
3. Identify future technology requirements	3.1. Maintain knowledge of current and new ***technology*** by regularly accessing ***sources of information***
	3.2. Identify and develop ***improved technology systems*** using feedback from clients and colleagues
	3.3. Assess existing technology against newly available technology to determine future needs and priorities
	3.4. Identify and select new technologies to achieve and maintain continuous organisational development
	3.5. Obtain management and budget approval for new selected technologies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to explain the operation and troubleshooting of technology in the work environment
- literacy skills to interpret and evaluate the purposes and objectives of various uses of technology; to display logical organisation of written information
- problem-solving skills to address routine and non-routine faults with hardware and software
- research and analytical skills to analyse and identify organisation's future technology requirements.

Required knowledge

- costs and benefits of technology maintenance strategies
- general features and capabilities of current industry accepted hardware and software products
- importance of back-up and security procedures; maintenance and diagnostic procedures; licensing, installation and purchasing procedures
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues

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REQUIRED SKILLS AND KNOWLEDGE
• occupational health and safety (OHS).

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • installing software and hardware • organising and accessing software, materials and consumables • maintaining technology security and maintenance systems • knowledge of costs and benefits of technology maintenance strategies.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of technology maintenance and security procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of general features and capabilities of current industry accepted hardware and software products.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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EVIDENCE GUIDE	
	for example: • other information and communications technologyor general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Organisational and system requirements may include:	• back-up procedures • Code of Conduct • ethical standards • legal and organisational policy/guidelines and requirements • maintenance of customised software • OHS policies, procedures and programs • quality assurance and/or procedures manuals • register of licenses • restore procedures • security and confidentiality procedures • software licence documentation • storage of information technology documentation • storage retrieval and type of product licenses • updating of virus protection systems
Disk drive and peripherals maintenance may include:	• backing up files before major maintenance • checking hard drive for errors • cleaning dust from internal and external surfaces • creating more free space on the hard disk • defragmenting the hard disk • deleting unwanted files • reviewing programs • using up-to-date anti-virus programs

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RANGE STATEMENT	
Consumables may include:	• disks • magnetic tape and cassettes • print heads • print media • printer ribbons and cartridges
Software may include:	• accounting applications • commercial software applications • database applications • internet/intranet/extranet related programs • organisation-specific software • presentation applications • spreadsheet applications • word processing applications

Technology may include:	• client services
	• computers
	• data transfer devices
	• modems
	• peripherals, including:
	  • printers, scanners, tape cartridges
	  • speakers, multimedia kits
	  • personal computer, modems
	  • input equipment such as mouse, touch pad, keyboard, pens
	  • mobile phones, palmtops and personal digital assistants (PDAs), laptops and desktop computers
	  • Bluetooth devices, universal serial bus (USB), Firewire (IEEE 1394)
	• photocopiers
	• printers
	• scanners
	• software

Sources of information may include:	• computer hardware manufacturers • computer magazines and journals • computer software designers • industry associations • internal/external clients • internet • retail outlets • seminars, workshops and training sessions

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RANGE STATEMENT	
	• trade fairs
Improved technology systems may include:	• access protocols • cable data transmissions • delivery and installation systems • hardware upgrades • implementing a new system • maintenance options • multimedia • networking options • new hardware • new software • resource usage monitoring • software upgrades

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Support

Co-requisite units

Co-requisite units		

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BSBITU201A Produce simple word processed documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to correctly operate word processing applications in the production of workplace documents. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of word processing and software in a defined context, under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to produce documents	1.1. Use safe work practices to ensure ***ergonomic***, ***work organisation***, energy and resource ***conservation requirements*** are addressed 1.2. Identify ***document*** purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.3. Identify ***organisational*** and task ***requirements*** for document layout and design
2. Produce documents	2.1. ***Format*** document using appropriate ***software functions*** to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements 2.2. Use system features to identify and manipulate ***screen display options and controls*** 2.3. Use manuals, user documentation and online help to overcome problems with document presentation and production
3. Finalise documents	3.1. Ensure final document is previewed, ***checked***, adjusted and ***printed*** in accordance with organisational and task requirements 3.2. Ensure document is prepared within ***designated time lines*** and organisational requirements 3.3. ***Name and store document*** in accordance with organisational requirements and exit application

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ELEMENT	PERFORMANCE CRITERIA
	without information loss/damage

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to clarify document requirements • editing and proofreading skills to check own work for accuracy • keyboarding skills to enter text and numerical data • literacy skills to read and understand organisation's procedures, and to use basic models to produce a range of correspondence • problem-solving skills to solve routine problems.
Required knowledge
• formatting styles and their effect on formatting, readability and appearance of documents • purpose, use and function of word processing software • organisational requirements for ergonomics, work periods and breaks, and conservation techniques • organisational style guide.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of simple word processing functions, standard document layout and design principles • production of a minimum of three simple, word processed documents.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of word processed documents and style guides.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of formatted document • review of final document • demonstration of techniques • oral or written questioning to assess knowledge of word processing software functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other IT use units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position

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RANGE STATEMENT	
	• lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation requirements may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Conservation requirements may include:	• disposing of non-confidential waste paper in recycling bins • double-sided paper use • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Documents may include:	• agendas • briefing papers • envelopes • faxes • labels • letters • mail merges • memos • minutes • short reports • simple one-page flyers • standard form letters
Organisational requirements may include:	• company colour scheme • company logo • consistent corporate image • content restrictions • established guidelines and procedures for document production • house styles • observing copyright legislation • organisation name, time, date, document title, filename etc. in header/footer • templates
Formatting may include:	• alignment on page • columns • company logo/letterhead

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RANGE STATEMENT	
	• enhancements to format - borders, patterns and colours • enhancements to text - colour, size, orientation • headers/footers • margins • page orientation
Software functions may include:	• default settings • document protection • grammar check • headers/footers • indent • line spacing • page numbers • page set up • paragraph formatting • spell check • tabs • text formatting
Screen display options and controls may include:	• layout view • maximise/minimise • normal view • page view • print preview • ruler • toolbars • zoom percentage
Checking may include:	• accuracy of information • consistency of layout • ensuring instructions with regard to content and format have been followed • grammar • proofreading • spelling, electronically and manually
Printing may include:	• basic print settings • multiple copies • odd or even pages • print preview • printer setup • specified pages • whole document

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RANGE STATEMENT	
Designated time lines may include:	• organisational time line e.g. deadline requirements • time line agreed with internal/external client • time line agreed with supervisor/person requiring document/s
Naming and storing documents may include:	• appropriate file type • authorised access • file names according to organisational procedure e.g. numbers rather than names • file names which are easily identifiable in relation to the content • file/directory names which identify the operator, author, section, date etc. • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of documents • security • storage in folders/sub-folders • storage on hard/floppy disk drives, CD-ROM, tape back-up

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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Co-requisite units		

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BSBITU402A Develop and use complex spreadsheets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to use spreadsheet software to complete business tasks and to produce complex documents. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who require skills in the creation of complex spreadsheets to store and retrieve data. They may work as individuals providing administrative support within an enterprise, or may be independently responsible for designing and working with spreadsheets relevant to their own work roles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to develop spreadsheet	1.1. Organise personal work environment in accordance with ***ergonomic requirements***
	1.2. Analyse task and determine specifications for spreadsheets
	1.3. Identify organisational and task requirements in relation to data entry, storage, output, reporting and presentation requirements
	1.4. Apply ***work organisation strategies*** and ***energy and resource conservation techniques*** to plan work activities
2. Develop a linked spreadsheet solution	2.1. Utilise ***spreadsheet design*** software ***functions*** and ***formulae*** to meet identified requirements
	2.2. Link spreadsheets in accordance with software procedures
	2.3. Format cells and use data attributes assigned with relative and/or absolute cell references, in accordance with the task specifications
	2.4. Test formulae to confirm output meets task requirements
3. Automate and standardise	3.1. Evaluate tasks to identify those where automation

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ELEMENT	PERFORMANCE CRITERIA
spreadsheet operation	would increase efficiency 3.2. Create, use and edit ***macros*** to fulfil the requirements of the task and automate spreadsheet operation 3.3. Develop, edit and use ***templates*** to ensure consistency of design and layout for forms and reports, in accordance with organisational requirements
4. Use spreadsheets	4.1. Enter, check and amend data in accordance with organisational and task requirements 4.2. ***Import and export*** data between compatible spreadsheets and adjust host documents, in accordance with software and system procedures 4.3. Use manuals, user documentation and online help to overcome problems with spreadsheet design and production 4.4. Preview, adjust and ***print*** spreadsheet in accordance with organisational and task requirements 4.5. ***Name and store spreadsheet*** in accordance with organisational requirements and exit the application without data loss or damage
5. Represent numerical data in graphic form	5.1. Determine style of ***graph*** to meet specified requirements and manipulate spreadsheet data if necessary to suit graph requirements 5.2. ***Create graphs*** with labels and titles from numerical data contained in a spreadsheet file 5.3. Save, view and print graph within designated time lines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to interpret and evaluate the purposes and uses of various features of spreadsheets and to use a variety of strategies for planning and reviewing own work • proofreading and editing skills to check for accuracy and consistency of

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REQUIRED SKILLS AND KNOWLEDGE
information by consulting additional resources • numeracy skills to collate and present data, graphs and related references.
Required knowledge

• advanced functions of spreadsheet software applications
• impact of formatting and design on the presentation and readability of data
• key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety
• organisational policies and procedures.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing complex spreadsheets • developing graphical representations of data contained in spreadsheets.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and software • access to samples of data for inclusion in spreadsheets.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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EVIDENCE GUIDE	
	• review of authenticated documents from the workplace or training environment • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units • other information and communications technology units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation strategies may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Energy and resource conservation techniques may include:	• double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • using power-save options for equipment

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RANGE STATEMENT	
Spreadsheet design may include:	• analysis • appropriateness • avoidance of blank rows and columns • embedding cell references in formulae • formulae • formatting and reformatting • functions • headers and footers • headings • headings and labels • identification and parameters • import and export of data • labels • linked formulae • multi-page documents • pivot tables • relative and absolute cell references • split screen operation
Functions may include:	• basic financial functions (if available) • date functions • logical functions (lookup, if, choose, true, false, conditions) • mathematical functions (square root, integer, absolute value, round) • simple nested functions • statistical functions (standard deviation, count, maximum, minimum)
Formulae may include:	• addition • average • comparison • division • exponentiation • multiplication • percentage • subtraction • combinations of above
Macros may include:	• printing sections of a spreadsheet
Templates may include:	• font types and sizes • forms

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RANGE STATEMENT	
	• headers and footers • headings • page formats • reports
Importing and exporting data may include:	• proofreading • reformatting • split screen (if available)
Printing may include:	• charts • entire workbooks • selected data within a worksheet • worksheets
Naming and storing spreadsheets may include:	• authorised access • file naming conventions • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of spreadsheets • security • storage in folders and sub-folders • storage on disk drives, CD-ROM, USB, tape back-up, server
Graphs may include:	• bar • line • pie • scatter • stack • 3D
Creating graphs may include:	• data range • keys and legends • labels and titles • naming • sizing (if possible) • using graph menu • X and Y axis

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBITU404A Produce complex desktop published documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce complex desktop published documents. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who require well developed skills in desktop publishing. They may be individuals providing administrative support within an enterprise, or others responsible for the production of their own documents.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to produce desktop published documents	1.1. Use safe work practices including addressing ***ergonomic requirements*** and using ***work organisation strategies*** 1.2. Use ***energy and resource conservation techniques*** 1.3. Identify ***document purpose***, audience, presentation and ***final output*** requirements, and clarify with relevant personnel as required 1.4. Identify ***organisational and task requirements*** for desktop published documents to ensure consistency of style and image
2. Design desktop published documents	2.1. ***Design*** document to enhance readability and appearance, according to organisational and task requirements 2.2. Determine document type and assess production and design requirements 2.3. Set up and use master pages, templates and styles to ensure ***consistency of design and layout*** 2.4. Set up colour palettes according to organisational and task requirements
3. Create desktop published documents	3.1. Prepare, format and enter required text 3.2. Import text from other applications and resolve any formatting issues 3.3. Scan or import graphics from other applications and

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ELEMENT	PERFORMANCE CRITERIA
	resolve any formatting issues 3.4. Use ***complex software functions*** to arrange text and graphics on page, according to organisational and task requirements
4. Finalise desktop published documents	4.1. Ensure pages. and combined graphics and text are composed correctly, to suit organisational and task requirements 4.2. Check that numerical sequencing and laydown of document is correct, to meet binding and finishing requirements 4.3. Incorporate bleed allowance in margins and borders
5. Produce desktop published documents	5.1. Review text for possible errors and omissions, and resolve any issues 5.2. Produce completed document in line with required final output 5.3. ***Name and store text documents***, in accordance with organisational requirements and exit the application without information loss/damage 5.4. Prepare text documents within ***designated time lines*** and organisational requirements for speed and accuracy 5.5. Use manuals, user documentation and online help to overcome problems with document design and production

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to clarify requirements of documents • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • editing and proofreading skills to check own work for accuracy against original • keyboarding skills to enter text and numerical data • literacy skills to read and understand organisation's procedures and to use models or exemplars to produce a range of documents • problem-solving skills to edit documents and to resolve issues of consistency of

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REQUIRED SKILLS AND KNOWLEDGE
design.
Required knowledge
• formatting styles and their effect on formatting, readability and appearance of documents • organisational requirements for ergonomics, work periods and breaks, and energy and resource conservation techniques • purposes, uses and functions of desktop publishing software • organisational style guide.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying document design and layout principles • producing complex desktop published documents.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to samples of desktop published documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques in a workplace or simulated environment • oral or written questioning to assess knowledge of desktop publishing software functions.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • other information and communications technologyunits.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation strategies may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Energy and resource conservation techniques may include:	• double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Document purpose may include using:	• call outs • captions • concordance files • different odd and even pages • document protection • drawing

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RANGE STATEMENT	
	• forms with fields • hyperlinks • long documents • linked or embedded objects • mail merge data documents • master documents • MS WordArt • multiple headers and footers • multiple sections • multiple users • primary mail merge documents • subdocuments • templates
Final output may include:	• electronic publishing • printed document • professionally printed document • web services
Organisational and task requirements may include:	• company colour scheme • company logo • consistent corporate image • content restrictions • established guidelines and procedures for document production • house styles • master pages • observing copyright legislation • organisation name, time, date, document title, filename or other fields in headers or footers • sheet size • style sheets • templates
Design may include:	• balance • boxes • colour • columns • diversity • drawing • graphics • headings • letter and memo conventions

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RANGE STATEMENT	
	• page layout • photographs • relative positioning of graphics and headings • simplicity • text flow • typeface • typography • white space
Consistency of design may include:	• annotated references • borders • bullet/ number lists • captions • consistency with other business documents • footnotes and endnotes • indentations • kerning and leading • page numbers • spacings • typeface styles and point size
Complex software functions may include:	• data transfer • display features • embedding • exporting • fields • form fields • formulae • importing • index • linking • macros • merge criteria • sort criteria • table of contents • templates
Naming and storing text documents may include:	• authorised access • file or folder names which identify the operator, author, section, date • filing locations • file names according to organisational procedure

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RANGE STATEMENT	
	• file names which are easily identifiable in relation to the content • organisational policy for backing up files storage in folders and sub-folders • organisational policy for filing hard copies of documents • security and password protection • storage on disk drives, CD-ROM, USBs, tape or server back-up
Designated time lines may include:	• time line agreed with interna or external client • time line agreed with supervisor or person requiring document • organisational time line e.g. deadline requirements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBLED101A Plan skills development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify and document current skills and to plan future skills development under the guidance of an appropriate adviser. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals developing basic skills and knowledge of career planning and skills development in preparation for working in a broad range of settings.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Seek advice on future career directions	1.1. Identify possible career directions in industry or organisation 1.2. Identify and prioritise personal work goals 1.3. Discuss future work/career directions with ***appropriate people*** and identify additional skills requirements 1.4. Take into account personal values and attitudes regarding work and business, in planning future work/career directions 1.5. Identify additional skills required and determine appropriate ***method/s*** to acquire these skills
2. Conduct self assessment of skills	2.1. Identify work, life and study ***experiences relating to business*** 2.2. Assess current skills, knowledge and attitudes against a ***checklist*** of ***relevant competencies*** 2.3. Discuss results of self-assessment with trainer or assessor 2.4. Identify further skills development needs
3. Prepare portfolio of evidence	3.1. Identify and discuss ***types of evidence*** required 3.2. Develop a clear understanding of the ***purpose of evidence*** 3.3. Collect examples of evidence for portfolio 3.4. Complete application for recognition of current

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ELEMENT	PERFORMANCE CRITERIA
	competency and/or ***personal resume*** with assistance from assessor

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy and communication skills to access information to identify career options and personal work goals, and to draft a portfolio of evidence • problem-solving skills to solve routine problems related to the workplace, under direct supervision • technology skills to use business equipment, under direction.
Required knowledge
• importance of skills development in career planning terms • sources of advice on career planning and skill development • types of evidence and ways of creating portfolios of evidence.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documentation of personal strengths and areas for future skill development • documentation of proposed career plan • evidence of current competencies • knowledge of the importance of skills development in career planning terms.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of resumes and career planning resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of prioritisation of personal work goals • analysis of responses to case studies and scenarios • observation of presentations • oral or written questioning to assess knowledge of types of evidence and ways of creating portfolios of evidence • review of documentation identifying further skills development needs • analysis of portfolio.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other learning and development units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Appropriate people may include	• assessors • colleagues • mentors

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RANGE STATEMENT	
	• supervisors • trainers
Method/s to acquire additional skills may include:	• attendance at workshop or demonstration • formal course participation • on-the-job coaching or mentoring • work experience
Experiences relating to business may include:	• family responsibilities • study including formal or informal learning • volunteer or recreational experience • work experience
Checklist may include:	• personal skills and attributes • practical skills • strengths and weaknesses
Relevant competencies may include:	• academic results • interpersonal skills • organisation skills • personal attributes • personal skills e.g. demonstrated leadership, team work • practical skills directly related to a workplace
Types of evidence may include:	• academic results including informal studies • personal interests and experiences • previous employment • recreational experiences • volunteer work • work experience
Purpose of evidence may include:	• assessment of current competencies • building a picture of personal attributes • documentation of competencies relevant to the workplace • identification of areas for further skill development • identification of strengths and weaknesses
Personal resume may include:	• contact details • education and extra curricular activities • past employment and/or volunteer work • personal attributes, skills, strengths • professional development i.e. formal or informal courses undertaken • work experience

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RANGE STATEMENT	
	• work related or personal references

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

Co-requisite units

Co-requisite units		

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BSBLED502A Manage programs that promote personal effectiveness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage programs within a health and wellbeing focus. The unit addresses the management of the range of programs that would typically be associated with health and wellbeing such as stress management, smoking cessation, exercise, Employee Assistance Programs (EAPs). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to human resources managers, human resources personnel or other managers who take responsibility for managing staff health and wellbeing program/s or activities. It has particular relevance for managers of human resources or diversity programs, frontline managers and specialist consultants responsible for promoting a balance between work demands and personal life. It is not assumed that the manager will be directly involved in delivering the program/s.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Research and analyse employee health issues	1.1. Identify and collect information on ***employee health issues*** from appropriate internal and external sources 1.2. Review findings and their implications for the organisation and ***business objectives*** 1.3. Develop ***options*** for addressing identified health issues 1.4. Obtain support from senior managers for preferred option/s
2. Plan health and	2.1. Develop program/s scope and objectives in

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ELEMENT	PERFORMANCE CRITERIA
wellbeing program/s	consultation with appropriate industry consultants, colleagues and managers 2.2. Plan and create administrative structure and resources for the program/s 2.3. Establish program responsibilities and clearly communicate to all ***stakeholders*** 2.4. Plan communications and marketing strategies in conjunction with stakeholders 2.5. Establish suitable evaluation methods, develop an overall ***program management plan*** and communicate this plan to stakeholders
3. Implement, administer and monitor program/s	3.1. Prepare policy documents, and implement and monitor strategies in conjunction with program team members 3.2. Provide appropriate support, assistance and mentors to relevant personnel 3.3. Implement and monitor tracking systems according to program guidelines 3.4. Reach program milestones within agreed time lines and provide regular progress reports to stakeholders
4. Evaluate program/s	4.1. Use agreed ***evaluation methods*** to assess the effectiveness of the program at specific stages 4.2. Communicate information from program evaluation process to stakeholders 4.3. Incorporate evaluation process and outcomes into continuous improvement strategies, enterprise agreements and future corporate plans

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• planning and organising skills to schedule and monitor activities • research and analysis skills to explore employee health issues and to review data to determine whether employee health initiatives are meeting their objective.
Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
• range of employee health issues and options for improving health outcomes • employee health program design and evaluation techniques.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • research on employee health issues and a plan to improve employee health in one or more areas • techniques for monitoring an employee health program and evaluating its effectiveness • knowledge of a range of employee health issues and options for improving health outcomes.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports on employee health issues and options to address health issues of concern • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on employee health programs • review of documentation aligning strategies with corporate goals, mission statements and directions • review of program management plan and how it was communicated to stakeholders • evaluation of progress reports to stakeholders • oral or written questioning to assess knowledge of employee health program design and evaluation

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EVIDENCE GUIDE	
	techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Human Resources Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Employee health issues may include:	• alcohol or other drug use • diet and obesity • lifestyle related diseases, such as diabetes • mental health, including depression and anxiety • obesity • physical fitness • smoking • stress
Business objectives may include:	• becoming an employer of choice • improving productivity • reducing illness and absenteeism • triple bottom line
Options may include:	• changing canteen offerings • conducting information or awareness-raising programs • developing policies on health food, stress management or other health issues • EAPs • offering more flexibility in working hours or leave arrangements • offering training or skills development programs

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RANGE STATEMENT	
	• subsidising exercise programs, gym membership or smoking cessation
Stakeholders may include:	• colleagues, team members or other staff members • owners/management/financial backers
Program management plan will normally include:	• additional resource requirements (including technology) • cost benefit analysis and contingency plans • key program milestones • strategies to assess, review and communicate progress against program goals • strategies to obtain management approval for program plan
Evaluation methods may include:	• collection of qualitative data • collection of quantitative data • cost benefit analysis • feedback from consultants or staff delivering program/s • interviews • mapping against agreed goals and priorities

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

Co-requisite units

Co-requisite units		

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Co-requisite units		

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BSBMGT502B Manage people performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to all managers and team leaders who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement. The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers. This is a unit that all managers/prospective managers who have responsibility for other employees should strongly consider undertaking.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Allocate work	1.1. Consult relevant groups and individuals on work to be allocated and resources available 1.2. Develop work plans in accordance with operational plans 1.3. Allocate work in a way that is efficient, cost effective and outcome focussed 1.4. Confirm ***performance standards***, ***Code of Conduct*** and work outputs with relevant teams and individuals 1.5. Develop and agree ***performance indicators*** with relevant staff prior to commencement of work 1.6. Conduct ***risk analysis*** in accordance with the organisational risk management plan and legal requirements
2. Assess performance	2.1. Design ***performance management*** and review processes to ensure consistency with organisational

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ELEMENT	PERFORMANCE CRITERIA
	objectives and policies 2.2. Train participants in the performance management and review process 2.3. Conduct performance management in accordance with organisational protocols and time lines 2.4. Monitor and evaluate performance on a continuous basis
3. Provide feedback	3.1. Provide informal feedback to staff on a regular basis 3.2. Advise relevant people where there is poor performance and take necessary actions 3.3. Provide on-the-job coaching when necessary to improve performance and to confirm ***excellence in performance*** 3.4. Document performance in accordance with the organisational performance management system 3.5. Conduct formal structured feedback sessions as necessary and in accordance with organisational policy
4. Manage follow up	4.1. Write and agree performance improvement and development plans in accordance with organisational policies 4.2. Seek assistance from human resources specialists where appropriate 4.3. Reinforce excellence in performance through recognition and continuous feedback 4.4. Monitor and coach individuals with poor performance 4.5. Provide support services where necessary 4.6. Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary 4.7. ***Terminate*** staff in accordance with legal and organisational requirements where serious misconduct occurs or ongoing poor-performance continues

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to articulate expected standards of performance, to provide effective feedback and to coach staff who need development • risk management skills to analyse, identify and develop mitigation strategies for identified risks • planning and organisation skills to ensure a planned and objective approach to the performance management system.
Required knowledge
• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant awards and certified agreements • performance measurement systems utilised within the organisation • unlawful dismissal rules and due process • staff development options and information.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documented performance indicators and a critical description and analysis of performance management system from the workplace • techniques in providing feedback and coaching for improvement in performance • knowledge of relevant awards and certified agreements.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.

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EVIDENCE GUIDE	
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of techniques in providing feedback and coaching • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of work plans, performance indicators, risk analysis,performance management and review processes, performance improvement and development plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other management units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Performance standards mean:	• level of performance sought from an individual or group which may be expressed either quantitatively or qualitatively
Code of Conduct means:	• agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or an agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or customers
Performance indicators mean:	• measures against which performance outcomes are gauged

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RANGE STATEMENT	
Risk analysis means:	• determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance
Performance management means:	• in accordance with relevant industrial agreements • process or set of processes for establishing a shared understanding of what an individual or group is to achieve, and managing and developing individuals in a way which increases the probability it will be achieved in both the short- and long-term
Excellence in performance means:	• regularly and consistently exceeding the performance targets established while meeting the organisation's performance standards
Termination means:	• cessation of the contract of employment between an employer and an employee, at the initiative of the employer within relevant industrial agreements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMKG401B Profile the market

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to profile a target market or market segments in accordance with a marketing plan and to develop market positioning strategies. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in a marketing team who are responsible for segmenting a target market to review alignment with organisational marketing objectives. This involves identifying viable market segments and profiling target consumers, and then defining the target market in more detail and developing strategies to position products and services. This unit is relevant to individuals working in a variety of marketing communications occupational roles, including advertising, direct marketing, promotional marketing, personal selling and public relations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Segment the market	1.1. Identify ***criteria*** for use in segmenting the market in accordance with the marketing plan 1.2. Identify and access ***sources of information for segmenting and profiling markets*** in accordance with the marketing plan 1.3. Segment the market in accordance with identified criteria 1.4. Review market segments for their usefulness in terms of factors such as their ***size***, ***potential***, ***distinctive needs***, ***easy identification of members*** or ***distinctive media use patterns*** 1.5. Select ***market segments*** to meet marketing objectives, and choose and apply new segmentation criteria if required
2. Identify the target	2.1. Evaluate ***approaches*** to determining and describing

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ELEMENT	PERFORMANCE CRITERIA
market	the total market for a product or service 2.2. Define the target market in terms of the consumers to be included as ***prospective users*** of a product or service, and the selected market segments 2.3. Use ***segment descriptors*** to describe the target market 2.4. Identify available ***strategic marketing options*** and select ***targeting strategies*** that best meet the requirements of the marketing plan
3. Profile the target audience	3.1. Describe the total market and selected market segments in the form of a consumer profile 3.2. Identify consumer characteristics in ***standard statistical terms*** and/or the descriptive terms used in media selection in the consumer profile 3.3. Use ***demographic*** and/or ***psychographic descriptions*** in the consumer profile in accordance with the requirements of the marketing plan 3.4. Describe consumer attitudes to products or services being offered 3.5. Ensure profile meets organisational requirements in terms of language, format, content and level of detail
4. Develop a positioning strategy	4.1. Identify available ***positioning strategies*** and choose a strategy to meet ***marketing requirements*** and consumer profile 4.2. Write a positioning implementation plan containing several options, in accordance with organisational requirements 4.3. Submit plan to supervisor within specified time lines and make appropriate adjustments based on feedback

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• creativity and innovation skills to select targeting and positioning strategies that meet organisation's requirements • culturally appropriate communication skills to relate to people from diverse

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REQUIRED SKILLS AND KNOWLEDGE

backgrounds and people with diverse abilities
• key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
  • Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  • Free TV Australia Commercial Television Industry Code of Practice
  • privacy laws
  • sweepstakes regulations
  • Trade Practices Act
• literacy skills to prepare reports and to interpret internal and external marketing information
• research skills to identify and analyse market segments and target markets.

Required knowledge

• Australian Marketing Institute Code of Professional Conduct
• data collection and analysis techniques
• industry knowledge including:
  • components of the marketing mix
  • elements of marketing planning
• marketing communications concepts and processes
• organisational structures, roles, responsibilities, business and marketing plans
• product and service standards and best practice models
• relevant legislation from all forms of government that may affect aspects of business operation in addition to those listed above, especially in relation to occupational health and safety, environmental issues, equal opportunity, industrial relations and anti-discrimination
• statistical terms used by the Australian Bureau of Statistics.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and	Evidence of the following is essential:

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EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	• developing a market positioning strategy that documents market segmentation, consumer profiling, targeting and strategies relevant to a product or service being offered to the marketplace.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace • access to information on past profiling, segmentation and targeting performed for a product or service.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit: • assessment of positioning implementation plan • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of the application of criteria to segment markets, selection of targeting strategies • oral or written questioning to assess knowledge and understanding • presentation of marketing profiling activities • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG402B Analyse consumer behaviour for specific markets • BSBMKG507AInterpret market trends and developments.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Criteria may include:	• attitude • average order value in units and dollars • desired benefits • business characteristics • consumer needs • demographics • geography • lifestyle • lifetime value in units, dollars and number of transactions • product or service usage • psychographics • recency and frequency of response to direct marketing activities • social and cultural factors
Sources of information for segmenting and profiling markets may include:	• advertising sales representatives • existing research data • industry sources • media representatives • original a priori research (where the market segments are assumed at the beginning and research is used to confirm them) • original response based research • owners or brokers of mail, email and phone lists • sales representatives • website operators
Usefulness in terms of ***size*** may include:	• segments which are large enough to justify the expense of creating distinctive offers and creative executions • small segments which are viable if telephone and email are used as communication media rather than other types of media
Potential may include:	• high response of market segment members to test campaigns • high response to previous campaigns by members of market segments

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RANGE STATEMENT	

Distinctive needs may include:	• specific price points
	• specific products or services
	• specific response vehicles such as:
	  • store visiting only
	  • website only response
	• specific timing of communications such as:
	  • day of week
	  • seasonality
	  • time of day

Easy identification of members may include:	• flags such as:
	  • postcode
	  • date of last purchase
	• geographical location of segment members, such as:
	  • city
	  • metropolitan region
	  • regional centre
	  • rural region
	  • state or territory
	• spending habits such as:
	  • one-off purchasers
	  • subscribers

Distinctive media use patterns may include:	• age • email use • ethnic language television, newspapers and radio • gender • internet use • mobile phone use • special interests
Selection of ***market segments*** may be contingent upon:	• expected frequency of purchase • expected lifetime as customers • expected volume of purchase • how efficiently segment members can be reached with targeted communications • one or more segments
Approaches may include:	• describing total market in dollar or unit terms as gross sales of all other products or services similar to those offered by the organisation

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RANGE STATEMENT	
	• describing total market in prospect terms as those most similar to current customers • identifying consumers with relevant needs • identifying current users of a product or service • identifying people with related characteristics
Prospective users may include:	• market segment users most similar to current customers

Segment descriptors may include:	• demographic descriptions
	• geographic descriptions
	• historic descriptions such as:
	  • volume of purchase
	  • frequency of purchase
	• psychographic descriptions

Strategic marketing options may include:	• advertising strategies such as:
	  • most cost effective creative executions
	  • most cost effective media or media vehicle for each segment
	  • most cost-effective media or media vehicle
	• distribution strategies such as:
	  • one-step
	  • multi-step
	• innovative strategies

Targeting strategies may include:	• anniversary of first purchase • concentrated, differentiated and mass strategies • de-duping prospect lists against customer lists • differentiation and segmentation • ease of entry • frequency of purchase • gender • geography of home or workplace • growth considerations • innovation • market share • media usage • niche markets • price sensitivity • purchasing power • recency of purchase • sales volume

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RANGE STATEMENT	

Standard statistical terms may include:	• categories used by the Australian Bureau of Statistics in collecting and reporting census data
	• media selection terms such as:
	  • behaviouristics
	  • demographics
	  • geo-demographic analysis of census data available from proprietary research suppliers
	  • geographic selections and segmentations

Demographic descriptions may include:	• age • date and place of birth • disability • education • first language • gender • household income • indigenous Australian • languages spoken at home • marital status • nationality • number and age of children • occupation
Psychographic descriptions may include:	• activities • affiliations • attitudes • interests • lifestyle • opinions • political views • values
Positioning strategies may include:	• competitive positioning • conspicuous positioning • convenience of use • convenience to buy • image perceptions • market follower positions • market leader positions • Me-Too positioning • prestige and exclusive positioning

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RANGE STATEMENT	
	• pricing • quality • repositioning • service positioning • uniqueness • value positioning
Marketing requirements may include:	• business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG402B Analyse consumer behaviour for specific markets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to analyse consumer behaviour to target marketing to specific markets and specific needs. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in a marketing team who need to analyse consumer behaviour to examine the factors that impact on decisions to purchase products or services. Having thoroughly analysed consumer attitudes and behaviour, recommendations can be made on marketing strategies to increase consumption of the product or service being marketed. This unit analyses consumer behaviour in greater detail than BSBMKG401B Profile the market, which covers more generic profiling, targeting, and positioning strategy development and planning. This unit is relevant to individuals working within a variety of marketing communications occupational roles including advertising, public relations, direct marketing, promotional marketing or personal selling roles.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Confirm product or service market	1.1. Gather ***information on the market or market segment*** for a product or service in accordance with the marketing plan 1.2. Identify consumer attributes for the market or market segment from the market profile or existing customer data 1.3. Identify and test features of the product or service in accordance with the marketing plan
2. Assess the reasons for existing levels of consumer interest	2.1. Investigate consumer need for the product or service through analysis of trends and past performance 2.2. Review past ***marketing*** or positioning of a product or service in relation to the effectiveness of its focus of appeal 2.3. Assess, test and estimate the impact of ***individual***,

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ELEMENT	PERFORMANCE CRITERIA
	social and lifestyle influences on consumer behaviour for a product or service 2.4. Analyse ***consumer responses*** to previous marketing communications 2.5. Assess ***organisational behaviour*** capability to respond quickly to consumer demand for products or services in accordance with the marketing plan
3. Recommend a focus of appeal for marketing strategies for a product or service	3.1. Ensure marketing strategies address innate and acquired needs of consumers and appeal to the motives that influence decision making 3.2. Present a rationale for the focus of appeal that outlines how influences on consumer behaviour will be used to target effective marketing strategies 3.3. Ensure the focus of appeal meets ***legal and ethical obligations*** and the budgetary requirements of the marketing plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to prepare reports with complex marketing concepts
- research skills to investigate overall market trends, past product/service performance and consumer behaviour characteristics.

Required knowledge

- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
  - anti-discrimination legislation and the principles of equal opportunity, equity, and diversity
  - ethical principles
  - Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  - Free TV Australia Commercial Television Industry Code of Practice

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REQUIRED SKILLS AND KNOWLEDGE
• privacy laws • industry and product or service knowledge • marketing communication concepts and processes • organisational structure, procedures and marketing objectives.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documenting and presenting an analysis of consumer behaviour including recommendations on what marketing strategies should be developed to influence consumers to be more inclined to purchase a product or service • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to past marketing performance review documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports containing analysis of consumer behaviour and recommendations • demonstration of techniques to analyse consumer behaviour • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations of analysis conducted and resulting recommendations • oral or written questioning to assess knowledge and

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EVIDENCE GUIDE	
	understanding • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG401B Profile the market • other marketing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Information on the market or market segment may include:	• customer segments such as:
	  • active customers
	  • inactive customers
	  • former customers
	• demographics
	• existing product usage
	• lifestyle
	• non-customer segments such as:
	  • core prospects
	  • non-core prospects
	• social and cultural factors
	• values or attitude factors

Marketing may include:	• business-to-consumer marketing • business-to-business marketing • direct marketing • ideas marketing • marketing of goods

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RANGE STATEMENT	
	• public sector marketing • services marketing • telemarketing
Individual influences may include:	• attitudes • beliefs • learning • past experience • perception • personality • self-image
Social influences may include:	• culture • family background • family decision-maker/s • social class • socioeconomic factors
Lifestyle influences may include:	• aspirations • interests • leisure activities
Consumer responses may include:	• average order value • preferred frequency of contact • preferred medium of contact • preferred medium of response • preferred order size • preferred price point for typical purchase • preferred range of options within a single offer
Organisational behaviour may include:	• contract buying • group decision making • modified re-purchase • new purchases • re-purchase

Legal and ethical obligations may include:	• codes of practice
	• cultural expectations and influences
	• ethical principles
	• relevant legislation
	• policies and guidelines
	• regulations
	• social responsibilities such as:
	  • protection of children
	  • environmental issues

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RANGE STATEMENT	
	• societal expectations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG501B Identify and evaluate marketing opportunities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify, evaluate and take advantage of marketing opportunities by analysing market data, distinguishing the characteristics of possible markets and assessing the viability of changes to operations. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in senior marketing management roles who, together with a marketing team, identify, investigate and evaluate marketing opportunities to determine whether they meet organisational and marketing objectives. Based on this evaluation, changes to current business operations can be determined to take advantage of marketing opportunities. Adjusting the marketing mix in the light of new marketing opportunities is covered in BSBMKG502B Establish and adjust the marketing mix.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify marketing opportunities	1.1. Analyse ***information on market and business needs*** to identify ***marketing*** opportunities 1.2. Research potential ***new markets*** and assess opportunities to enter, shape or influence the market in terms of likely ***contribution to the business*** 1.3. Explore entrepreneurial, innovative approaches and creative ideas for their potential business application, and develop into potential marketing opportunities
2. Investigate marketing opportunities	2.1. Identify and analyse opportunities in terms of their likely fit with organisational goals and capabilities 2.2. ***Evaluate*** each opportunity to determine its impact on current business and customer base 2.3. Use an assessment of ***external factors***, costs, benefits, risks and opportunities to determine the financial viability of each marketing opportunity

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Determine probable return on investment and potential competitors 2.5. Describe and rank marketing opportunities in terms of their viability and likely contribution to the business
3. Evaluate required changes to current operations	3.1. Identify and document changes needed to current operations to take advantage of viable marketing opportunities 3.2. Ensure organisational changes to service an increased or different customer base include provision for continued quality of service to existing customers 3.3. Estimate ***resource requirements*** for changed operations 3.4. Determine and communicate viability of making changes to current operations to ***key stakeholders*** 3.5. Document newly identified marketing opportunities and required changes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • literacy skills to identify and interpret market information, to write in a range of styles for different audiences and to document outcomes and requirements • numeracy skills to calculate and evaluate financial information on new marketing options • research and evaluation skills to gain information on and interpret market trends to identify marketing opportunities.
Required knowledge
• key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as: • anti-discrimination legislation and the principles of equal opportunity, equity

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REQUIRED SKILLS AND KNOWLEDGE
and diversity • ethical principles • marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice; Free TV Australia Commercial Television Industry Code of Practice; and the Australian E-commerce Best Practice Model • privacy laws • Trade Practices Act • organisational marketing plan, structure, products and services • principles of marketing and the marketing mix • statistical methods and techniques to evaluate marketing opportunities, including forecasting techniques.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifying and evaluating marketing opportunities to determine whether they will meet organisational objectives • documenting how current business operations will need to be modified and what resources will be required to take advantage of newly identified and evaluated opportunities.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to organisational strategic and marketing plans.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies

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EVIDENCE GUIDE	
	• assessment of written reports on identified marketing opportunities and evaluation activities • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on opportunity identification, evaluation and required resources to capitalise on new marketing opportunities • oral or written questioning to assess knowledge and understanding • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG502B Establish and adjust the marketing mix • international business units • other marketing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Information on market and business needs may include:	• comparative market information • competitors' performance • customer requirements • legal and ethical requirements • market share • market trends and developments • new and emerging markets • profitability

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RANGE STATEMENT	
	• sales figures
Marketing may include:	• business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
New markets may include:	• e-commerce • export markets • segments of the market not currently penetrated
Contribution to the business may include:	• effect on sales volume • growth • market share • profitability

Evaluation may include:	• investigation of:
	  • knockout factors
	  • present value analysis
	  • return on investment
	  • scored criteria
	  • weighted criteria

External factors may include:	• codes of practice • policies and guidelines • regulations • relevant legislation
Resource requirements may include:	• additional staff • distribution costs • equipment • production costs • promotional costs • research and development • re-tooling • staff training
Key stakeholders may include:	• Board of directors • finance staff • human resources staff • managers • marketing personnel

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RANGE STATEMENT	
	• owners • production staff • supervisors

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG502B Establish and adjust the marketing mix

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine the optimum marketing mix for a business through analysis of inter related marketing components. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals in marketing management roles responsible for developing the marketing and promotional mix within an organisation. They may also adjust the marketing mix when new marketing opportunities have been identified. The skills and knowledge required to evaluate and identify new market opportunities are covered in BSBMKG501B Identify and evaluate marketing opportunities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Evaluate each component of the marketing mix	1.1. Identify key ***characteristics of products or services*** and estimate their significance to the market 1.2. Review pricing policy and analyse ***pricing variables*** to determine their effect on demand 1.3. Analyse ***promotional methods*** to determine their importance to ***marketing*** outcomes 1.4. Review ***channels of distribution*** and estimate their significance in relation to marketing outcomes 1.5. Identify and analyse ***level of customer service*** provision to determine its significance to marketing outcomes 1.6. Identify potential customer base and key pressure points for success 1.7. Analyse and test the effect of the components of ***marketing mix*** on each other, and establish their relative importance to customer base
2. Determine marketing	2.1. Identify and asses environmental factors for their

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ELEMENT	PERFORMANCE CRITERIA
mix for specific markets	impact on marketing mix 2.2. Identify ***consumer priorities***, ***needs and preferences*** that affect marketing mix 2.3. Consider product, pricing, promotional, distribution and service variations, and evaluate these against marketing objectives, target market characteristics and desired positioning 2.4. Select marketing mix that best satisfies target market and meets marketing objectives 2.5. Ensure marketing mix decision meets organisational, strategic and operational marketing objectives
3. Monitor and adjust marketing mix	3.1. Monitor marketing mix against marketing performance and isolate components for testing 3.2. Evaluate implications of altering one or more components of marketing mix in relation to market factors and consumer response 3.3. Adjust components of marketing mix in response to test results and evaluation of market response 3.4. Ensure adjusted marketing mix meets budgetary requirements 3.5. Ensure adjusted marketing mix continues to meet organisational, strategic and operational marketing objectives, and desired positioning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • literacy skills to identify market information, to write in a range of styles for different audiences and to interpret requirements • numeracy skills to interpret testing results and to manage marketing budgets • organisational and time management skills to design and adjust a marketing mix.
Required knowledge
• key provisions of relevant legislation from all forms of government that may affect

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REQUIRED SKILLS AND KNOWLEDGE
aspects business operations, codes of practice and national standards such as: • anti-discrimination legislation and principles of equal opportunity, equity and diversity • ethical principles • marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice; Free TV Australia Commercial Television Industry Code of Practice • privacy laws • Trade Practices Act • organisational policies, procedures, products and services • principles and concepts of marketing such as consumer or buyer behaviour and elements of marketing mix • statistical techniques.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing a report containing a description of activities undertaken to establish a marketing mix in an organisation, including information on each element of the marketing mix, such as: • levels of customer service to be provided • how a product or service will be distributed • how a product or service will be priced • whether additional products or services will be offered • how the product or service will be promoted • reporting on at least one review of the success of marketing mix activities developed including coverage of any necessary adjustments made.
Context of and specific resources for	Assessment must ensure:

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EVIDENCE GUIDE	
assessment	• access to an actual or simulated workplace • access to office equipment and resources • access to organisational and marketing strategic plans.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports on the marketing mix • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on the marketing mix or changes made to the marketing mix • oral or written questioning to assess knowledge and understanding • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG501B Identify and evaluate marketing opportunities • other marketing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Characteristics of products or services may include:	• brand • brand loyalty

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RANGE STATEMENT	
	• compatibility with other products, services or equipment • degree of customisation • design • durability • ease of maintenance • features • flexibility • functional performance • innovativeness • occupational health and safety issues • packaging • pollution hazard reduction • quality • range of size, colour or other factors • reduction of risks to health and safety, such as noise • robustness • styling • technical features • upgrading • volumes available
Pricing variables may include:	• cost of ownership • credit terms • discount percentages • discount structure • financial deals • leasing arrangements • price point chosen • psychological elements • residual value • sales • special offers • stage payments

Promotional methods may include:	• impersonal promotion such as:
	  • advertising
	  • sales promotion
	• personal promotion such as:
	  • direct marketing
	  • face-to-face selling

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RANGE STATEMENT	
	• personal selling • segmentation
Marketing may include:	• business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
Channels of distribution may include:	• dealers • delivery service • distributors • e-business • franchisees • internet • mail order • podcasts • re-seller • retail • self-service • telesales • wholesale
Level of customer service may include:	• after sales service • call centre support • electronic client service • no customer service • one-on-one personal service • sales assistance for problems or queries only
Marketing mix may include:	• customer service variables • distribution variables • pricing variables • product or service variables • promotional variables
Customer priorities, ***needs and preferences*** may include:	• required or preferred products/services • preferred price point • preferred purchase volume in units and in dollars • preferred method of payment • preferred time and place for responding

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RANGE STATEMENT	

	• preferred time and place to take delivery
	• preferred medium to respond to direct response offers such as:
	  • in person
	  • mail
	  • phone
	  • website

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG507A Interpret Market Trends And Developments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct an analysis of market data in order to determine organisational and competitor business performance, and to prepare market and business forecasts that assist in targeting marketing activities and in drawing up a marketing plan. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to marketing professionals who use statistical techniques to analyse organisational and competitor marketing performance, and to interpret new and emerging trends when forecasting future business needs. Information gathered is used to assist in developing an organisation's marketing plan and to determine the current or potential future success of marketing strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Interpret trends and market developments	1.1. Use ***statistical analysis*** of market ***data*** to interpret ***market trends and developments*** 1.2. Analyse market trends and developments for their potential impact on the business 1.3. Use ***measures of central tendency or dispersion and correlations*** between ***sets of data*** for quantitative interpretation of comparative market data 1.4. Perform qualitative analysis of ***comparative market information*** as a basis for reviewing business performance 1.5. Analyse the market ***performance of existing and potential competitors*** and their products or services, to identify potential ***opportunities*** or ***threats***
2. Analyse qualitative results	2.1. Analyse performance data from all areas of the business to determine success of marketing activities 2.2. Identify over-performing and under-performing

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ELEMENT	PERFORMANCE CRITERIA
	products and services to be considered for redevelopment or withdrawal 2.3. Forecast existing and emerging market needs based on information available using ***forecasting techniques***
3. Report on market data	3.1. Prepare, plot and interpret data for visual presentation 3.2. Assess visual presentation for potential problems, and take any necessary corrective action 3.3. Report on analysis of market data to meet organisational requirements in terms of content, format, level of detail and scheduling

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- facilitation and presentation skills to present statistical findings
- literacy skills to prepare reports containing complex ideas and concepts
- numeracy skills to use a range of statistical analysis techniques and elementary probability.

Required knowledge

- economic, social, and industry directions and trends
- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
  - anti-discrimination legislation
  - consumer laws including appropriate state/territory legislation
  - ethical principles
  - marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  - privacy laws
  - Trade Practices Act
- software applications especially spreadsheets and statistical packages, and use of the internet

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REQUIRED SKILLS AND KNOWLEDGE
• statistical methods and techniques, and reporting formats.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying a range of statistical techniques to analyse market trends and developments, current marketing performance and comparative market information • documenting analysis of market data including visual presentation of findings.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports presenting findings of statistical analysis • demonstration of statistical and forecasting techniques in the workplace • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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EVIDENCE GUIDE	
	for example: • BSBMKG401B Profile the market • BSBMKG402B Analyse consumer behaviour for specific markets • BSBMKG501B Identify and evaluate marketing opportunities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Statistical analysis may include:	• conversion rate of leads to sales
	• measures of central tendency particularly for such things as:
	  • average order value
	  • average response rate
	• measures of dispersion
	• nature and degree of relationship between variables
	• net response rate
	• normal distribution probability curve
	• sampling
	• time series analysis such as:
	  • speed of response curve
	  • recency or frequency grids
	  • lifetime value of customers
	  • net present value of customers

Data may include:	• charts • curves • graphs • spreadsheets
Market trends and developments	• changes in technology

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RANGE STATEMENT	
may include:	• changes in supplier prices • demographic trends • ecological and environmental trends • economic trends (local, regional, national, international) • government activities e.g. interest rates, deregulation • industrial trends • penetration of new technologies • social and cultural factors
Measures of central tendency or dispersion and correlations may include:	• cross-tabulations for grouped or ungrouped data • mean • median • mode • Z, T and chi square tests

Sets of data may include:	• geodemographic segmentations available from proprietary suppliers such as:
	  • ACORN
	  • MOSAIC
	  • PRIZM
	• segmentation by customer lists such as:
	  • average order value by units or dollars
	  • geography
	  • lifetime value by units, dollars and transactions
	  • recency and frequency or response/purchase
	• segmentation of the prospect list by:
	  • demographic match with customers
	  • geographic match with customers
	  • psychographic match with customers

Comparative market information may include:	• best practice information
	• books and articles, including:
	  • academic
	  • business
	  • general
	  • industry
	• brochures

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RANGE STATEMENT	
	• direct mail packages • documentaries and interviews on broadcast media • inter-firm comparison data • international benchmarking • internet • public or proprietary research • speeches

Performance of existing and potential competitors may include:	• comparisons about:
	  • corporate share price
	  • market share
	  • number of customers
	  • profitability
	  • sales in units or dollars

Opportunities may include:	• alliances
	• cooperative ventures
	• exports
	• extending, expanding or otherwise changing an existing business through:
	  • increasing customer numbers
	  • increasing average order value
	  • increasing lifetime value of the customer
	  • reducing costs of marketing
	  • improving current products/services
	  • developing new distribution channels
	• franchising
	• joint ventures
	• new products or services for existing markets
	• new products or services for new markets
	• potential for greater penetration of existing markets with existing products or services
	• strategic alliances

Threats may include:	• new competitor entering the market • new products or services being launched by existing competitors • increased number of inactive customers resulting in reduced average lifetime • reduced average order value resulting in reduced average lifetime value

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RANGE STATEMENT	
Forecasting techniques may include:	• Delphi techniques • model building • projection • scenario planning • surveys of intentions • top-down forecasting bottom-up forecasting

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG514A Implement and monitor marketing activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement marketing activities described in a marketing plan, to monitor their effectiveness in meeting organisational marketing objectives, and take actions to improve marketing performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in marketing management positions who are responsible for implementing and monitoring organisational marketing strategies. In this role they would usually lead and coordinate a marketing team, implement the marketing plan, monitor the performance of marketing strategies and evaluate their effectiveness. They also involve team members in identifying improvements to marketing strategies and formulating recommendations for future marketing activities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Implement marketing strategies and tactics	1.1. Brief ***stakeholders*** who participated in the ***marketing*** planning process on their implementation roles and responsibilities 1.2. Identify and brief marketing and ***non-marketing personnel*** critical to the success of the marketing plan, on the objectives of the plan, performance measures, and their roles and responsibilities 1.3. Prioritise marketing strategies and identify ***resources*** for their implementation, in accordance with organisational requirements 1.4. Implement communication and team building strategies to ensure that personnel responsible for each element of the ***marketing mix*** work together to meet the organisation's marketing objectives 1.5. Implement strategies for monitoring marketing activities and analysing marketing performance, in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with the marketing plan
2. Monitor marketing strategies and tactics	2.1. Monitor and implement promotional activity against communication objectives in the marketing plan 2.2. Monitor product, pricing and distribution decisions against organisational policy and the objectives of the marketing plan 2.3. Monitor marketing results against targets in the marketing plan 2.4. Monitor marketing revenue and costs against budget, and analyse record variations 2.5. Prepare and present marketing reports that indicate ongoing progress towards marketing objectives
3. Evaluate and improve marketing performance	3.1. Regularly assess marketing performance against objectives 3.2. Identify opportunities for improvement through discussion with customers and personnel responsible for each element of the marketing mix 3.3. Change business practices in line with changing customer requirements to maintain business relevance and viability 3.4. Document recommendations for improvement in accordance with organisational requirements 3.5. Communicate changes to marketing objectives and targets with relevant stakeholders, to facilitate implementation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • literacy skills to prepare complex reports on marketing performance • numeracy skills to analyse marketing performance, revenue and cost • teamwork skills to manage a marketing team.
Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

• organisational strategic and marketing objectives, plans and performance measures
• principles of the marketing mix
• key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
  • anti-discrimination legislation and principles of equal opportunity, equity, and diversity
  • ethical principles
  • marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  • privacy laws
  • Trade Practices Act.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • successfully implementing marketing strategies identified in an organisation's marketing plan • coordinating personnel involved in conducting marketing activities • monitoring, evaluating and reporting on marketing activities against defined objectives • modifying marketing activities in line with new or emerging trends.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to organisational and marketing strategic plans.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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EVIDENCE GUIDE	
	• analysis of responses to case studies and scenarios • assessment of written reports on marketing performance • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of team management activities • observation of presentations on marketing performance reports • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other marketing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Stakeholders may include:	• Board of directors • finance staff • human resources staff • IT staff • managers • marketing personnel • owners • production staff • supervisors
Marketing may include:	• business-to-business marketing • direct marketing

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RANGE STATEMENT	
	• ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
Non-marketing personnel may include:	• advertising personnel • managers • public relations personnel • sales manager • sales team • staff • supervisors
Resources may include:	• financial • human • IT • physical • technical

Marketing mix may include:	• distribution
	• level of service
	• pricing
	• product or service variables such as:
	  • design
	  • quality
	  • range
	  • safety features
	  • technical features
	• promotion

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

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Co-requisite units

Co-requisite units		

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BSBREL401A Establish networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and maintain effective work relationships and networks. It covers the relationship building and negotiation skills required by workers within an organisation as well as freelance or contract workers. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of networking and negotiation who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and maintain business networks	1.1. Use appropriate ***network strategies*** to establish and maintain relationships that promote the development of business opportunities 1.2. Identify and pursue network opportunities to maximise a range of contacts 1.3. Communicate information regarding new networks to inform individuals, colleagues and clients of potential benefits 1.4. Participate in ***professional networks and associations*** to obtain and maintain personal knowledge and skills
2. Establish and maintain business relationships	2.1. Develop and maintain relationships to promote benefits consistent with ***organisational/client requirements*** 2.2. Gain and maintain trust and confidence of contacts through demonstration of high standards of business practices 2.3. Use a high level of ***negotiation skills*** to encourage positive outcomes 2.4. Identify difficult situations and negotiate solutions using collaborative problem-solving techniques

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Seek specialist advice in the development of contacts where appropriate
3. Promote the relationship	3.1. Develop strategies to represent and promote the interests and requirements of the relationship 3.2. Use appropriate presentation skills to communicate the goals and objectives of the relationship 3.3. Effectively communicate issues, policies and practices of the relationship to a range of audiences, in writing and verbally 3.4. Obtain ***feedback*** to identify and develop ways to improve promotional activities within available opportunities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • leadership skills to gain trust and confidence of clients and colleagues • negotiation skills to achieve mutually acceptable outcomes • technology skills to support effective communication and presentation.
Required knowledge
• client or organisational policies, plans and procedures • related organisations, agencies and networks • trends and forecasts for relevant industries, services and products.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • establishing contacts and participating in networks • identifying opportunities for networking • knowledge of related organisations, agencies and networks • maintaining records of relevant contacts.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of networking strategies and documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation communicating issues, policies and practices of the relationship to a range of audiences • evaluation of promotional strategies • observation of negotiation of solutions between groups and individuals • observation of promotional presentations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • interpersonal communication units • other relationship management units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Network strategies may include:	• association memberships • conference participation • distributing materials • individual marketing • maintaining regular contact • seminar attendance
Professional networks and associations may include:	• advisory committees • colleagues • committees • government agencies • internal/external customers • lobby groups • local inter-agency groups • other organisations • professional/occupational associations • project specific ad hoc consultative/reference groups • specific interest or support groups • suppliers • work team
Organisational/client requirements may be included in:	• access and equity principles and practices • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • marketing plan • occupational health and safety policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals

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RANGE STATEMENT	
Negotiation skills may include:	• assertiveness • bargaining • collaboration • confidence building • conflict reduction • empathising • offers and counter offers • solution designing • stress management
Feedback may include:	• accuracy and sufficiency of information • appropriateness of audience • benefits to organisation • impact of message • liaison with networks • participation of competitors • use of media

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Relationship Management

Co-requisite units

Co-requisite units		

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BSBREL402A Build client relationships and business networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish, maintain and improve client relationships, and to actively participate in networks to support attainment of key business outcomes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals in a variety of roles who are required to establish, maintain and improve client relationships to facilitate organisational objectives. This unit primarily applies to marketing and sales professionals who depend on excellent interpersonal relationships and communication skills to achieve outcomes, but may also apply to other individuals working in any industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Initiate interpersonal communication with clients	1.1. Identify and use ***preferred client communication styles and methods*** 1.2. Establish rapport with clients using ***verbal*** and ***non-verbal communication*** processes 1.3. Investigate and act upon opportunities to offer positive feedback to clients 1.4. Use open questions to promote two-way communication 1.5. Identify and act upon potential ***barriers to effective communication*** with clients 1.6. Initiate communication processes which relate to client needs, preferences and expectations
2. Establish client relationship management strategies	2.1. Develop client loyalty objectives focussing on the development of long term business partnerships 2.2. Assess client profile information to determine approach 2.3. Develop ***client loyalty strategies*** to attract and retain

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ELEMENT	PERFORMANCE CRITERIA
	clients in accordance with the business strategy 2.4. Identify and apply ***client care and client service standards***
3. Maintain and improve ongoing relationships with clients	3.1. Develop ***strategies to obtain ongoing feedback*** from clients to monitor satisfaction levels 3.2. Develop strategies to elicit feedback which provide information in a form that can be used to improve relationships with clients 3.3. Obtain feedback to develop and implement strategies which maintain and improve relationships with clients
4. Build and maintain networks	4.1. Allocate time to establish and maintain business contacts 4.2. Participate in ***business associations*** and/or ***professional development activities*** to establish and maintain a ***network*** of support for the business and to enhance personal knowledge of the market 4.3. Establish communication channels to exchange ***information and ideas*** 4.4. Provide, seek and verify information to the network

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to determine client needs and preferences through active listening and presenting ideas clearly and precisely • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • interpersonal skills to establish rapport, and to build and maintain relationships with clients.
Required knowledge

• key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects business operations, such as:
  • anti-discrimination legislation
  • consumer laws including appropriate state/territory legislation

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REQUIRED SKILLS AND KNOWLEDGE
• ethical principles • marketing code of practice • privacy laws • Trade Practices Act • marketing communications concepts and processes • principles and techniques for effective communication and networking • sources of business related networks.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • establishing and maintaining relationships with a range of clients related to the candidate's business • participating in and providing, an active contribution to a business related network.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports or journals on client relationship activities • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of the candidate communicating with clients • observation of presentations made to business networks • oral or written questioning to assess knowledge and understanding

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EVIDENCE GUIDE	
	• review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other relationship management units • marketing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Preferred client communication styles and methods may include:	• email • face-to-face • mail • phone
Verbal communication may include:	• articulation • clarity of speech • feedback • language • listening skills • open questions • questioning skills • voice modulation • voice projection
Non-verbal communication may include:	• active listening • body language • body orientation • clothing • colour • distance

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RANGE STATEMENT	
	• facial expression • grooming • gestures • music • posture • sound • touching • voice
Barriers to effective communication may include:	• acting on false assumptions and stereotypes • cultural differences not being addressed • educational differences not being addressed • failure to prominently display contact details in all communications provided to the client • inappropriate word choice • ineffective non-verbal communication • lack of 'contact us' forms or pages on websites • lack of distribution of reply paid cards or envelopes in mail outs • lack of voice modulation and articulation • limited opening hours of call centres or office • not listening actively • organisational factors • physical, personal, gender and age differences not being addressed
Client loyalty strategies include:	• access to dedicated staff • added value offers • anniversary offers • client clubs • client reward schemes • credit or discount facilities • dedicated or private facilities • discounts • formal letter of thanks • frequent purchaser programs • handwritten note thanking the client • offering promotional items • phone call thanking client for the business • regular recontact with best clients • thank you gifts and promotions
Client care and client service	• accuracy of billing

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RANGE STATEMENT	

standards may include:	• accuracy of product/service descriptions, specifications in marketing communications
	• complaint resolution times
	• incidences of stock outs and back orders
	• on-hold times
	• order delivery standards such as:
	  • whether right product or service was delivered
	  • delivered to right person or address
	  • delivered on time
	  • politeness, helpfulness and grooming of delivery staff
	  • delivery vehicles parked properly
	  • cleanliness of delivery vehicles
	• shipment tracking services
	• telephone answering times and responses

Strategies to obtain ongoing feedback may include:	• including 'comments and queries' or 'bouquets and brickbats' on all order forms • complaints handling procedures • email • letter • soliciting complaints • surveys of current clients • surveys of lapsed clients to determine reason/s for ceasing to buy • telephone interviews • training staff to ask open questions about product or service levels
Business associations may include:	• chambers of commerce • industry associations • institutes • professional bodies • societies
Professional development activities may include:	• demonstrations • exhibitions • fairs • industry information seminars • industry training • pre-launch activities • technical information briefings

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RANGE STATEMENT	
	• trade shows
Networks may include:	• business • formal • groups • individuals • informal • organisations • personal
Information and ideas may include:	• changes in the environment • changing customer requirements • information on competitors' activities • personal, professional or business support

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Relationship Management

Co-requisite units

Co-requisite units		

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BSBRES401A Analyse and present research information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to gather, organise and present workplace information using available systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather and organise information	1.1. Gather and organise ***information*** in a format suitable for analysis, interpretation and dissemination in accordance with ***organisational requirements*** 1.2. Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements 1.3. Ensure that ***methods of collecting information*** are reliable and make efficient use of resources in accordance with organisational requirements 1.4. Identify research requirements for combining online research with non-electronic sources of information 1.5. Use ***business technology*** to access, organise and monitor information in accordance with organisational requirements 1.6. Update, modify, maintain and store information, in accordance with organisational requirements
2. Research and analyse information	2.1. Clearly define ***objectives of research*** ensuring consistency with organisational requirements 2.2. Ensure that data and ***research strategies*** used are valid and relevant to the requirements of the research and make efficient use of available resources 2.3. Identify ***key words and phrases*** for use as part of any online search strategy, including the use of ***Boolean operators*** and other search tools

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Use reliable ***methods of data analysis*** that are suitable to research purposes 2.5. Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and ***business objectives***
3. Present information	3.1. Present recommendations and issues in an appropriate format, style and structure using suitable business technology 3.2. Structure and format reports in a clear manner that conforms to organisational requirements 3.3. Report and distribute research findings in accordance with organisational requirements 3.4. Obtain ***feedback*** and comments on suitability and sufficiency of findings in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- technology skills to select and use technology appropriate to a task
- research skills to identify and access information.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational record keeping/filing systems, security procedures and safe

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REQUIRED SKILLS AND KNOWLEDGE
recording practices • organisational policies and procedures relating to distribution of workplace information, and legal and ethical obligations • research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • presenting information and data • maintaining and handling data and documents systematically • analysing and interpreting data to support organisational activities • knowledge of research processes and strategies to identify new sources of information.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of research tasks and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • review of documentation outlining recommendations and issues

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EVIDENCE GUIDE	
	• review of reports outlining research findings.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • IT use units • Governance units

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Information may include:	• demographic data • service delivery records • computer databases (library catalogue, customer records, subscription database, internet) • computer files (letters, memos and other documents) • correspondence (faxes, memos, letters, email) • financial figures • forms (insurance forms, membership forms) • information on training needs • invoices (from suppliers, to debtors) • marketing reports/plans/budgets • personnel records (personal details, salary rates) • production targets • sales records (monthly forecasts, targets achieved)
Organisational requirements may include:	• anti-discrimination and related policy • business and performance plans • Code of Conduct/Code of Ethics

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RANGE STATEMENT	
	• defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • information protocols • legal and organisational policies, guidelines and requirements • management and accountability channels • OHS policies, procedures and programs • procedures for updating records • quality assurance and/or procedures manuals • security and confidentiality requirements
Methods of collecting information may include:	• checking research provided by others • checking written material including referrals and client files • individual research • information from other organisations • interviews with community members, colleagues/customers • observation and listening • previous file records • questioning (in person or indirect) • recruitment applications and other forms
Business technology may include:	• answering machine • computer • fax machine • photocopier • telephone
Objectives of research may include:	• comparative analysis • hypothesis testing • identification of trends • industry pricing policies • process mapping • situational diagnosis
Research strategies may include:	• data analysis • documentation reviews • focus groups • interviewing colleagues and clients • online searching • product sampling • subscription databases

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RANGE STATEMENT	
Key words and phrases may include:	• American spellings when searching online • cultural or geographic terms • using different thesauri in different databases
Boolean operators may include:	• exclude - / NOT • include +/ AND • or • phrase searching " "/( ) • variations, depending on the resource being used
Methods of data analysis may include:	• data sampling • feedback on results • peer review • review of previous research • statistical analysis
Business objectives may include:	• community capacity building • community development • service provision • business planning • financial performance • flexibility, responsiveness • interpersonal communication • marketing and customer service • organisational values and behaviours • people management • work procedures and quality assurance manuals
Feedback may include:	• audit documentation and reports • comments from community, board members, clients and colleagues • customer satisfaction questionnaires • quality assurance data • returned goods

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Knowledge Management - Research

Co-requisite units

Co-requisite units		

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BSBRKG502B Manage and monitor business or records systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to set the operational frameworks for the creation, capture and use of records and to monitor and review these frameworks and activities within a business or records system of a specific business domain. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are required to demonstrate understanding of a broad knowledge base, incorporating theoretical concepts with substantial depth in some areas. The application is in relation to managing and monitoring business and records systems or work carried out in specialist recordkeeping environments, such as archives. While these people will work closely with other staff members throughout an organisation, they may also have a degree of individual responsibility and autonomy.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine requirements or modifications	1.1. Identify and ***document*** core business, supporting activities, ***resources***, ***business and social context***, using observation and ***consultation***
	1.2. Determine security and access requirements for business or records system content from analysis of organisation's activities
	1.3. Analyse organisational reporting and accountability requirements in the context of the business documentation
	1.4. Identify ***organisational functions and activities*** for which records must be kept, from analysis of business and context documentation
	1.5. Determine nature, detail, and format of records (content and ***metadata***) for each organisational function from analysis of the business and its context

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ELEMENT	PERFORMANCE CRITERIA
2. Devise an appropriate recordkeeping system	2.1. Determine metadata needed to manage records (store, locate and retrieve) in a business or records system 2.2. Select scale, and number of ***business or records systems*** appropriate to scale and nature of business operations 2.3. Select technological requirements of business or records systems appropriate to scale and nature of business operations 2.4. Select cost structure for business or records systems appropriate to scale, nature, and organisational cash flow requirements 2.5. Ensure maintenance, disposal and updating requirements of business or records system conform to scale, nature, and culture of the organisation 2.6. Select business or records system suited to the projected growth of the organisation
3. Develop an implementation plan	3.1. Identify and document recordkeeping responsibilities of individual personnel or organisational units 3.2. Develop ***measurable performance indicators*** for recordkeeping activities 3.3. Develop ***procedures and guidelines*** for capturing and controlling records 3.4. Communicate an implementation plan to users of the system and other relevant organisational staff
4. Monitor and review business or records system	4.1. ***Monitor*** and notify staff in accordance with approved timeframes, frequency, and ***organisational policies and guidelines*** where applicable 4.2. Record details of ***variation*** from business or records system's rules, standards and procedures that exceed agreed limits 4.3. Provide required ***reports*** to ***appropriate authority*** relating to use and maintenance of records 4.4. Designate responsibilities to staff for record creation and capture activities in accordance with organisational policies
5. Identify and respond to problems and changes	5.1. Identify any ***problems and changes*** that require a ***systemic response*** using the monitoring reports and external events 5.2. Make recommendations for ***revisions*** to systems, procedures, and strategic plans in response to

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ELEMENT	PERFORMANCE CRITERIA
	identified variations, changes and problems 5.3. Devise amendments to systems and implementation or other plans where required 5.4. Prepare recommendations for system amendments, planning and implementation 5.5. Authorise or gain authorisation, for procedures for using the business or records systems, and for any subsequent alterations and amendments to the procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to explain and clarify procedures, and to interview users to identify their records or information needs • literacy skills to read and interpret nature of record content, functions and problems • negotiation skills to achieve suitable results for the organisation's recordkeeping practices • problem-solving and analysis skills to interpret and apply recordkeeping principles and practices • research skills to investigate changes and innovation in design and operation of business or records system • self management skills to accurately record metadata.
Required knowledge

• construction and use of language in the organisation in relation to recordkeeping (past and present)
• key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
  • AS 5044.1:2002 AGLS Metadata element set
  • AS 5090:2003 Work process analysis for recordkeeping
  • AS ISO 15489:2004 Records management
  • AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
  • Australian Stock Exchange(ASX) Principles of Good Corporate Governance

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REQUIRED SKILLS AND KNOWLEDGE
• ethical principles • codes of practice • privacy and freedom of information • archives and records legislation • occupational health and safety • general principles and processes of records management and records management systems, such as: • systems of control • records continuum theory • mandate and ownership of business process • organisational business functions, structure and culture • organisational policies, strategies and procedures, particularly those relating to records access and security.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • translating organisational needs into a business or records system • developing business or records system specifications and performance indicators to monitor and address system effectiveness • knowledge of relevant organisational policies, strategies and procedures.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of records, recordkeeping systems and policies • access to workplace reference materials such

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EVIDENCE GUIDE	
	procedural manuals and company policies.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of reports provided to appropriate authority relating to use and maintenance of records • oral or written questioning to assess knowledge of principles and processes of recordkeeping systems.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units • other knowledge management units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Documenting core business may involve identifying:	• diagrammatic representations • formal documents • hand written documents • informal communications • online instructions or computer-based format instructions that can be updated • paper-based manuals • other texts
Resources may include:	• human resources and their availability • location of resources currently in operation

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RANGE STATEMENT	
	• physical resources • technological resources • those available for purchase or development

Business and social context may include:	• clients or customers and their expectation
	• codes of ethics and codes of professional conduct specific to industry sector
	• industry sector characteristics and reporting requirements of that sector
	• internal and external accountability requirements
	• internal and external stakeholders whose interests must be taken into account
	• other relevant legislation and regulations, including those covering:
	  • business activity reporting
	  • business and income (PAYE) taxation
	  • corporation law reporting requirements
	  • environmental protection and waste management
	  • goods and services tax collection
	  • industrial relations
	  • occupational health and safety
	  • privacy protection
	  • statutory access rights and freedom of information
	  • superannuation
	• internal and external stakeholders whose interests must be taken into account
	• social and ethical standards the community expects the organisation to meet

Consultation may include organisation's:	• head office • local management • principals • staff
Organisational functions and activities that may be documented may include:	• asset management • conventional and email correspondence • customer relationship management • human resources management • invoicing and sales • legislative, regulatory and licensing

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RANGE STATEMENT	
	compliance • marketing and promotion • purchasing and expenditure • research and development • risk management • stock control
Metadata are those records which are maintained about the records themselves and may include:	• activity classification terms • date, time, and location of record creation or registration into the system • identity of record creator • indexing and descriptive terms • record format • security and access information • unique identifiers for each record

Business or records systems may include:	• archival control systems
	• business systems
	• cash register-based systems
	• characteristics relating to:
	  • aggregations
	  • context
	  • entities
	  • metadata
	• current business or records systems
	• electronic records and document management system (ERDMS)
	• informal
	• paper-based accumulation and card systems
	• PC-based accounting systems, employee and tax records systems
	• proprietary recordkeeping package
	• storage facilities systems

Measurable performance indicators may be developed:	• from a strategic plan • in consultation with those who will undertake the specific tasks
Measurable performance indicators may include:	• disposal (percentage of records, unsentenced records, those overdue for disposal action and functions or records not covered by disposal schedules) • parameters for tracking of records • retrieval and access (security and access rules,

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RANGE STATEMENT	
	response to request time limits, service levels for requests) • records creation and capture performance
Procedures and guidelines may include:	• acceptable range of variation for compliance • system requirements
Monitoring may relate to:	• broad accumulation and growth monitoring • checking spelling, spacing and numbering • continuing relevance of classification • disposal schedule applicability • examining titling and indexing at item level • new records specifications • number of systems • observation of localised rules and continuing relevance of classification • records creation and capture performance targets • single records management system
Organisational policies and guidelines may include:	• actions in relation to freedom of information legislation • actions or accumulations of records above or below anticipated levels • audit trail or log of users and activity in systems • changes in use of classification and indexing terms • access rules • disposal procedures • procedures in relation to disparity, sentencing difficulties or gaps in retention and disposal schedule coverage • procedures in relation to disputes arising from any matters, particularly access questions • failures in tracking or increases in lost items • input of metadata requirements • legal precedents requiring changes to systems • privacy requirements • quality of recordkeeping about records • records of authorisation of destruction • procedures in relation to reliability of optical character recognition techniques • retention of records in relation to a schedule

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RANGE STATEMENT	
	• scanned images • security requirements • specified access restrictions, in the public sector • storage standards and maintenance schedules
Variations may include:	• increases or decreases in the use of particular technologies • variations from the business or records system's performance or capacity • variations within the agreed limit which are inconsistent
Reports may include:	• compliance • maintenance • record capture • record creation • records use
Appropriate authority may include:	• audit committee • board of directors • committee of management • business owner • chief executive officer • delegated individual • external public authority • nominated senior management representative • recordkeeping professionals • senior management team
Problems and changes may include:	• case-law precedents • changes in administrative changes to functions and activities • changes of government • changes to organisational structures • closures and bankruptcy • legislative or other regulatory changes • outsourcing and privatisation • takeovers, amalgamations or relocation • technological change and implementation
Systemic responses may include:	• amendment/s to the classification system • bulk movement of records to control • migration of systems • new classification and controlled language

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RANGE STATEMENT	
	• new disposal classes or retention periods • new legal liabilities and other risks identified requiring changes to records specifications • new organisational or business unit functions
Revisions may be made to:	• access rules and procedures • classification and indexing schemes • disposal schedules • records specifications • storage projections and requirements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Recordkeeping

Co-requisite units

Co-requisite units		

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BSBSMB301A Investigate micro business opportunities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop business ideas, and to investigate market needs and factors affecting potential markets. Specific legal requirements apply to the management of a micro business.

Application of the Unit

Application of the unit	This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Describe business ideas	1.1. Gather information for ***business ideas*** from ***appropriate sources*** 1.2. List details of business ideas and opportunities 1.3. Research alternative business ideas in light of the resources available 1.4. Specify and list products and services to match business ideas 1.5. Identify and research potential ***customer information*** for business ideas 1.6. Identify and take into account financial, business and technical skills available when researching business opportunities
2. Identify market needs	2.1. Collect information regarding market size and potential from appropriate sources 2.2. Investigate market trends and developments to identify market needs relative to business ideas 2.3. Gather market information from ***primary and secondary sources*** to identify possible market needs in relation to business ideas 2.4. Identify ***ethical and cultural requirements*** of the market and their impact on business ideas 2.5. Identify ***new and emerging markets*** and document their features

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ELEMENT	PERFORMANCE CRITERIA
	2.6. Identify and organise information on expected market growth or decline and associated risk factors
3. Investigate factors affecting the market	3.1. Identify projected changes in population, economic activity and the labour force that may affect business ideas 3.2. Identify movements in prices and projected changes in availability of resources 3.3. Review ***trends and developments*** and identify their potential impact on business ideas

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to identify market trends and developments, and to assess their impact on products and services • communication skills to request information from diverse sources • lateral thinking skills to generate ideas for potential businesses • literacy skills to interpret business and market information • numeracy skills to analyse data to aid business/market research • research skills to investigate market needs.
Required knowledge
• ethical and cultural requirements • research methods and data collection tools • sources of business and market information.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • thorough investigation of business opportunities and ideas • clearly identified products/services and customer information for each business idea • thorough collection and analysis of market information and associated factors relating to business ideas • knowledge of ethical and cultural requirements.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a micro business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence relating to the development of the candidate's own business idea • review of report on an existing micro or small business known to the candidate • oral or written questioning to assess knowledge of research methods and data collection tools • review of market information gathered to identify possible market needs in relation to business ideas • assessment of reviewof trends and developments and their potential impact on business ideas.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB302A Develop a micro business proposal.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Business ideas may be influenced by:	• amount and type of finance available • cultural, family and/or community expectations • expected financial viability • finance required • lifestyle sought • number and type of competitors • returns expected or required by owner • skills of owner/operator
Appropriate sources may include:	• Aboriginal and cultural councils and incorporated bodies • accountants • Australian Bureau of Statistics • business advisory services • business brokers • business consultants • business incubators • business mentors and peers • current affairs • databases • financial institutions • government agencies set up to provide and assist business development for example Indigenous Business Australia (IBA), Business Entry Point (www.business.gov.au) • industry/trade associations • internet • lawyers and providers of legal advice • local councils • friends, family and community • market research publications • national and international publications • online gateways • role models and other successful businesses • training providers
Customer information may	• customer characteristics

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RANGE STATEMENT	
include:	• marketing issues to meet needs • specialised needs of customers
Primary sources may include:	• group interviews • market testing a segment of the market • interviews (face-to-face and telephone) • observation • questionnaires • samples • surveys
Secondary sources may include:	• chambers of commerce data • data held by research and industry specific organisations • polls published by advertising and media companies • published government statistics • university databases

Ethical and cultural requirements may include:	• codes of practice
	• cultural expectations and influences
	• ethical principles
	  • government policies and guidelines
	  • societal expectations
	  • social responsibilities, for example protection of children, environmental issues

New and emerging markets may include:	• e-commerce • export market • niche or segment of the market not currently penetrated
Trends and developments may include:	• changes in technology • demographic trends • ecological/environmental trends • economic trends (local, regional, national, international) • government activities, fro example interest rates, deregulation • industrial trends • social and cultural factors

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB401A Establish legal and risk management requirements of small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify and comply with the regulatory, legal, taxation and insurance requirements, and risk management needs of small business. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or setting up a new business or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and implement business legal requirements	1.1. Identify and research possible ***options for the business legal structure*** using ***appropriate sources*** 1.2. Determine ***legislation and regulatory requirements*** affecting the operations of the business under its chosen structure 1.3. Develop and implement procedures to ensure full compliance with relevant legislation and regulatory requirements
2. Comply with legislation, codes and regulatory requirements	2.1. Establish systems to ensure the ***legal rights and responsibilities*** of the business are identified and the business is adequately protected, specifically in relation to ***occupational health and safety*** (***OHS***), business registration and environmental requirements 2.2. Identify ***taxation principles and requirements*** relative to the business and follow procedures to ensure compliance 2.3. Identify and carefully maintain ***legal documents*** and maintain and update relevant ***records*** to ensure their ongoing security and accessibility 2.4. Monitor the provision of products and services of the business to protect legal rights and to comply with legal responsibilities 2.5. Conduct investigations to identify areas of

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ELEMENT	PERFORMANCE CRITERIA
	non-compliance with legal and regulatory requirements and take corrective action where necessary
3. Negotiate and arrange contracts	3.1. Seek legal advice on contractual rights and obligations, if required, to clarify business liabilities 3.2. Investigate and assess potential products/services to determine ***procurement rights*** and to ensure protection of business interests where applicable 3.3. Negotiate and secure contractual procurement rights for goods and services including ***contracts with relevant people***, as required, in accordance with the business plan 3.4. Identify ***insurance requirements*** and acquire adequate cover 3.5. Identify options for leasing/ownership of business premises and complete contractual arrangements in accordance with the business plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication, reporting, record keeping and consultation skills to operate the business • literacy skills to interpret legal requirements, to develop policies and procedures and to analyse compliance information • research skills to investigate legal structures, and taxation and insurance requirements • time management skills to prioritise tasks and to meet key dates.
Required knowledge
• business registration and licensing requirements • commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to OHS and environmental issues, equal employment opportunity, industrial relations, anti-discrimination, taxation • creation and termination of relevant legal contracts

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REQUIRED SKILLS AND KNOWLEDGE
• cultural differences and legal implications • duty of care imposed by Law of Torts • legal rights and obligations of alternative ownership structures • record keeping to meet minimum legal and taxation requirements • relevant consumer legislation • relevant industry codes of practice • relevant insurance requirements and products.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • implementation of a systematic approach to identifying, managing and meeting legal and business requirements within culturally appropriate contexts • interpreting compliance data and formulating appropriate action • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including contracts negotiated and arranged • oral or written questioning to assess knowledge of relevant consumer legislation • review of procedures developed and implemented to ensure full compliance with relevant legislation and regulatory requirements

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EVIDENCE GUIDE	
	• review of insurance cover acquired.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB402A Plan small business finances • BSBSMB404A Undertake small business planning.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Options for the business legal structure may include:	• company • cooperative • corporation • government owned enterprise • partnership • profit or not-for-profit legal structure • sole trader • trust
Options for the business legal structure may be influenced by:	• confidentiality • contractual requirements • family/community/cultural expectations • ownership transfer • partnership considerations • preferences of owners/stakeholders • protection of stakeholders and assets • requirements of financial backers • superannuation • taxation
Appropriate sources may include:	• business advisers • financial planners • government agencies

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RANGE STATEMENT	
	• industry/trade associations • mentors • professional advisers (e.g. solicitors, accountants)

Legislation and regulatory requirements may include:	• local, state/territory, commonwealth and international legislation, regulations and codes of practice affecting business operations such as:
	  • relevant Acts and regulations
	  • industry and OHS codes of practice
	  • business registrations and licences
	  • planning and other permissions
	  • environmental legislation
	  • industrial law, agency law, property law, consumer legislation and standards, Torts Law and duty of care
	  • equal employment opportunity (EEO) and anti-discrimination legislation, anti-competition regulations

Legal rights and responsibilities may include:	• culturally appropriate processes and protocols • marketing the business in accordance with consumer legislation • obligations imposed by choice of business structure • operating the business with a duty of care (Law of Torts)
Occupational health and safety and requirements must include:	• complying with relevant OHS codes of practice • establishing and maintaining a system for managing OHS • establishing hazard management arrangements to assess and control the risks associated with workplace hazards including development of written safe operating procedures • establishing OHS record keeping arrangements in accordance with regulatory requirements • OHS duty of care responsibilities • registering with state/territory workers compensation authority if applicable
Taxation principles and requirements may include:	• relevant taxation requirements/obligations for business • tax file number, Australian Business number, goods and services tax registration, PAYG and

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RANGE STATEMENT	
	withholding arrangements
Legal documents may include:	• appropriate software for financial records • certificate of incorporation • constitution documents • franchise agreements and financial documentation • partnership agreements • statutory books for companies (register of members, register of directors and minute books)
Records may include:	• environmental • financial • OHS • personnel • taxation
OHS records may include:	• accident reports and investigations • first aid and medical • hazardous substances register • instruction and training • manufacturers' and suppliers' information • material safety data sheets • OHS audits and inspections • plant maintenance and testing • workers compensation and rehabilitation
Procurement rights to products and services may include:	• any form of licensing • royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software licenses, franchises, agencies
Contracts with relevant people may include:	• any person with whom the business has, or seeks to have, a performance-based relationship • owners, suppliers, employees, landlords, agents, distributors, customers
Insurance requirements may include:	• comprehensive insurance for vehicles/property • professional indemnity insurance • public liability insurance • third party insurance on motor vehicles • workers compensation • other insurance cover as required by state/territory or commonwealth legislation,

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RANGE STATEMENT	
	contractual obligations or as recommended for the industry/type of business

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB402A Plan small business finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop a financial plan to support business viability. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify costs, calculate prices and prepare profit statement	1.1. Identify and document ***costs*** associated with the production and delivery of the business' products/services 1.2. Calculate prices based on costs and profit margin, as an hourly charge out rate for labour or unit price for products 1.3. Calculate break-even sales point to establish business viability and profit margins 1.4. Identify appropriate ***pricing strategies*** in relation to market conditions to meet business profit targets 1.5. Prepare projected profit statement to supplement the business plan
2. Develop a FINANCIAL PLAN	2.1. Set ***profit targets***/***goals*** to reflect owner's desired returns 2.2. Identify working capital requirements necessary to attain profit projections 2.3. Identify non-current asset requirements and consider alternative asset management strategies 2.4. Prepare ***cash flow projections*** to enable business operation in accordance with business plan and ***legal requirements*** 2.5. Identify capital investment requirements accurately for each operational period 2.6. Select budget targets to enable ongoing monitoring of financial performance
3. Acquire finance	3.1. Identify start-up and ongoing financial requirements according to financial plan/budget

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Identify ***sources of finance***, including potential ***financial backers***, to provide required liquidity for the business to complement business goals and objectives 3.3. Investigate cost of securing finance on optimal terms 3.4. Identify strategies to obtain finance as required to ensure financial viability of the business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to interpret financial data
- communication skills to secure finance
- literacy skills to develop a financial plan and to interpret legal requirements and financial reports
- numeracy skills to calculate costs, prices, profit and other financial information
- research skills to identify costs and sources of finance.

Required knowledge

- break-even analysis
- costing for the business, including margin/mark-up, hourly charge out rates and unit costs
- financial decision making relevant to the business
- methods and relative costs of obtaining finance
- principles for preparation of balance sheets
- principles for preparation of cash flow forecasts
- principles for preparation of profit and loss statements
- purpose of financial reports
- relevant accounting terminology
- working capital cycles.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a financial plan which identifies the financial requirements of the business, including profit targets, cash flow projections and strategies for the acquisition of finance • knowledge of financial decision making relevant to the business.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including financial plan and records • review of projected profit statement prepared to supplement the business plan • review of cash flow projections • oral or written questioning to asses knowledge of principles for preparation of cash flow forecasts.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB401A Establish legal and risk management requirements of small business • BSBSMB404A Undertake small business planning • BSBSMB405A Monitor and manage small business operations • BSBSMB406A Manage small business finances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Costs may include:	• direct/indirect costs • fixed, variable, semi-variable costs • overheads and employee costs
Pricing strategies may include:	• competitor analysis • cost/volume/profit analysis • cost factors • cost plus pricing • demand-based pricing • discounting • market conditions • penetration pricing • perceived value • product mix • skimming
Financial plan may include:	• analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff,

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RANGE STATEMENT	
	materials, plant and equipment) • review of financial inputs required (sources and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital • working in conjunction with external consultants e.g. investment analysts, accountants, financiers
Profit targets*/*goals may include:	• break-even point • cost of goods/services sold • gross profit/net profit • desired actual/notional salary for owners/managers • desired return on investment • sales turnover/gross fees or income
Cash flow projections may include:	• anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
Legal requirements may include:	• contractual arrangements (partnership agreements, trust deeds) • corporations law • industrial law (for payroll records) • taxation law
Sources of finance may include:	• personal, financial institutions, trade/industry sources • government sources, for example commonwealth and state/territory governments which provide various forms of technical and financial assistance including direct cash grants, loans, subsidies, tax concessions, and professional and technical advice
Financial backers may include:	• financiers/banks/lending institutions • leasing and hire purchase financiers • providers of venture capital • shareholders/partners/owners/family/friends

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB403A Market the small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement marketing strategies, and to monitor and improve market performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. This unit is suitable for micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop marketing strategies	1.1. Analyse the business and its key products or services to determine the focus of marketing activities, in accordance with the objectives of the business plan 1.2. Evaluate the customer base and target market for the small business as a basis for the ***marketing objectives and strategies*** 1.3. Determine marketing objectives and strategies that are ethically and culturally appropriate, in consultation with ***relevant people*** and in accordance with the business plan
2. Determine a marketing mix for the business	2.1. Balance product mix, volumes and pricing to optimise sales and profit 2.2. Evaluate the costs and benefits of using different ***distribution channels*** and/or providing different ***levels of customer service*** and consider the results in determining the ***marketing mix*** 2.3. Determine promotional activities to suit the target market 2.4. Consider customer needs and preferences in determining the marketing mix 2.5. Determine the marketing mix according to market and business needs
3. Implement marketing	3.1. Brief persons involved in the marketing effort on their roles and responsibilities, to ensure the success

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ELEMENT	PERFORMANCE CRITERIA
strategies	of marketing strategies 3.2. Plan and implement ***promotional activities***, in accordance with marketing objectives and budgetary requirements
4. Monitor and improve marketing performance	4.1. Monitor marketing activities and evaluate business performance according to the objectives and targets of the business plan 4.2. Analyse ***performance gaps*** and take corrective action or set new targets 4.3. Encourage all relevant people to propose ways to improve marketing performance 4.4. Seek and analyse ***customer reaction*** to all aspects of the marketing mix, using culturally appropriate processes, to improve targeting and outcomes 4.5. Conduct ongoing research of customer requirements to identify opportunities for change and improvement 4.6. Monitor and investigate changes in the market for new opportunities to aid business development

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to question, clarify and report • literacy and numeracy skills to research information, to analyse data and to interpret market data.
Required knowledge
• industry market trends • methods of analysing costs and benefits of marketing strategies • methods of developing marketing objectives and marketing mix • methods of monitoring customer satisfaction • relevant market analysis and research • relevant marketing concepts and methods.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing a marketing strategy and choosing a marketing mix for the small business that are culturally appropriate and that complement the business plan • implementing and monitoring the marketing strategy/plan to optimise the chances of small business success • knowledge of relevant marketing concepts and methods.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including marketing strategy and monitoring of marketing performance • oral or written questioning to assess knowledge of industry market trends • review of analysis of performance gaps and corrective action taken or new targets set • review of promotional activities implemented.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB404A Undertake small business planning.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Marketing objectives and strategies may include:	• achieving lower costs of production and distribution than competitors • creating a very different product line or service so that the business becomes a class leader in the industry • distribution • pricing, presentation and display of products/services • product design and packaging • product range and mix • promotion and advertising • pursuing cost leadership and/or product differentiation within a specialist market segment
Relevant people may include:	• accountant or other specialist services • family members, work team members, sub-contractors, community members • franchise agency • financial backers, clients • owner/operator, partners, directors, shareholders • regulatory bodies • trade or industry associations
Distribution channels may include:	• dealer, re-seller, franchisee • distributor, delivery service, mail order, telesales • self-access, wholesale, retail
Levels of customer service may include:	• after sales service • one-on-one personal service • sales assistance for problems/queries only
Marketing mix may include:	• distribution • level of service • pricing

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RANGE STATEMENT	
	• promotion • quality, range • safety features • technical features, design
Promotional activities may include:	• advertising in national, suburban or local newspapers • advertising on radio or television • canvassing • development of networks and strategic alliances • display posters • exhibitions, in-store promotions • involvement in community projects • mail drops • professional/industry journals • sponsorship • staff development programs to enhance customer service orientation • website • word of mouth, referral, testimonials
Performance gaps may include:	• over achievement of performance targets • under achievement of performance targets
Customer reaction may be determined through:	• customer meetings, focus groups • identification of new business opportunities • informal discussion • sales to contact ratio • survey/other feedback mechanisms • trend analysis

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB404A Undertake small business planning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research and develop an integrated business plan for achieving business goals and objectives. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. This unit is suitable for micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify elements of the business plan	1.1. Identify purpose of the ***business plan***
	1.2. Identify and review the essential components of the business plan
	1.3. Identify and document ***business goals and objectives*** as a basis for measuring business performance
2. Develop a business plan	2.1. Research resources, legal and compliance requirements, specifically in relation to ***occupational health and safety*** (***OHS***), in accordance with business goals and objectives
	2.2. Research market needs, and market size and potential
	2.3. Identify sources and costs of finance, from the ***financial plan***, to provide required liquidity and profitability for the business
	2.4. Identify methods, from the ***marketing strategies***, to promote the market exposure of the business
	2.5. Identify methods/means of production/operation from the ***production***/***operations plan*** to conform with business goals and objectives
	2.6. Identify ***staffing requirements*** to effectively produce/deliver products/services
	2.7. Identify ***specialist services*** and sources of advice, where required, and cost in accordance with resources available
3. Develop strategies for minimising risks	3.1. Identify specific interests and objectives of ***relevant people*** and seek and confirm their support of the planned business direction
	3.2. Identify and develop ***risk management strategies***

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ELEMENT	PERFORMANCE CRITERIA
	according to business goals and objectives, and relevant legal requirements 3.3. Develop ***contingency plan*** to address possible areas of non-conformance with the plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to assess business performance • literacy skills to enable interpretation of business information • numeracy skills to analyse data.
Required knowledge
• commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to OHS and environmental issues, equal employment opportunity, industrial relations and anti-discrimination • methods of evaluation • OHS responsibilities and procedures for identifying hazards relevant to the business • planning processes • preparation of a business plan • principles of risk management relevant to business planning • reasons for and benefits of, business planning • relevant industry codes of practice • setting goals and objectives • types of business planning - feasibility studies; strategic, operational, financial and marketing planning.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a business plan which provides for finance, marketing and provision of products/services to facilitate the business goals and objectives • identification of and planning for, OHS and duty of care responsibilities • development of risk management strategies • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including a business plan and risk management strategies • oral or written questioning to assess knowledge of OHS responsibilities and procedures for identifying hazards relevant to the business • demonstration of practical skills • review of documented business goals and objectives • review of contingency plans developed to address possible areas of non-conformance with the business plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB401A Establish legal and risk management requirements of small business • BSBSMB402A Plan small business finances • BSBSMB403A Market the small business.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Business plan may include:	• business opportunities, which may be influenced by:
	  • amount and types of finance available
	  • expected financial viability
	  • skills of operator
	• details of ownership/management
	• finance, expenditure statement, balance sheet and cash flow forecast, projections for the initial years of operation assumptions underlying the business plan, expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment
	• level of risk involved, risk assessment and management
	• market focus of the business
	• marketing requirements
	• need to raise finance and requirements of lenders
	• organisation/operational arrangements
	• proposed size and scale of the business
	• recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the business
	• resources required and available
	• sources of funding
	• specialist services and sources of advice that may be required
	• staffing
	• stages in the business development

Business goals and objectives may include:	• customer needs/marketing projections • family or community benefits

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RANGE STATEMENT	
	• financial projections • goals, objectives, plans, systems and processes • lifestyle issues • market focus of the business • proposed size and scale of the business • short-, medium- or long-term goals • social responsibility
Occupational health and safety issues must include:	• identification of specific hazard issues such as occupational violence, security, manual handling, equipment and hazardous substances • management of the organisation and operation of OHS as part of the business plan • procedures for managing hazards in the workplace (identify, assess and control) • provisions for ensuring safety of members of the public and contractors visiting the premises/worksite
Financial plan may include:	• analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment) • review of financial inputs required (sources

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RANGE STATEMENT	
	and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital
Marketing strategies may include:	• achieving lower costs of production and distribution than competitors • creating a very different product line or service so that the business becomes a class leader in the industry • distribution • pricing, presentation and display of products/services • product design and packaging • product range and mix • promotion and advertising • pursuing cost leadership and/or product differentiation within a specialist market segment
Production/operations plan may include:	• customer requirements, market expectations, budgetary constraints • industrial relations climate and quality assurance considerations • means of supply and distribution • operational targets and action plan, which may include short-, medium- or long-term goals • options for production, delivery, technical and customer service and support
Staffing requirements may include:	• full-time, part-time staff, permanent, temporary or casual staff • owner/operator • sub-contractors or external advisers/consultants
Specialist services may include:	• accountants • business advisors and consultants • business brokers • contractors • government agencies • industry/trade associations • lawyers and providers of legal advice • mentors

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RANGE STATEMENT	
	• online gateways
Relevant people may include:	• clients • family members • franchise agency • owner/operator, partners, financial backers • regulatory bodies • suppliers • trade or industry associations
Risk management strategies may include:	• breach of contract, product liability • knowledge management • measures to manage risk including professional indemnity, securing appropriate insurance to cover loss of earnings through sickness/accidents, drought, flood, fire, theft • security systems to provide physical security of premises, plant, equipment, goods and services • security of intellectual property
Risk management strategies must include:	• OHS requirements
Contingency plan may include:	• disturbances to cash flow, supply and/or distribution • sickness or personal considerations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

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Co-requisite units

Co-requisite units		

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BSBSMB405A Monitor and manage small business operations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to operate a small business and to implement a business plan. The strategies involve monitoring, managing and reviewing operational procedures. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop OPERATIONAL STRATEGIES AND PROCEDURES	1.1. Develop an action plan to provide a clear and coherent direction, in accordance with the ***business goals and objectives*** 1.2. Identify ***occupational health and safety*** (***OHS***) ***and environmental issues*** and implement strategies to minimise risk factors 1.3. Develop a ***quality system*** for the business in line with industry standards, compliance requirements and cultural criteria 1.4. Develop performance measures and ***operational targets*** to conform with the business plan 1.5. Develop strategies for innovation, including the utilisation of existing, new or emerging technologies, where practicable, to optimise business performance
2. Implement operational strategies and procedures	2.1. Implement systems and key performance indicators/targets to monitor business performance and customer satisfaction 2.2. Implement systems to control stock, expenditure/cost, wastage/shrinkage and risks to health and safety in accordance with the business plan 2.3. Maintain staffing requirements, where applicable, within budget to maximise productivity

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Carry out the provision of goods/services in accordance with established legal, ethical cultural and ***technical standards***
	2.5. Provide goods/services in accordance with time, cost and quality specifications, and customer requirements
	2.6. Apply quality procedures to address product/service and customer requirements
3. Monitor business performance	3.1. Regularly monitor/review the achievement of operational targets to ensure optimum business performance, in accordance with the business plan goals and objectives
	3.2. Review systems and structures, with a view to more effectively supporting business performance
	3.3. Investigate and analyse operating problems to establish causes and implement changes as required as part of the business quality system
	3.4. Amend operational policies and procedures to incorporate corrective action
4. Review business operations	4.1. Review and adjust business plan, as required, to maintain business viability, in accordance with business goals and objectives
	4.2. Clearly record proposed changes to aid future planning and evaluation
	4.3. Undertake ongoing research into new business opportunities and adjust business goals and objectives as new business opportunities arise

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to develop criteria and targets for the business plan • communication skills to question, clarify and report • literacy skills to interpret legal requirements, company policies and procedures • numeracy skills to manage performance information and to control the finances • technology skills to use relevant business equipment.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• methods for developing and maintaining networks • methods for implementing operation and revenue control systems • methods for monitoring performance and implementing improvements • OHS responsibilities and procedures for managing hazards • principles of risk management relevant to the business, including risk assessment • quality system principles and methods • relevant industry codes of practice • relevant marketing, sales and financial concepts • relevant performance measures • role of innovation • systems to manage staff, stock, expenditure, services and customer service • technical or specialist skills relevant to the business operation.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing strategies and procedures to successfully manage the operation of the business • making appropriate adjustments to the business operations as required • knowledge of quality system principles and methods.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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EVIDENCE GUIDE	
	• portfolio of evidence including operational strategies and procedures • oral or written questioning to assess knowledge of principles of risk management relevant to the business, including risk assessment • review of analysis of operating problems (establishing causes and implementing changes as required as part of the business quality system) • review of records proposing changes to the business operations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB406A Manage small business finances • BSBSMB407A Manage a small team.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Operational strategies and procedures may be determined by:	• business premises (size, location, layout) • financial control systems and procedures • management and administrative systems and procedures • methods/techniques/technology • physical and natural resources • plant and equipment , including OHS requirements • premises, plant and equipment, which may be new or previously owned • purchase (sole or shared ownership) or leasing • raw materials • requirements, which may be one-off requirements or recurrent requirements (such as

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RANGE STATEMENT	
	equipment maintenance) specific to the nature of the business • technology • use of existing, new and emerging technologies including e-commerce
Business goals and objectives may include:	• customer needs/marketing projections • family or community benefits • financial projections • goals, objectives, plans, systems and processes • lifestyle issues • proposed size and scale of the business, market focus of the business • short-, medium- or long-term goals • social responsibility
Occupational health and safety and environmental issues must include:	• controls, which may include instructions to workplace personnel concerning site hazards and controls, material safety data sheets, use of personal protective equipment, vehicle access, signs and barricades, traffic control, outside contractors • establishment and maintenance of procedures for assessing and controlling risks • establishment and maintenance of procedures for identifying risks to health and safety • waste and by-products
Quality system may include:	• manual or computer quality control systems • quality assurance/management approaches • random inspections and assessments of goods and services against predetermined standards • random inspections and assessments of processes against predetermined standards • random sampling and follow-up of customers
Operational targets may include:	• external targets, which may relate to market share and positioning and may involve exploring new markets, building national or international trade links • internal targets, which may relate to size, quality, quantity and diversity, wages to sales, sales to area/stock levels/stock turnover/average debtor payment periods and levels • staffing level and skills mix • targets, which may be short-, medium- or

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RANGE STATEMENT	
	long-term
Technical standards may include:	• current and generally agreed descriptions of what the product/service is, how it should be produced/delivered and the quality, safety, efficiency or other measures to determine the activity is done effectively

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB406A Manage small business finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement, monitor and review strategies for the ongoing management of a small business's finances. It also includes day to day financial management of the small business. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement financial plan	1.1. Identify ***financial information*** requirements and obtain ***specialist services***, as required, to profitably operate and extend the business in accordance with the business plan 1.2. Produce financial budgets/projections, including ***cash flow*** estimates, as required for each forward period, and distribute to ***relevant people*** in accordance with legal requirements 1.3. Negotiate, secure and manage business capital to best enable implementation of the business plan and to meet the requirements of ***financial backers*** 1.4. Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements 1.5. Develop, monitor and maintain client ***credit policies***, including contingencies for debtors in default, to maximise cash flow 1.6. Select key performance indicators to enable ongoing monitoring of financial performance 1.7. Record and communicate financial procedures to relevant people to facilitate implementation of the business plan
2. Monitor financial performance	2.1. Regularly monitor and report on financial performance targets and analyse data to establish the

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ELEMENT	PERFORMANCE CRITERIA
	extent to which the ***financial plan*** has been met 2.2. Monitor marketing and operational strategies for their effects on the financial plan 2.3. Calculate and evaluate ***financial ratios*** according to own/industry benchmarks 2.4. Assess financial plan to determine whether variations or alternative plans are needed, and change as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to interpret financial data • communication skills to negotiate capital and to report on performance • literacy skills to interpret legal requirements and financial reports • numeracy skills to calculate costs, prices, profit and other financial information.
Required knowledge
The following knowledge must be assessed as part of this unit: • benchmarking • financial decision making relevant to the business • financial indicators • purpose of financial reports • preparation and interpretation of budget/actual reports • principles for preparation of balance sheets and their interpretation • principles for preparation of profit and loss statements and their interpretation • stock records/stock control relevant to the business.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development, implementation and review of strategies for the ongoing management of finance • maintenance of day-to-day financial management of the business as well as implementation of broad financial strategies • knowledge of purpose of financial reports.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including financial reports • preparation and review of financial ratios • review of cash flow projections • analysis of development, monitoring and maintenance of client credit policies • oral or written questioning to assess knowledge of principles for preparation of balance sheets and their interpretation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB402A Plan small business finances • BSBSMB405A Monitor and manage small business operations.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Financial plan may include:	• analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment) • review of financial inputs required (sources and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital • working in conjunction with external consultants e.g. investment analysts, accountants, financiers

Financial information may include:	• accrual of staff leave/entitlements
	• asset management strategies which may include:
	  • owning, leasing, sharing, syndicating
	  • maintaining and deploying assets
	• asset registers
	• balance sheets
	• bookkeeping/accounting/stock/job costing records
	• business activity statements
	• business capital
	• cash book

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RANGE STATEMENT	
	• cash flow forecasts • financial budgets • financial indicators, which may be short-, medium- and/or long-term • payroll records, superannuation entitlements • profit and loss statements • ratios for profitability, liquidity/efficiency/financial structure • risk management • statements/forecasts • taxation returns including goods and services tax
Specialist services may include:	• accountants • business brokers/business consultants • government agencies • industry/trade associations • lawyers and providers of legal advice • mentors • online gateways • providers of training in accounting software
Cash flow may include:	• anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
Relevant people may include:	• family members • financial backers • franchise agency • owner/operator • partners • regulatory bodies • trade or industry associations
Financial backers may include:	• financiers/banks/lending institutions • leasing and hire purchase financiers • providers of venture capital • shareholders/partners/owners/family/friends
Credit policies may include:	• collateral • credit limits • credit references • debt collection • payment options • proof of Indigenous identity

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RANGE STATEMENT	
	• trading terms
Financial ratios may include:	• current ratio • days debtors outstanding • days stock on hand • expense percentages • gross profit percentage • liquid ratio • net profit percentage • proprietary/debt ratio • return on investment/return on total assets • staff productivity measures • stock turn rates

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB407A Manage a small team

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan for the management of and to manage staff. It involves industrial relations, staff selection, staff records, induction, training, team development and career planning to enhance business operations through retaining a competent, committed and motivated team in the workplace. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop staffing plan	1.1. Determine ***staffing requirements*** to allow the business to run effectively, in accordance with the business requirements as outlined in the business plan 1.2. Identify and compare the existing skills/competencies of owner/s and staff with business requirements to identify any gaps 1.3. Develop ***policies and procedures*** for owner/s and staff, in accordance with the business plan
2. Recruit, induct, train and retain the team	2.1. Develop job/position descriptions, competencies required and selection criteria to meet the needs of the business 2.2. Judge information obtained from each candidate against specified selection criteria and decide selection in accordance with business needs and legal requirements 2.3. Induct new staff members in accordance with the policies and procedures of the business 2.4. Make team members aware of their responsibilities and performance requirements as soon as practicable and take opportunities to coach team members who

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ELEMENT	PERFORMANCE CRITERIA
	are unfamiliar with the procedures of the business 2.5. Develop and implement a ***staff development program and career paths*** based on the requirements of business and staff competencies 2.6. ***Advertise staff vacancies*** appropriately in accordance with staffing plan
3. Comply with INDUSTRIAL RELATIONS obligations	3.1. Clarify workplace rights and obligations of employers and employees, in accordance with ***legal requirements and codes of practice*** 3.2. Counsel staff, if required, in a positive and constructive manner and record outcomes accurately
4. Maintain staff records	4.1. Develop ***staff records system*** to provide timely and accurate information, in accordance with confidentiality, legal and taxation requirements 4.2. Monitor and accurately maintain the system for recording and retrieving personnel and payroll information and seek specialist advice where required
5. Manage staff	5.1. Regularly review contribution and skills of self and other team members to ensure performance is in line with agreed ***performance measures*** 5.2. Monitor and adjust staffing requirements to respond to any changes in tasks and functions required by the business 5.3. Support and encourage staff, and acknowledge and reward their contribution to the business 5.4. Regularly provide opportunities for staff to discuss work related issues 5.5. Develop ***contingency plans*** to cope with unexpected or extreme situations and take appropriate corrective action as required
6. Review team performance	6.1. Develop positive and constructive relationships with and between ***team members*** 6.2. Review and update team objectives in support of business goals on a regular basis in consultation with team members 6.3. Identify strengths and weaknesses of team against current and expected work requirements 6.4. Schedule time, on a regular basis, for team members to review work operations in order to maintain and improve operational efficiency 6.5. Encourage team members to monitor their own

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ELEMENT	PERFORMANCE CRITERIA
	performance, suggest improvements and to identify professional development needs, in accordance with personal and business requirements 6.6. Monitor and review staff turnover rate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to identify workplace skill gaps • coaching skills • communication skills to relate to staff • conflict resolution skills • literacy skills to interpret legal requirements, to compile reports and to prepare a job/position description • team building and motivation skills.
Required knowledge
• commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal employment opportunity (EEO), industrial relations and anti-discrimination • OHS responsibilities and procedures for managing hazards • relevant industry awards/enterprise agreements • staff development and career planning • staff counselling, grievance and disciplinary procedures • unfair dismissal legislation and procedures.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • managing a small team including staff selection, staff records, induction, training and development • developing and maintaining team performance to enhance business operations • knowledge of relevant legislative requirements affecting business operation.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including staff policies and records, and contingency plans • oral or written questioning to assess knowledge of staff recruitment procedures, staff development and review programs • review of job/position descriptions and selection criteria developed • review of documentation monitoring and reviewing staff turnover rate.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB405A Monitor and manage small business operations.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Staffing requirements may include:	• full-time, part-time, permanent, temporary or casual • number of staff • responsibilities, competencies required • self, other owners, family and/or friends • sub-contractors or external advisors/consultants • time commitment, performance expectations
Policies and procedures must include:	• complaint and grievance procedures • culturally appropriate entitlements e.g. funeral leave, national/religious days • culturally appropriate procedures e.g. how business will enact cultural requirements for relationships between owner/operator, employees and service providers • employment conditions, equal opportunity, anti-discrimination, cultural diversity • induction and training • OHS • recruitment and selection • performance measures • professional development
Staff development program and career paths may include	• attendance at courses • career planning • coaching • flexible learning • job rotation • mentoring • on-the-job training • professional development • staff exchanges • succession planning
Advertising staff vacancies may include:	• electronic (radio, television and internet) • noticeboards • print media • word-of-mouth
Industrial relations may include:	• awards and/or industrial agreements and

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RANGE STATEMENT	
	relevant industrial instruments • counselling, dismissal procedures
Legal requirements and codes of practice may include:	• award and enterprise agreements and relevant industrial instruments • commonwealth, state/territory and local government legislative requirements affecting business operation, especially in regard to OHS and environmental issues, EEO, industrial relations and anti-discrimination • relevant industry codes of practice
Staff records system must include:	• disciplinary and grievance procedures • employee records (including tax file number, remuneration, leave and training records) • job/position descriptions • OHS record • records of taxation and superannuation payments made
Performance measures may include:	• overall staff productivity • percentage of chargeable hours/days per week • performance of key people • ratio of direct workers to those who support, supervise or manage them • ratio of sales dollars per employee • staff morale, work ethic, work satisfaction
Contingency plans may include:	• accidents or emergencies • environmental issues • fluctuating workloads • OHS • unpredicted customer demand/busy periods • unpredicted staff shortages
Team members may include:	• employees, trainees/apprentices, sub-contractors or external advisers/consultants • owner/s, partners, family members

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSUS201A Participate in environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices. This unit requires the ability to access industry information, and applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit applies to operators/team members under supervision or guidance, who are required to follow workplace procedures and instructions, and to work in an environmentally sustainable manner. It covers: efficient resource use potential environmental hazards regulatory compliance improving environmental performance (within the scope of competency, authority and own level of responsibility). It addresses the knowledge, processes and techniques necessary to participate in environmentally sustainable work practices.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify current resource use	1.1. Identify workplace ***environmental and resource efficiency issues*** 1.2. Identify resources used in own work role 1.3. Document and measure current usage of resources using ***appropriate techniques*** 1.4. Record and file documentation measuring current usage, using technology (such as software systems) where applicable 1.5. Identify and report workplace environmental

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ELEMENT	PERFORMANCE CRITERIA
	hazards to appropriate personnel
2. Comply with environmental regulations	2.1. Follow workplace procedures to ensure ***compliance*** 2.2. Report breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1. Follow ***organisational plans*** to improve environmental practices and resource efficiency 3.2. Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3. Make ***suggestions*** for improvements to workplace practices in own work area

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to comply with all relevant legislation associated with job specifications and procedures
- communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency
- communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organisation
- literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use
- technology skills to select and use technology appropriate for a task.

Required knowledge

- environmental and resource hazards/risks
- environmental or sustainability legislation, regulations and codes of practice applicable to own work role
- OHS issues and requirements
- organisational structure, and reporting channels and procedures
- relevant environmental and resource efficiency systems and procedures
- sustainability in the workplace
- terms and conditions of employment including policies and procedures, such as

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REQUIRED SKILLS AND KNOWLEDGE
daily tasks, employee and employer rights, equal opportunity.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities • accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required • developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role • identifying organisational improvements by applying efficient resource use to daily activities • knowledge of environmental and resource hazards/risks.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation • review of current work area directly relating to own work, to assess measurement of resources used, hazards and compliance • individual or team discussion about potential for increased resource efficiency within current work area • access to workplace documents, information and resources (such as compliance obligations, enterprise

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EVIDENCE GUIDE	
	plans, work responsibilities).
Method of assessment	A range of assessment methods should be used t assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques over time and in a range of situations • analysis of responses to case studies and scenarios • review of documentation measuring current resource usage • evaluation of techniques used to document and measure current usage of resources • review of identified and reported workplace environmental hazards • evidence of active participation in organisational plans to improve environmental practices and resource efficiency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBINN201A Contribute to workplace innovation • BSBSMB301A Investigate micro business opportunities • BSBWOR202A Organise and complete daily work activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Environmental and resource	• maximising opportunities to improve business environmental performance

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RANGE STATEMENT	
efficiency issues may include:	• minimising environmental risks • promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system • using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage
Appropriate techniques may include:	• examining and documenting resources in work area • examining invoices from suppliers • examining relevant information and data • measuring resource usage under different conditions • reports from other parties involved in the process of identifying and implementing improvements

Compliance may include:	• meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
	  • international
	  • commonwealth
	  • state/territory
	  • local government
	  • industry
	  • organisation

Organisational plans may include:	• documented policies and procedures • work plans to minimise waste or to increase efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework
Suggestions may include ideas that help to:	• improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources • maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate

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RANGE STATEMENT	
	• prevent and minimise risks • reduce emissions of greenhouse gases • reduce use of non-renewable resources

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

Co-requisite units

Co-requisite units		

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BSBSUS301A Implement and monitor environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness. This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit applies to those with responsibility for a specific area of work or who lead a work group or team. It addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools, such as: • identifying areas for improvement • developing plans to make improvements • implementing and monitoring improvements in environmental performance. A person who demonstrates competence in this unit must be able to provide evidence of the ability to implement and monitor integrated environmental and resource efficiency management policies and procedures within an organisation. Evidence must be strictly relevant to the

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	particular workplace role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Investigate current practices in relation to resource usage	1.1. Identify environmental regulations applying to the enterprise 1.2. Analyse procedures for assessing ***compliance*** with environmental/sustainability regulations 1.3. Collect information on environmental and resource

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ELEMENT	PERFORMANCE CRITERIA
	efficiency systems and procedures, and provide to the work group where appropriate 1.4. Collect, analyse and organise information from a range of ***sources*** to provide information/advice and tools/resources for improvement opportunities 1.5. Measure and document current resource usage of members of the work group 1.6. Analyse and document current ***purchasing strategies*** 1.7. Analyse current work processes to access information and data to assist in identifying areas for improvement
2. Set targets for improvements	2.1. Seek input from ***stakeholders***, ***key personnel and specialists*** 2.2. Access external sources of information and data as required 2.3. Evaluate alternative solutions to workplace environmental issues 2.4. Set efficiency targets
3. Implement performance improvement strategies	3.1. Source and use appropriate ***techniques and tools*** to assist in achieving efficiency targets 3.2. Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management 3.3. Implement and integrate ***environmental and resource efficiency improvement plans*** for own work group with other operational activities 3.4. Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area 3.5. Seek ***suggestions*** and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate 3.6. Implement costing strategies to fully value environmental assets
4. Monitor performance	4.1. Use and/or develop evaluation and monitoring, tools and technology 4.2. Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders 4.3. Evaluate strategies and improvement plans

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ELEMENT	PERFORMANCE CRITERIA
	4.4. Set new efficiency targets, and investigate and apply new tools and strategies 4.5. Promote successful strategies and reward participants where possible

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to analyse problems, to devise solutions and to reflect on approaches taken • change management skills • communication skills to answer questions, clarify and acknowledge suggestions relating to work requirements and efficiency • communication/consultation skills to support information flow from stakeholders to the work group • innovation skills to identify improvements, to apply knowledge about resource use to organisational activities and to develop tools • literacy skills to comprehend documentation, to interpret environmental and energy efficiency requirements, to create tools to measure and monitor improvements and to report outcomes • numeracy skills to analyse data on organisational resource consumption and waste product volumes • planning and organising skills to implement environmental and energy efficiency management polices and procedures relevant to own work area • problem-solving skills to devise approaches to improved environmental sustainability and to develop alternative approaches as required • technology skills to operate and shut down equipment; where relevant, to use software systems for recording and filing documentation to measure current usage; and to use word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information • supervisory skills to work effectively with a team
Required knowledge
• best practice approaches relevant to own area of responsibility and industry • compliance requirements within work area for all relevant environmental/sustainability legislation, regulations and codes of practice including resource hazards/risks associated with work area, job specifications and procedures

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REQUIRED SKILLS AND KNOWLEDGE
• environmental and energy efficiency issues, systems and procedures specific to industry practice • external benchmarks and support for particular benchmarks to be used within organisation, including approaches to improving resource use for work area and expected outcomes • OHS issues and requirements • organisational structure and reporting channels and procedures • quality assurance systems relevant to own work area • strategies to maximise opportunities and to minimise impact relevant to own work area • supply chain procedures • terms and conditions of employment including policies and procedures, such as daily tasks, work area responsibilities, employee, supervisor and employer rights, equal opportunity

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of relevant compliance requirements within work area • developing plans to make improvements • planning and organising work group activities in relation to measuring current use and devising strategies to improve usage • monitoring resource use and improvements for environmental performance relative to work area and supervision • ensuring appropriate action is taken within work area in relation to environmental/sustainability compliance and potential hazards • implementing new approaches to work area in an effort to resolve and improve environmental and resource efficiency issues and reporting as required.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to a range of environment/sustainability legislation, standards, guidelines and procedural requirements relevant to specific work area, daily responsibilities and supervision • access to a range of information, workplace documentation and resources such as compliance obligations, organisation plans, work supervision and responsibilities • access to reports from other parties involved in the process of identifying and implementing improvements • evidence is relevant to the particular workplace role, including work area, staff, stakeholders, equipment, systems and documentation.
Method of assessment	A range of assessment methods should be used t assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • response to case studies • review of reports of activities of work group in relation to measuring resource use and developing improvement strategies • review of work plans outlining approaches to improved practices with documented benchmarks • analysis of the way in which advice is sought and suggestions are made about improvements • observation over time and in a range of situations in relation to review of overall work area and staff, to assess and measure resource use, hazards and compliance • review of checklists to identify and assess resource usage at the beginning and end of the unit; reports on meetings around procedures and improvement processes and monitoring within the workplace; lists of environmental hazards/risks or inefficiencies or opportunities for improvements identified in the workplace • analysis of implementation of programs such as a

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EVIDENCE GUIDE	
	green office program, supply chain program for purchasing sustainable products, or an environmental management framework • oral or written questioning to assess knowledge of environmental and energy efficiency issues, systems and procedures specific to industry practice.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBATSIC411C Communicate with the community • BSBINN301A Promote innovation in a team environment • BSBLED401A Develop teams and individuals • BSBMGT402A Implement operational plan • BSBMGT403A Implement continuous improvement • BSBRSK401A Identify risk and apply risk management processes.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Compliance may include:	• meeting relevant laws, by-laws and regulations or best practice or codes of practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act): • international • commonwealth • state/territory • industry • organisation.

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RANGE STATEMENT	
Sources may include:	• organisation specifications • regulatory sources • relevant stakeholders • resource use.
Purchasing strategies may include:	• influencing suppliers to take up environmental sustainability approaches • researching and participating in programs such as a supply chain program to purchase sustainable products.

Stakeholders, ***key personnel and specialists*** may include:	• individuals and groups both inside and outside the organisation who have direct or indirect interest in the organisation's conduct, actions, products and services, including:
	  • customers
	  • employees at all levels of the organisation
	  • government
	  • investors
	  • local community
	  • other organisations
	  • suppliers
	• key personnel within the organisation, and specialists outside the organisation who may have particular technical expertise.

Techniques and tools may include:	• examination of invoices from suppliers • examination of relevant information and data • measurements made under different conditions • others as appropriate to the specific industry context.
Environmental and resource efficiency improvement plans may include:	• addressing environmental and resource sustainability initiatives such as environmental management systems, action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • determining organisation's most appropriate waste treatment including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • initiating and/or maintaining appropriate organisational procedures for operational energy consumption, including stationary

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RANGE STATEMENT	

	energy and non-stationary (transport)
	• preventing and minimising risks, and maximising opportunities such as:
	  • improving resource/energy efficiency
	  • reducing emissions of greenhouse gases
	• reducing use of non-renewable resources
	• referencing standards, guidelines and approaches such as:
	  • ecological footprinting
	  • Energy Efficiency Opportunities Bill 2005
	  • Global Reporting Initiative
	  • green office program - a cultural change program
	  • green purchasing
	  • Greenhouse Challenge Plus (Australian government initiative)
	  • ISO 14001:1996 Environmental management systems life cycle analyses
	  • product stewardship
	  • supply chain management
	  • sustainability covenants/compacts
	  • triple bottom line reporting.

Suggestions may include ideas that help to:	• prevent and minimise risks and maximise opportunities such as:
	  • usage of solar or renewable energies where appropriate
	  • reducing emissions of greenhouse gases
	  • reducing use of non-renewable resources
	  • making more efficient use of resources, energy and water
	• maximising opportunities to re-use, recycle and reclaim materials
	• identifying strategies to offset or mitigate environmental impacts:
	  • purchasing carbon credits
	  • energy conservation
	  • reducing chemical use
	  • reducing material consumption
	• expressing purchasing power through the selection of suppliers with improved

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RANGE STATEMENT	
	environmental performance e.g. purchasing renewable energy • eliminating the use of hazardous and toxic materials.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

Co-requisite units

Co-requisite units		

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BSBSUS501A Develop workplace policy and procedures for sustainability

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances. This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit addresses the knowledge, processes and techniques necessary to develop approaches to sustainability within workplaces, including the development and implementation of policy. This unit applies to people with managerial responsibility who undertake work developing approaches to create strategies within workplaces, including the development and implementation of policy and includes: • communicating with relevant stakeholders • developing and monitoring policies • reviewing and improving policies. A person who demonstrates competence in this unit must be able to provide evidence of the ability to develop and implement integrated sustainability policies and

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	procedures within an enterprise. The review of the policy after implementation will also need to be evidenced. The context of the unit applies to all sectors of the business industry; it may be applied to all sections of an organisation, including the office, the factory floor, or work area. With such a broad application, the unit will need to be contextualised as it is applied across an organisation and across different industry sectors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop workplace sustainability policy	1.1. Define ***scope*** of sustainability policy 1.2. Gather information from a range of ***sources*** to plan and develop policy 1.3. Identify and consult ***stakeholders*** as a key component of the policy development process 1.4. Include appropriate ***strategies*** in policy at all stages of work for minimising resource use, reducing toxic material and hazardous chemical use, and employing life cycle management approaches 1.5. Make recommendations for policy options based on likely effectiveness, timeframes and cost 1.6. Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity 1.7. Agree to appropriate methods of implementation
2. Communicate workplace sustainability policy	2.1. Promote workplace sustainability policy, including its expected outcome to key stakeholders 2.2. Inform those involved in implementing the policy as to outcomes expected, activities to be undertaken and responsibilities assigned
3. Implement workplace sustainability policy	3.1. Develop and communicate procedures to help implement workplace sustainability policy 3.2. Implement strategies for continuous improvement in resource efficiency 3.3. Establish and assign responsibility to use recording systems for tracking continuous improvements in sustainability approaches
4. Review workplace sustainability policy implementation	4.1. Document outcomes and provide feedback to key personnel and stakeholders 4.2. Investigate successes or otherwise of policy 4.3. Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance 4.4. Modify policy and or procedures as required to ensure improvements are made

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to adjust communication to suit different audiences; to respond effectively to diversity; to work as a member of a team to consult on and validate policy • literacy skills to read and evaluate complex and formal documents such as policy and legislation • problem skills to effectively manage different points of view and dissenting stakeholders • research, analytical and writing skills to research, analyse and present information; to prepare written reports requiring precision of expression and language and structures suited to the intended audience
Required knowledge
• best practice approaches relevant to own work area • environmental or sustainability legislation, regulations and codes of practice applicable to industry and organisation • equal employment opportunity, equity and diversity principles and occupational health and safety implications of policy being developed • policy development processes and practices • principles, practices and available tools and techniques of sustainability management relevant to the particular industry context • quality assurance systems relevant to own organisation • relevant industry competency • relevant organisational polices, procedures and protocols • relevant systems and procedures to aid in the achievement of workplace sustainability

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • candidate's involvement as a key person in planning, developing and implementing organisational policy and that the developed policy complies with legislative requirements • implementation strategy, as part of the policy, that has been devised, implemented and reviewed showing a measurable improvement utilising the chosen benchmark indicators • communicating with stakeholders to discuss possible approaches to policy development and implementation, and contributing to the resolution of disputes among stakeholders • developing and monitoring policies for analysing data on enterprise resource consumption • using software systems for recording and filing documentation for measurement of current usage and using word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information • reviewing and improving policies by identifying improvements and benchmarking against industry best practice and attempting new approaches continuously over time.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to relevant legislation/standards/guidelines • access to a range of workplace documentation and personnel, information and resources (such as compliance obligations, organisational plans, work responsibilities) • access to reports from other parties involved in the development and implementation of policy • evidence is collected over time, involving both formative and summative assessment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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EVIDENCE GUIDE	
	• direct questioning combined with review of portfolios of evidence and third party workplace reports of on the job performance by the candidate • response to case studies • review of policy developed and procedural documentation outlining the approach taken • review of implementation strategy, plans and work plans • analysis of methods used to involve stakeholders in policy development, implementation and review • analysis of inefficiencies or opportunities for improvements identified in the workplace • evaluation of participation in sustainability work practices and programs such as an environmental management framework • observation over time in relation to review of work area relating to policy and procedures being developed to assess measurement of resources used, hazards and compliance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBATSIM419A Contribute to the development and implementation of organisational policies • BSBHRM506A Manage recruitment, selection and induction processes • BSBHRM602B Manage human resources strategic planning • BSBINN502A Build and sustain an innovative work environment • BSBMGT515A Manage operational plan • BSBMGT516C Facilitate continuous improvement • BSBMGT608C Manage innovation and continuous improvement • BSBMGT616A Develop and implement strategic plans • BSBMGT617A Develop and implement a business plan • BSBRSK501A Manage risk.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Scope of workplace sustainability policy may include:	• addressing sustainability initiatives through reference to standards, guidelines and approaches such as:
	  • ecological foot printing
	  • Energy Efficiency Opportunities Bill 2005l
	  • Global Reporting Initiative
	  • green office program
	  • green purchasing
	  • Greenhouse Challenge Plus (Australian government initiative)
	  • ISO 14001:1996 Environmental management systems life cycle analyses
	  • life cycle analyses
	  • product stewardship
	  • supply chain management
	  • sustainability covenants/compacts
	  • triple bottom line reporting
	• integrated approach to sustainability which includes environmental, economic and social aspects, or a specific approach that focuses on each aspect individually
	• investigating particular business and market context of the industry/organisation
	• meeting relevant laws, by laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
	  • international
	  • commonwealth
	  • state/territory
	  • industry

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RANGE STATEMENT	
	• organisation • parts of the organisation to which it is to apply, including whether it is for the whole organisation, one site, one work area or a combination of these.
Sources may include:	• regulatory sources • relevant personnel • organisational specifications.

Stakeholders may include:	• individuals and groups both inside and outside the organisation who have some direct interest in the organisation's conduct, actions, products and services, including:
	  • customers
	  • employees at all levels of the organisation
	  • government
	  • investors
	  • local community
	  • other organisations
	  • regulators
	  • suppliers
	• key personnel within the organisation and specialists outside the organisation who may have particular technical expertise.

Strategies may include:	• promotional activities • raising awareness among stakeholders • training staff in sustainability principles and techniques.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

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Co-requisite units

Co-requisite units		

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BSBWOR202A Organise and complete daily work activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise and complete work activities, and to obtain feedback on work performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals developing basic skills and knowledge for working in a broad range of settings.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise work schedule	1.1. Negotiate and agree upon work goals and plans with assistance from ***appropriate persons***
	1.2. Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans
	1.3. Plan and prioritise workload within allocated timeframes
2. Complete work tasks	2.1. Complete tasks within designated time lines and in accordance with ***organisational requirements*** and instructions
	2.2. Use effective questioning to seek assistance from ***colleagues*** when difficulties arise in achieving allocated tasks
	2.3. Identify ***factors affecting work requirements*** and take appropriate action
	2.4. Use ***business technology*** efficiently and effectively to complete work tasks
	2.5. Communicate progress of task to supervisor or colleagues as required
3. Review work performance	3.1. Seek ***feedback*** on work performance from supervisors or colleagues
	3.2. Monitor and adjust work according to ***feedback*** obtained through supervision and comparison with established team and organisational ***standards***
	3.3. Identify and plan ***opportunities for improvement*** in liaison with colleagues

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to use written and oral information about workplace requirements • organising skills to arrange work priorities and arrangements • problem-solving skills to solve routine problems • technology skills to select and use technology appropriate for a task.
Required knowledge

• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety (OHS)
• organisational policies, plans and procedures.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • organising and completing own work activities • seeking and acting on feedback from clients, colleagues and supervisors • using available business technology appropriate to the task, under direct instruction
Context of and specific resources for	Assessment must ensure:

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EVIDENCE GUIDE	
assessment	• access to an actual workplace or simulated environment • access to office equipment and resources • examples of work plans, policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • review of documentation planning and prioritising workload • evaluation of time line required to complete tasks • review of documentation planning opportunities for improvement.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Appropriate persons may include:	• colleagues • other staff members • supervisors, mentors or trainers
Organisational requirements may include:	• access and equity principles and practice • anti-discrimination and related policy • business and performance plans • ethical standards

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RANGE STATEMENT	
	• goals, objectives, plans, systems and processes • legal and organisation policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards
Colleagues may include:	• coach/mentor • other members of the organisation • peers/work colleagues/team • supervisor or manager
Factors affecting work requirements may include:	• changes to procedures or new procedures • competing work demands • environmental factors such as time, weather • other work demands • resource issues • technology/equipment breakdowns
Business technology may include:	• computer applications • computers • electronic diaries • facsimile machines • photocopiers • printers • scanners
Feedback on performance may include:	• formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
Standards may include:	• Australian Standards • legal and organisation policies, guidelines and requirements • legislation • organisational policies and procedures • specified work standards • standards set by work group
Opportunities for improvement may include:	• coaching, mentoring and/or supervision • internal/external training provision • personal study

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RANGE STATEMENT	
	• recognition of current competence (RCC)/skills recognition/initial assessment • workplace skills assessment

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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BSBWOR204A Use business technology

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to select, use and maintain a range of business technology. This technology includes the effective use of computer software to organise information and data. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who use business technology to perform a range of routine tasks. They use a limited range of practical skills and fundamental knowledge of equipment use and the organisation of data or files in a defined context, under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select and use technology	1.1. Select appropriate ***technology*** and ***software applications*** to achieve the requirements of the task 1.2. Adjust workspace, furniture and equipment to suit user ergonomic requirements 1.3. Use technology according to ***organisational requirements*** and in a way which promotes a safe work environment
2. Process and organise data	2.1. Identify, open, generate or amend files and records according to task and organisational requirements 2.2. Operate ***input devices*** according to organisational requirements 2.3. ***Store data*** appropriately and exit applications without damage to or loss of, data 2.4. Use manuals, training booklets and/or online help or help-desks to overcome basic difficulties with applications
3. Maintain technology	3.1. Identify and replace used ***technology consumables*** in accordance with manufacturer's instructions and organisational requirements 3.2. Carry out and/or arrange ***routine maintenance*** to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
	3.3. ***Identify equipment faults*** accurately and take action in accordance with manufacturer's instructions or report fault to designated person

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to follow written instructions • communication skills to request advice, to receive feedback and to work with a team • problem-solving skills to solve routine technology problems.
Required knowledge

• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
• ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety (OHS)
• organisational policies, plans and procedures, especially in regard to file-naming and storage conventions
• organisational IT procedures including back-up and virus protection procedures
• basic technical terminology in relation to reading help-files and manuals.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • selection and application of appropriate equipment and software applications in relation to assigned task/s • access, retrieval and storage of required data • performance of basic maintenance on a range of office equipment
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of files and data for storage • manuals and training booklets for equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of office equipment • evaluation of maintaining technology.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • IT use units • other industry capability units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Technology may include:	• computer technology, such as laptops and personal computers • digital cameras • modems • printers • scanners • zip drives • photocopiers • shredders • binders • laminators • cutters
Software applications may include:	• email, internet • word processing, spreadsheet, database, accounting or presentation packages
Organisational requirements may include:	• correctly identifying and opening files • legal and organisation policies, guidelines and requirements • locating data • log-on procedures • manufacturer's guidelines • OHS policies, procedures and programs • saving and closing files • storing data
Input devices may include:	• keyboard • mouse • numerical key pad • scanner
Storage of data may include:	• appropriate storage/filing of hard copies of computer generated documents • storage in directories and sub-directories • storage on CD-ROMs, hard and floppy disk drives or back-up systems
Technology consumables may include:	• back-up tapes • CD-ROM • floppy disks

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RANGE STATEMENT	
	• print heads • printer ribbons and cartridges • toner cartridges • zip disks
Routine maintenance may include:	• in-house cleaning and servicing of equipment according to manufacturer's guidelines • periodic servicing by qualified or manufacturer approved, technician • regular checking of equipment • replacing consumables
Identifying equipment faults may include:	• checking repairs have been carried out • encouraging feedback from work colleagues • keeping a log book of detected faults • preparing a maintenance program • regular back-ups of data • regular OHS inspections • routine checking of equipment

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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BSBWOR301A Organise personal work priorities and development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise own work schedules, to monitor and obtain feedback on work performance, and to maintain required levels of competence. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of work scheduling and performance improvement to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise and complete own work schedule	1.1. Ensure that ***work goals and objectives*** are understood, negotiated and agreed in accordance with ***organisational requirements*** 1.2. Assess and prioritise workload to ensure tasks are completed within identified timeframes 1.3. Identify ***factors affecting the achievement of work objectives*** and incorporate contingencies into work plans 1.4. Use ***business technology*** efficiently and effectively to manage and monitor scheduling and completion of tasks
2. Monitor own work performance	2.1. Accurately monitor and adjust personal work performance through self-assessment to ensure achievement of tasks 2.2. Ensure that ***feedback on performance*** is actively sought and evaluated from colleagues and clients in the context of individual and group requirements 2.3. Routinely identify and report on variations in the quality of service and products in accordance with organisational requirements 2.4. Identify ***signs of stress*** and effects on ***personal***

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ELEMENT	PERFORMANCE CRITERIA
	wellbeing 2.5. Identify ***sources of stress*** and access appropriate ***supports and resolution strategies***
3. Coordinate personal skill development and learning	3.1. Identify personal learning needs and skill gaps using self-assessment and advice from colleagues and clients in relation to role and organisational requirements 3.2. Identify, prioritise and plan opportunities for undertaking personal skill development activities in liaison with work groups and relevant personnel 3.3. Access, complete and record ***professional development opportunities*** to facilitate continuous learning and career development 3.4. Incorporate formal and informal feedback into review of further learning needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read and understand the organisation's procedures, own work goals and objectives
- planning skills to organise work priorities and arrangements
- problem-solving skills to solve routine problems
- communication skills to give and receive constructive feedback relating to development needs.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational policies, plans and procedures

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REQUIRED SKILLS AND KNOWLEDGE
• methods to elicit, analyse and interpret feedback • principles and techniques of goal setting, measuring performance, time management and personal assessment • competency standards and how to interpret them in relation to self • methods to identify and prioritise personal learning needs.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparing work plans • scheduling and prioritising work objectives and tasks • knowledge of the principles and techniques of goal setting, measuring performance, time management and personal assessment.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of work schedules and performance improvement plans.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of self-assessment documentation outlining learning and development needs • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of methods to identify and prioritise personal learning

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EVIDENCE GUIDE	
	needs • evaluation of planning for personal skill development activities and professional development opportunities.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other industry capability units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Work goals and objectives may include:	• budgetary targets • production targets • reporting deadlines • sales targets • team and individual learning goals • team participation
Organisational requirements may include:	• access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals
Factors affecting the achievement of work objectives may include:	• budget constraints • competing work demands • environmental factors such as time, weather

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RANGE STATEMENT	
	• resource and materials availability • technology/equipment breakdowns • unforeseen incidents • workplace hazards, risks and controls
Business technology may include:	• computer applications • computers • email • facsimile machines • internet/extranet/intranet • modems • personal schedulers • photocopiers • printers • scanners
Feedback on performance may include:	• formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
Signs of stress may include:	• absence from work • alcohol or other substance abuse • conflict • poor work performance
Personal wellbeing may include:	• cultural • emotional • social • spiritual
Sources of stress may include:	• complex tasks • cultural issues • work and family conflict • workloads
Supports and resolution strategies may include:	• awareness raising • counselling • employee assistance programs (EAP) • family support • group activities • job design

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RANGE STATEMENT	
	• mediation • sharing load • time off • training
Professional development opportunities may include:	• career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • quality assurance assessments and recommendations • recognition of current competence/skills recognition • work experience/exchange/opportunities • workplace skills assessment

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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BSBWOR404A Develop work priorities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan one's own work schedules, to monitor and to obtain feedback on work performance and development. It also addresses the requirement to take responsibility for one's own career planning and professional development.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to individuals who are required to design their own work schedules and work plans, and to establish priorities for their work. They will typically hold some responsibilities for the work of others and have some autonomy in relation to their own role.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and complete own work schedule	1.1. ***Workgroup*** plans are prepared to reflect consideration of resources, client needs and workgroup targets 1.2. ***Work objectives*** and priorities are analysed and incorporated into personal schedules and responsibilities 1.3. ***Factors affecting the achievement of work objectives*** are identified and contingencies established and incorporated into work plans 1.4. ***Business technology*** is used efficiently and effectively to manage and monitor planning completion and scheduling of tasks
2. Monitor own work performance	2.1. Personal performance standards are identified and analysed through self-assessment and feedback from others on the achievement of work objectives 2.2. ***Feedback on performance*** is actively sought from colleagues and clients and evaluated in context of individual and group requirements 2.3. Variations in the quality of service and products are routinely identified and reported in accordance with organisational requirements
3. Coordinate professional development	3.1. Personal knowledge and skills are assessed against organisational benchmarks to determine development needs and priorities 3.2. Opportunities for improvement and sources of learning are researched and planned in liaison with colleagues 3.3. ***Feedback*** is used to identify and develop ways to improve competence within available opportunities 3.4. New skills are identified and ***professional development activities*** are accessed and completed to facilitate continuous learning and career development 3.5. Records and documents relating to achievements and assessments are stored

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	and maintained in accordance with organisational requirements

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.
Required skills
• learning skills to recognise and develop new and necessary skills and knowledge • literacy skills to understand the organisation's policies, procedures and communications, to write personal work plans and professional development plans, and to request and receive feedback about performance • organising skills to prioritise, manage time and meet deadlines • problem solving skills to develop contingency plans
Required knowledge
• knowledge of relevant business technology applications to schedule tasks and plan work • knowledge of techniques to prepare personal plans and establish priorities • methods to identify and prioritise personal learning needs • understanding of a range of professional development options • understanding of methods to elicit, analyse and interpret feedback • understanding of methods to evaluate own performance

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparing and communicating own work plan • scheduling work objectives and tasks to support the achievement of goals • seeking and acting on feedback from clients and colleagues • reviewing own work performance against achievements through self-assessment

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	• accessing learning opportunities to extend own personal work competencies • using business technology to monitor self development.
Context of and specific resources for assessment	Assessment must ensure: • the learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • review of work and professional development plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • Other units from the Certificate IV in Frontline Management.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Workgroup plans may include:	• budgetary plans • production plans • reporting plans • sales plans • team and individual learning goals • team participation • work schedules

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Work objectives may include:	• budgetary targets • production targets • reporting deadlines • sales targets • team and individual learning goals • team participation
Factors affecting the achievement of work objectives may include:	• budget constraints • competing work demands • environmental factors such as time, weather, etc • personnel • resource and materials availability • technology/equipment breakdowns • unforeseen incidents
Business technology may include:	• computer applications • computers • email and internet/intranet/extranet • facsimile machines • modems • personal schedules • photocopiers • printers • scanners
Feedback on performance may include:	• formal/informal performance appraisals • obtaining comments from clients • obtaining comments from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
Professional development activities may include:	• career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • Recognition of Prior Learning • work experience/exchange/opportunities • workplace skills assessment

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Unit Sector(s)

Management and Leadership - Management

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BSBWOR501A Manage personal work priorities and professional development

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using a range of strategies to develop further competence.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to managers and focuses on the need for managers to be organised, focussed and skilled, in order to effectively manage the work of others. As such it is an important unit for most managers, particularly as managers serve as role models and have a significant influence on the work culture and patterns of behaviour.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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	with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish personal work goals	1.1. Serve as a positive role model in the workplace through personal work planning and organisation 1.2. Ensure personal work goals, plans and activities reflect the organisation's plans, and ***own responsibilities and accountabilities*** 1.3. Measure and maintain personal performance in varying work conditions, work contexts and contingencies
2. Set and meet own work priorities	2.1. Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives 2.2. Use ***technology*** efficiently and effectively to manage work priorities and commitments 2.3. Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to
3. Develop and maintain professional competence	3.1. Assess personal knowledge and skills against ***competency standards*** to determine development needs, priorities and plans 3.2. Seek feedback from employees, ***clients and colleagues*** and use this feedback to identify and develop ways to improve competence 3.3. Identify, evaluate, select and use ***development opportunities*** suitable to personal learning style/s to develop competence 3.4. Undertake participation in networks to enhance personal knowledge, skills and work relationships 3.5. Identify and develop new skills to achieve and maintain a competitive edge

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to receive, analyse and report on feedback
- literacy skills to interpret written and verbal information about workplace requirements
- organisational skills to set and achieve priorities.

Required knowledge

- principles and techniques involved in the management and organisation of:
  - performance measurement
  - personal behaviour, self-awareness and personality traits identification
  - personal development plan
  - personal goal setting
  - time management
- management development opportunities and options for self
- organisation's policies, plans and procedures
- types of learning style/s and how they relate to the individual
- types of work methods and practices that can improve personal performance.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • systems and processes (electronic or paper-based) used to organise and prioritise tasks, which show how work is managed • personal development plan, with career objectives and an action plan • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.

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Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to asses knowledge of work methods and practices that can improve personal performance • review of personal work goals, plans and activities • evaluation of work-life balance • review of documentation assessing personal knowledge and skills against competency standards.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Own responsibilities and accountabilities may include:	• expectations of workplace performance as expressed in a performance plan • outputs as expressed in position descriptions or duty statements • statement of conduct outlining an individual's responsibilities/actions/performance
Technology may include:	• computerised systems and software, databases, project management and word processing • electronic diary

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	• personal digital assistant (PDA)
Competency standards may include:	• enterprise-specific units of competency consistent with work requirements • nationally endorsed units of competency consistent with work requirements
Clients and colleagues may be:	• colleagues at the same level and more senior managers • internal or external customers • people from a wide range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • team members
Development opportunities may include:	• action learning • coaching • exchange/rotation • induction • mentoring • shadowing • structured training programs

Unit Sector(s)

Management and Leadership - Management

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BSBWRK509A Manage industrial relations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage industrial relations matters within an organisation, with day to day involvement. It includes strategic planning and policy development for industrial relations as well as negotiation, conflict management and dispute resolution. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a well established, sound theoretical knowledge base in human resources management and industrial relations who are proficient in using a range of specialised technical and managerial techniques to plan, carry out and evaluate their own work and/or the work of a team. They may or may not have responsibility for supervising the work of others but are authorised to oversee industrial relations in the organisation. However they will have knowledge of current industrial relations trends and legislation. The unit addresses staff who have responsibility for working across the organisation to ensure that there is a policy infrastructure which ensures legislative compliance and clarifies issues. It also addresses the requirement for responding to industrial conflict and grievances.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop industrial relations strategies/policies	1.1. Analyse strategic plans and operational plans to determine ***long-term industrial relations objectives*** 1.2. Analyse existing industrial relations performance in relation to strategic industrial relations objectives 1.3. Evaluate options in terms of ***cost benefit***, ***risk analysis*** and current legislative requirements 1.4. Establish industrial relations strategies/policies within the management team 1.5. Identify the knowledge and skills needed by management and the workforce to effectively implement these strategies/policies
2. Implement industrial	2.1. Develop an ***implementation plan*** and contingency

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ELEMENT	PERFORMANCE CRITERIA
relations strategies/policies and plans	plan for the industrial relations strategies/policies 2.2. Make arrangements for training and development in accordance with identified needs, to support the industrial relations plan 2.3. Undertake ***associated industrial relations activities*** to agree to changes required by policies or implementation plan 2.4. Ensure procedures for addressing grievances and conflict are properly documented 2.5. Communicate key issues about procedures for addressing grievances and conflict
3. Manage negotiations, conflict and disputes	3.1. Train individuals in ***conflict management techniques/procedures*** 3.2. Identify and where possible alleviate or eliminate, sources of conflict or grievance in accordance with legal requirements 3.3. Check documentation and other information sources to clarify issues in dispute 3.4. Obtain expert or specialist advice and/or refer to precedents, if required 3.5. Determine desired negotiation outcomes, negotiation strategy and negotiation timeframes 3.6. Advocate the organisation's position in negotiation to obtain agreement 3.7. Document and if necessary, ***certify*** the agreed outcomes with the relevant jurisdiction 3.8. Implement agreements 3.9. Take remedial action where groups or individuals fail to abide by agreements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to advocate, consult, negotiate and mediate conflict • innovation and problem-solving skills to manage sensitive and important issues • planning and time management skills to meet critical deadlines, to sequence tasks,

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REQUIRED SKILLS AND KNOWLEDGE
to prepare submissions and to present cases.
Required knowledge
• enterprise and workplace bargaining processes • key entities in the Australian industrial relations system, including courts and tribunals, trade unions, employer bodies • relevant industrial, occupational health and safety, equal opportunity and anti-discrimination legislation in both the Commonwealth and state jurisdictions.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated understanding of contemporary industrial issues and legislation • documented strategies and procedures for dealing with grievances and disputes • performance of negotiation/conflict resolution techniques • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports on industrial issues • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques in negotiation and case presentation

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EVIDENCE GUIDE	
	• observation of presentations • oral or written questioning to assess knowledge of industrial relations legislation • review of documentation outlining long-term industrial relations objectives • review of implementation plan and contingency plan • evaluation of documentation communicating key issues about procedures for addressing grievances and conflict.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Human Resource Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Long-term industrial relations objectives may relate to:	• effective management of grievances, conflict situations and dispute resolution procedures • employee commitment • employee satisfaction • job design • negotiation outcomes • organisational culture • relations with unions or other peak bodies • restructuring • salary, remuneration, benefits or bonuses • workforce planning • workplace reform
Cost benefit means:	• calculation to determine whether the results/outcomes of a particular course of action are sufficient to justify the costs and

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RANGE STATEMENT	
	risks in taking that action
Risk analysis means:	• determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance
Implementation plan may include:	• documented objectives, methodology and timeframe • project plan
Associated industrial relations activities may include:	• clarification of terms and conditions of employment of those persons affected • consultation with employee representatives including unions and elected staff representatives • ensuring the legality of proposed strategies, policies and initiatives • referring to employer representatives for advice and support
Conflict management techniques*/*procedures may include:	• controlling difficult situations using legal remedies • dispute resolution procedures • negotiating/bargaining
Certify refers to:	• Australian Workplace Agreements • workplace collective agreements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Workplace Relations

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Co-requisite units

Co-requisite units		

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CHCAC318A Work effectively with older people

Modification History

Unit Descriptor

This unit describes the skills and knowledge required by the worker to perform work that reflects understanding of the structure and profile of the residential aged care sector, the home and community sector and key issues facing older people in the community

This unit describes the skills and knowledge required by the worker to perform work that reflects understanding of the structure and profile of the residential aged care sector, the home and community sector and key issues facing older people in the community

Application of the Unit

This unit is an orientation to all workers in the aged care sector, or those working with older people

This unit is an orientation to all workers in the aged care sector, or those working with older people

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Apply understanding of the structure and profile of the residential aged care sector	1.1 Conduct work that reflects an understanding of the key **issues facing older people** and their carer/s
	1.2 Conduct work that reflects an understanding of the **current philosophies of service delivery** in the sector
	1.3 Recognise the impact of ageing demographics on funding and service delivery models
	1.4 Conduct work that reflects an understanding of current legislation
2 Apply understanding of the home and community care sector	2.1 Demonstrate broad knowledge of policy and programs such as HACC, DVA and Government community care directions
	2.2 Comply with duty of care implementation in home and community settings and worker roles
	2.3 Demonstrate broad knowledge of 'ageing in place'
3 Demonstrate commitment to the philosophy of 'positive ageing'	3.1 Take into account personal values and attitudes when planning and implementing work activities
	3.2 Recognise and manage ageist attitudes through the support of the **appropriate person**
	3.3 Recognise the impact of changing expectations of clients, their family and the wider community in relation to service delivery
	3.4 Conduct work that reflects an understanding of the individuality of ageing
	3.5 Conduct work that minimises the effects of stereotypical attitudes and myths on the older person
4 Apply understanding of the physical and psychosocial aspects of ageing	4.1 Outline strategies that the older person may adopt to promote healthy lifestyle practices
	4.2 Take into account physical changes associated with ageing when delivering services

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		4.3 Recognise and accommodate the older person's interests and life activities when delivering services
		4.4 Assist the older person to recognise the impact physical changes associated with ageing may have on their activities of living
5	Apply understanding of changes associated with ageing	5.1 Take into account physical changes associated with ageing when delivering services
		5.2 Apply knowledge of common problems associated with ageing when delivering services
		5.3 Assist the older person to recognise the impact that changes associated with ageing may have on their activities of living
		5.4 Communicate situations of risk or potential risk associated with ageing to the older person
6	Support the **rights** and interests of the older person	6.1 Encourage and support the older person and/or their advocate/s to be aware of their **rights** and responsibilities
		6.2 Conduct work that demonstrates a commitment to **access and equity principles**
		6.3 Adopt strategies to empower the older person and/or their advocate/s in regard to their service requirements
		6.4 Provide information to the older person and/or their advocate/s to facilitate choice in their decision-making
		6.5 Recognise and **report** to an **appropriate person** when an older person's rights are not being upheld
		6.6 Provide services regardless of diversity of race or cultural, spiritual, or sexual preferences
		6.7 Provide information to the older person and/or their advocate/s regarding mechanisms for lodging complaints
		6.8 Identify indicators of elder abuse and respond appropriately in line with organisation guidelines
7	Support the older person who	7.1 Recognise signs that older person is experiencing

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	is experiencing loss and grief		grief and **report** to **appropriate person**
		7.2	Use appropriate communication strategies when older person is expressing their fears and other emotions associated with loss and grief
		7.3	Provide older person and/or their support network with information regarding relevant support services as required
8	Deliver services within a quality framework	8.1	Identify key aspects of the quality framework and how they link together
		8.2	Demonstrate understanding of regulatory/ accreditation quality standards in relation to delivery of services
		8.3	Ensure work practices reflect the organisation's policies and procedures
		8.4	Complete documentation that feeds into the quality system
		8.5	Participate in quality improvement activities

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

Own work role and responsibilities

Principles of access, equity and client rights when working in the aged care sector

Structure and profile of the aged care sector

Relevant policies, protocols of the organisation re unit content and work role

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Legislation, regulations and policies relevant to work in the aged care sector, including:

settings such as residential and home and community care

issues such as elder abuse, drug administration and access and equity

Understanding of basic quality management principles such as: people, paper and processes, 'Plan Do Check Act cycle'

Overview of applicable accreditation or quality standards required by an external regulatory, accreditation or funding body

Knowledge of quality monitoring activities such as audits, collection of data, visits by external bodies

Contemporary issues facing older people in the community

Current service delivery models

Philosophy of various service delivery models

Factors influencing service delivery models in the sector

Ageing demographics

Understanding of the ageing process and related physiological/psychological changes

Foundation knowledge of common physiological, chronic and age-related conditions such as:

arthritis and other musculoskeletal problems

depression

diabetes

frailty and deconditioning

heart and lung disease

incontinence

neurological disorders

skin disorders including skin cancers

stroke

vascular disease

Understanding attitude, stereotypes and false beliefs associated with ageing

Impact of personal values and attitudes on service delivery

Rights and responsibilities of older people and those working in the aged care sector

continued ...

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Essential knowledge (**contd**):

Physical and psychosocial aspects of ageing in supporting older people to maintain their quality of life

Impact of 'normal' ageing on the older person

Stages of loss and grief and impact of ageing on person's experiences of loss and grief

Overview of the manifestations and presentation of common problems associated with ageing

Relevant care needs and strategies related to common problems associated with ageing

Role of carers

Principles of empowerment and disempowerment

The social model of disability

The impact of social devaluation on an individual's quality of life

Competency and image enhancement as a means of addressing devaluation

Principles and practices of confidentiality and privacy

Strategies for supporting an older person and/or their advocate/s to exercise their rights

Strategies for managing complaints

Basic knowledge and application of quality principles and accreditation standards in aged care and home and community care

Essential skills:

It is critical that the candidate demonstrate the ability to:

Follow organisation policies and protocols

Liaise and report to appropriate person/s

Adhere to own work role and responsibilities

Apply the principles of access, equity and client rights when working in the aged care sector

Adopt a non-ageist and accepting attitude when working with older people

Make informed observations and report appropriately in line with work role

Recognise signs of deteriorating health and function and refer to supervisor and appropriate health professional

Record information and complete documentation accurately and in an timely manner

Identify and respond to opportunities for improvement within the organisation's quality system

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

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These include the ability to:

Apply knowledge of physical and psychosocial aspects of ageing in supporting older people

Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service This requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues Industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in client records and complete workplace forms and records

Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation This requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues Industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement

Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation Industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers

Apply basic problem solving skills to resolve problems within organisation protocols

Work effectively with clients, colleagues, supervisors and other services/agencies

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	The individual being assessed must provide evidence of specified essential knowledge as well as skills This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

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	It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
Access and equity considerations:	All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work All workers should develop their ability to work in a culturally diverse environment In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged Resources required for assessment include: access to appropriate workplace where assessment can take place simulation of realistic workplace setting for assessment relevant organisation policy, protocols and procedures

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Method of assessment	Observation in the workplace Written assignments/projects Case study and scenario analysis Questioning Role play simulation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Older people may include:	Individuals living in residential aged care environments Individuals living in the community Prospective individuals to the service or services
Contexts may include:	Older person's own dwelling Independent living accommodation Residential aged care facilities Community centres Community/government agencies
Issues facing older people may include:	Changes that ageing may bring to: physical processes cognitive function (including dementia) social interaction

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	role and family relationships living arrangements level of independence (financial, community access, self care) Loss and grief Family carer issues Societal attitudes and expectations
Current philosophies of service delivery may include:	Changing societal expectations (consumerism) Changing political context (polices and initiatives) Changing economic context Impact of ageing demographics
Rights may include:	Privacy Confidentiality Dignity Freedom of association Informed choice To lodge a complaint Right to express ideas and opinions To an agreed standard of care
Rights are detailed in:	Legislation Residential Care Manual Aged Care Act Industry and organisation service standards Industry and organisation codes of practice and ethics Accreditation standards

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	International and national charters
	Organisation policy and procedure
Access and equity principles may include:	Creation of a client orientated culture
	Non-discriminatory approach to all individuals using or accessing the service
	Respect for individual differences
Appropriate person/s may include:	Supervisor
	Member of senior management
	Colleagues
	Carers
	Health professionals
	External agencies (complaints and advocacy services and professional registering authorities)
	Law enforcement officer
Report may be:	Verbal:
	telephone
	face-to-face
	Non-verbal (written):
	progress reports
	case notes
	incident reports

Unit Sector(s)

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CHCDIS301A Work effectively with people with a disability

Modification History

Unit Descriptor

This unit describes the knowledge and skills required as an introduction to working and communicating with people with a disability

This unit describes the knowledge and skills required as an introduction to working and communicating with people with a disability

Application of the Unit

This unit may apply to work with people with a disability in a range of community service contexts

This unit may apply to work with people with a disability in a range of community service contexts

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

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Element	Performance Criteria
1 Demonstrate an understanding of the delivery of quality services for people with disabilities	1.1 Demonstrate understanding of key **issues** facing people with disabilities and their carers
	1.2 Work with understanding of the **context** of policy, regulatory, legislative and legal requirements as they apply to the area of disability work
	1.3 Demonstrate **commitment to access and equity principles**
	1.4 Take into account personal values and attitudes regarding disability when planning and undertaking work with people with disabilities
	1.5 Demonstrate understanding of different impacts on clients of specific disabilities, including acquired and developmental disabilities
2 Communicate effectively with people with a disability	2.1 Identify specific communication needs of people with a disability including, where appropriate: identifying and using techniques, devices and aids specific to each person with a disability translation and language interpreters cultural interpreters referral to specialists
	2.2 Identify areas of mistrust or conflict that may require conflict resolution
	2.3 Identify need to include additional people including trusted friends, case workers, family members or adults
	2.4 Select from a range of appropriate communication strategies and employ to: establish rapport exchange information facilitate resolution of issues defuse potentially difficult situations
	2.5 Apply effective communication where appropriate to provide a brief intervention

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		2.6 Give feedback and advice in a way which reflects current identified good practice
		2.7 Show due regard to individual differences, needs and **rights** in communicating with clients and colleagues
		2.8 Communicate referrals to other staff, manager or specialist services as appropriate to ensure duty of care responsibilities are met in situations where break downs in communication occur
3	Demonstrate the capacity to support **rights, interests and needs** of people with disabilities	3.1 Demonstrate understanding of strategies that assist people with disabilities to exercise their rights and independence
		3.2 Acknowledge **different client requirements** and adapt approach to address specific requirements of each person, using positive practices in all interactions with people with disabilities
		3.3 Comply with legal responsibilities and duty of care
		3.4 Report situations that may pose health or safety issues according to organisation procedures
		3.5 Apply **different models for working in the sector** as required to meet client needs
4	Demonstrate the capacity to provide support across a range of disability types	4.1 Apply fundamental knowledge of physical and psychological **stages of human development**
		4.2 Apply fundamental knowledge of factors that may enhance or inhibit human development
		4.3 Demonstrate understanding of a range of support practices for people with an intellectual disability, sensory disability, neurological impairment, acquired brain injury, physical disability or developmental delay
		4.4 Demonstrate understanding and application of support practices for a range of types of disability
5	Respond to situations of risk or potential risk to people with disabilities	5.1 Identify and **respond to situations of risk** and report to **appropriate people**
		5.2 Report uncharacteristic or inappropriate behaviour

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5.3 Report situations of risk which may adversely effect the health of people with disabilities

5.4 Identify indications of possible abuse and/or neglect and report according to organisation policy and protocol

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

Fundamental knowledge of stages of biological and psychological development of the human being throughout the lifespan

Varying emotional, relationship building and dependence and independence issues and responses associated with differing life stages

A range of developmental and acquired disabilities, including:

intellectual disability

neurological impairment

acquired brain injury

developmental delay

physical disability

sensory disability, including hearing, vision impairment

cognitive disability

speech/language disability

autism spectrum disorder

Different types of requirements likely to be associated with different disabilities

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Networks in the disability sector

Consumer needs and rights including duty of care

Communication needs, strategies and resources in relation to people with disabilities

Underpinning philosophies and values, including:

the social model of disability

the impact of social devaluation on an individual's quality of life

competency and image enhancement as a means of addressing devaluation

practices which focus on the individual person

holistic and client-centred approach

community education and capacity building

delivery of person-centred services

commitment to meeting the needs and upholding the rights of clients

self determination

strengths-based support

commitment to empowering clients

rightful place in community

Principles and practices of:

empowerment/disempowerment in relation to people with disabilities

access and equity

confidentiality

continued ...

Essential knowledge (**contd**):

Awareness of discriminatory actions

Common risks to safety

Role of guardianship board, public trustee and independent advocate

Awareness and understanding of consent and strategies utilised to determine ability to consent

Indicators of abuse and/or neglect in relation to people with disabilities

Relevant legislation, regulations and policies, including legalities associated with using restrictive and prohibitive practices

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Essential skills:

It is critical that the candidate demonstrate the ability to:

Demonstrate understanding of:

the rights and responsibilities of people with disabilities

stereotypes that may exist about people with disabilities

the impact of own attitudes on working with people with disabilities

Respond to situations of risk or potential risk

Make informed observations and report appropriately

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

Communicate effectively with people with a range of different disabilities

Apply skills in interpersonal communication with clients and other stakeholders

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	The individual being assessed must provide evidence of specified essential knowledge as well as skills This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions Consistency in performance should consider the particular workplace context

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Access and equity considerations:

All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work

All workers should develop their ability to work in a culturally diverse environment

In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged

Resources required for assessment of this unit include access to:

an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

Method of assessment:

In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of

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	locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Context includes:	The relevant statutory framework
	Historical context of work e.g. changing attitudes, changing approaches to working with clients
	Changing social context of work e.g. consumer centred approach, changing government and societal views, approaches to working with clients
	Political context e.g. government policies and initiatives
	Economic context e.g. The current economic situation as it relates to and affects people with disabilities and the subsequent impact on client needs
	Facts/myths about disability
Stages of human development may relate to:	Stages of physical development
	Stages of psychosocial development
	Stages of cognitive development

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Issues may include:	Access to services for people with disabilities and their carers Support in meeting individual needs and personal goals of people with disabilities Family and carer issues Grief and loss
Different models for working in the sector may include:	Community development and education Health promotion Case management Behaviour management Working with families Peer support/self help Residential services Respite care Home based support Community access Advocacy Employment support Lifestyle support Business services support
The underpinning values and philosophies of the sector may include:	A holistic and person-centred approach Community education Delivery of appropriate services Commitment to meeting the needs and upholding the rights of clients Commitment to empowering clients
Different client requirements may depend upon:	Type of disability, including: physical sensory

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	intellectual cognitive psychiatric Support availability including: family financial physical, emotional and behavioural employment education and training Presence of a chronic illness/condition
Policy and legislative requirements include:	Disability Discrimination Act and associated standards Disability Service Standards Disability Services Acts (Commonwealth and State) Equal employment opportunity principles Guardianship Board Medical legislation Medication regulations Nurses Act Office of the Public Advocate Privacy Act Restrictive practices legislation
Commitment to access and equity principles includes:	Implementation of person-centred practices Client oriented culture A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers Ensuring the work undertaken takes account of and caters for differences including:

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	cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual
Rights include principles expressed in:	Charters of human rights Disability standards Freedom from discrimination Freedom of information
Rights include:	Privacy Confidentiality Common law To be treated in a dignified, safe and comfortable manner To express own feelings Friendship Freedom of association Choice to participate Access to complaint mechanisms
Interests include:	Financial Accommodation Services Recreation
Appropriate people include:	Carers Supervisors Relatives Colleagues Health workers Administrators Emergency services

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	Health care services
	Disability services
	Home and community care services
Respond to situations of risk in the context of the work role may include:	Identifying risks
	Providing information on risks or potential risks
	Risk minimisation
	Strategies for preventing abuse of people with disabilities

Unit Sector(s)

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CHCDIS302A Maintain an environment to empower people with disabilities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by the worker to facilitate the empowerment of a people with disability by fostering self determination, independence and strengths

Application of the Unit

Application	The skills and knowledge of this unit of competency requires the worker to foster independence and strengths in people with disability The skills and knowledge should be applied in conjunction with an individualised support plan

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work to enhance the independence and 'self-determination' of the person with a disability	1.1 Encourage and support independent action and thinking by the person with the disability 1.2 Identify options for action on relevant issues and discuss with the person with the disability and/or their advocate/s /carer 1.3 Listen to and act upon decisions and/or preferred options of the person with the disability and/or their advocate/s /carer are within organisation policies and protocols 1.4 Provide assistance to person with a disability, their carers and significant others as appropriate to enhance communication of their needs, interests and requirements
2. Foster the independence of a person with a disability	2.1 Develop and support strategies to promote independence, taking differences into account 2.2 Provide on-going support, where required, to maximise independence of person with disability 2.3 Encourage colleagues to promote independence of *people with disability* 2.4 Encourage people with disability to participate in appropriate *forums* and provide them with information and skills to do so 2.5 Identify and utilise compensatory aids and modifications in the environment that promote individual strengths and capacities
3. Contribute to the	3.1 Encourage people with disability and/or their

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ELEMENT	PERFORMANCE CRITERIA
development and review of *policy and legislation* related to disabilities and disability services	advocate/s /carer to express their views about policies, legislation and empowerment 3.2 *Report* non-compliance with legislation and/or policy and protocols to an appropriate person 3.3 Contribute to review of legislation and policy frameworks 3.4 Provide feedback from consumers through appropriate mechanisms 3.5 Work as member of team to research and contribute to policies on empowerment

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant policies, protocols and practices of the organisation in relation to Unit Descriptor and work role
- Understanding of the legislative processes related to the rights of people with disability
- Strategies for supporting independent action and thinking
- Basic principles of person-centred practice
- Basic principles of strengths-based practice
- Basic principles of active support
- Basic principles of lobbying
- Strategies for reinforcing the rights of people with disability to contribute and to be heard
- Concepts of self-advocacy
- Social justice principles

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REQUIRED SKILLS AND KNOWLEDGE

- Roles and responsibilities in contributing to the review of legislation and policy frameworks
- Principles and practices of public speaking
- Mechanisms for providing feedback to consumers

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding and adherence to own work role and responsibilities
- Follow organisation policies, protocols and procedures
- Liase and report appropriately to supervisor
- Demonstrate understanding and application of legislation and policy related to providing services in the disability sector
- Promote the self-determination and empowerment of people with disability
- Support strengths-based practices
- Demonstrate understanding of impact of personal values and attitudes on providing an effective service

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow and give work-related instructions and directions and the ability to seek clarification and comments from clients, colleagues, health professionals and other service providers
  - industry work roles will require workers to possess a literacy level that will enable them to, read and write client's service delivery plans, record in health records, and write reports and submissions
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement and support and speak in small and large public forums
- Apply problem solving skills that require negotiation and mediation skills to resolve problems of a intermediate nature within organisation protocols

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REQUIRED SKILLS AND KNOWLEDGE

- Work effectively with clients, colleagues and supervisors.
- Implement education programs for individuals and small groups in relation to sexuality
- Examine impact of personal values and attitudes on service delivery
- Support diversity in relationships and sexual expression

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or

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EVIDENCE GUIDE

	Torres Strait Islander clients and communities

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment of this unit include access to:
	  • an appropriate workplace where assessment can take place
	  • relevant organisation policy, protocols and procedures
	  • equipment and resources normally used in the workplace

Method of assessment may include:	• Observation in the workplace • Written assignments/projects • Case study and scenario analysis • Questioning • Role play simulation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

People with disability may include:	• Individuals at any stage of the life span • Individuals living in the community, either alone or with family or carers • Individuals living in supported community

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RANGE STATEMENT

	accommodation • Individuals living in funded residential facilities • Prospective individuals to the service or services
Contexts may include:	• An individual's own dwelling • Shared households or group dwellings • Specialist residential facilities • Community centres • Supported employment venues • Open employment venues • Community/government agencies
Policy and legislation may include those related to:	• Access and equity • Building codes and standards • Criminal acts • Disability discrimination • Disability service standards • Disability services • Equal employment opportunity • Freedom of information • Guardianship • Occupational health and safety • Privacy • Public health • Restrictive practices

Report may include:	• Verbal:
	  • telephone
	  • face-to-face
	• Non-verbal (written):
	  • progress reports
	  • case notes
	  • incident reports

Forums may include:	• Internal and external committees • Seminars • Conferences

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RANGE STATEMENT

- Open meetings
- Political campaign meetings
- Court and tribunal appearances

Strategies for supporting people with disability to express their ideas and opinions may include:

- Role modelling
- Training
- Provision of information to support views
- Connecting individual's with lobbyist and people with appropriate expertise
- Assistance with preparation of reports/submissions and speech writing

Sexuality and identity needs may include:

- Love and affection
- Relationships and intimacy
- Touch
- Physical appearance
- Need for privacy and discretion
- Access to assistive/protective devices
- Safety
- Sexual health
- Contraception
- Pregnancy, child birth and parenting

Unit Sector(s)

Not Applicable

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CHCDIS400C Provide care and support

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by staff to provide support and assistance to maintain quality care for people with disabilities

Application of the Unit

Application	This unit may apply to work with people with a disability in a range of community service contexts not necessarily within the disability sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of	The Performance Criteria specify the level of performance required to demonstrate achievement of the

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competency.	Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain an appropriate relationship with people with disabilities	1.1 Ensure all dealings with people with disabilities aim to generate a trusting relationship, and include protecting confidentiality, privacy, individual choice and decision-making 1.2 Demonstrate respect for *individual differences* in all dealings with people with disabilities 1.3 Demonstrate support for the interests, *rights* and decision-making of people with disabilities in all dealings
2. Provide appropriate *support* to people with disabilities	2.1 Support people with disabilities in accordance with their needs, rights and self determination 2.2 *Assist* people with disabilities according to organisation guidelines 2.3 Support people with disabilities to meet their cultural needs 2.4 Seek assistance when it is not possible to provide appropriate support to people with disabilities
3. Assist in maintaining an environment that enables maximum independent living	3.1 Plan all support for people with disabilities to enable them to direct their own care where appropriate, within organisation procedures 3.2 Assist in maintaining a safe and healthy environment, including minimising physical dangers and risks 3.3 Support people with disabilities to maintain a clean and comfortable environment 3.4 Respond to situations of risk to health and safety in accordance with organisation procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant organisation policies and procedures and responsibilities within it
- Relevant policies, protocols, and practices of the organisation in relation to own work activities
- Basic knowledge of different types of disabilities and their effect on client needs
- Understanding of support requirements for people with disabilities
- Different religious, cultural, spiritual, physical and ceremonial perspective
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required
  See additional information for assessors regarding the following:
  - alcohol and other drugs (AOD) abuse
  - cultural and linguistic diversity
  - risk of self-harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health
  - acquired brain injury

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide appropriate support to the range of clients accessing the services of the organisation

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - interpersonal relationship appropriate to work with people with disabilities
  - oral communication necessary to develop a trusting relationship with people with disabilities:
  - language may be English or community language as required by service or organisation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Consistency in performance should consider the range of clients and situations encountered in the workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers

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EVIDENCE GUIDE

	should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment of this unit include access to: • a relevant workplace or an appropriately simulated environment where assessment may take place
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Individual differences may be:

- Culture
- Age
- Economic
- Social
- Gender
- Physical
- Emotional
- Cognitive
- Intellectual
- Language

Rights may be detailed in:

- Service/outcomes standards documents
- Legislation
- Organisation policies and practices

Support will be in the context of services offered including:

- Personal support
- Employment support
- Community access
- Accommodation support
- Lifestyle support

Assist may include:

- Providing information
- Assistance with mobility or providing specific support such as transport
- Encouragement and support for decisions and actions
- General household assistance and maintenance

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Unit Sector(s)

Not Applicable

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CHCDIS507C Design and adapt surroundings to group requirements

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by staff to design and implement measures to maximise convenience of use of various physical settings in the community at large for people with disabilities as a group through assessing and adapting locations and designing new locations

Application of the Unit

Application	This unit may apply to work with people with a disability in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess *locations*	1.1 Assess group's requirements in the context of the existing location with active participation of people with disabilities and other staff involved 1.2 Assess physical entry and exit and discuss any problems with active participation of people with disabilities involved 1.3 Identify requirements for aids, environmental modification and support and develop strategies to deal with these with active participation of people with disabilities involved 1.4 Recognise and explain individual and cultural differences relating to assessment of locations, and develop strategies to deal with these
2. Design and/or use appropriate aids	2.1 Discuss options for adaptations and design of aids and justify choices 2.2 Design appropriate aids according to group requirements 2.3 Carry out adaptations to location and environment in response to identified group requirements 2.4 Put in place a process for evaluation and review of adaptations, including setting dates and identifying people to contribute
3. Design new location to group requirements	3.1 Actively involve people with disabilities, significant others and other support staff in process of identifying building requirements 3.2 Plan and note physical entry and exit with group's

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ELEMENT	PERFORMANCE CRITERIA
	requirements in mind
	3.3 Identify and record requirements for aids, environmental design and support, and strategies to deal with these
	3.4 Recognise own limitations and seek *expert assistance* where necessary
	3.5 Make reports and recommendations on building requirements to managers or *boards of management*
	3.6 Recognise and describe individual and cultural differences impacting on the design of locations and develop strategies to deal with these

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation policies and procedures relating to the design and adoption of group surroundings
- Impact of disabilities on people with disabilities
- Occupational health and safety guidelines
- Ergonomics
- Range of available aids
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required
  See additional information for assessors regarding the following:
  - alcohol and other drugs (AOD) abuse

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REQUIRED SKILLS AND KNOWLEDGE

- cultural and linguistic diversity
- risk of self-harm
- women
- men
- community education
- Aboriginal and Torres Strait Islander people
- mental health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify specific requirements of people with disabilities
- Apply consultation requirements relating to proposed adaptations
- Demonstrate application of skills in:
  - designing
  - assessment
  - communication with individuals and groups

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Consistency in performance should consider the particular requirements of services and workplaces

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place
  - relevant organisation policy, protocols and procedures
  - equipment and resources normally used in the workplace

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Locations may refer to:	• Workplaces • Community centres • Residences • Educational and recreational facilities • Various service facilities
Examples of physical exit and entry issues involve:	• Curbs • Lifts • Lighting • Signs
Environmental support may involve:	• Volunteers • Co-workers • Training officers being trained to support the person with a disability
Examples of assessment processes include:	• Job or activity analysis • Task analysis
Expert assistance may come from:	• Architects • Builders • Other specialists
Examples of boards of management include:	• Appointed management committees • Elected management committees • Chief executive officers

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RANGE STATEMENT

Unit Sector(s)

Not Applicable

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CHCDIS511A Coordinate services for people with disabilities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by staff to develop and monitor supports and programs according to the needs of people with disabilities and within a legislative and ethical framework to ensure the provision of high quality service delivery which supports the rights and interests of people with disabilities

Application of the Unit

Application	This unit may apply to work with people with a disability in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate commitment to high quality services for people with disabilities	1.1 Demonstrate consideration and understanding of the *context*, models of service delivery, *underpinning values and philosophies of the sector*, in all work undertaken 1.2 Ensure all work undertaken is consistent with current relevant policies and legislative requirements for models of best practice service delivery for people with disabilities 1.3 In all work, demonstrate understanding of *issues* facing people with disabilities and their carers 1.4 Demonstrate *commitment to access and equity principles* through all work in the sector
2. Develop and implement programs for meeting client needs	2.1 Undertake appropriate planning to ensure client needs are met 2.2 Put in place mechanisms to ensure client service information is recorded, maintained and applied to future client dealings so service developments are well informed and appropriate 2.3 Develop required programs 2.4 Review client services in consultation with clients and other relevant people 2.5 Ensure client service delivery upholds the organisation's reputation, addresses individual client differences and meets duty of care responsibility 2.6 Identify and address problems in addressing client needs in accordance with organisation procedures 2.7 Maintain all relevant documentation relating to clients and the service delivery and communicate in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with organisation procedures
	2.8 Maintain high standards of client service delivery in line with procedural and legislative requirements
	2.9 Seek provision of services from other workers or agencies as required
	2.10 Facilitate *strategies* and opportunities to meet the needs of people with disability and develop according to organisation policies and procedures
	2.11 Facilitate individual differences, *rights*, needs and preferences within programs
	2.12 Incorporate special needs in the development of programs and services
	2.13 Communicate the needs of clients to carers and other workers as appropriate
	2.14 Make available appropriate program resources
3. Review and monitor programs	3.1 Ensure changes to client service are within policy and budgetary frameworks
	3.2 Undertake training as required for implementation to meet changing client needs and community expectations
	3.3 Modify specified aspects of the service or service delivery as needed to meet changing client and service requirements
	3.4 Ensure changes to client service are within procedural and legislative requirements and maintain high standards of delivery
	3.5 Undertake appropriate planning to ensure client needs are met
	3.6 Develop required programs
	3.7 Make referrals to external services as appropriate
4. Support rights, *interests* and *needs* of people with disabilities	4.1 Support and encourage people with disabilities to exercise their rights and independence where appropriate
	4.2 Recognise *different client requirements* in service delivery

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ELEMENT	PERFORMANCE CRITERIA
	4.3 Comply with legal and ethical responsibilities and duty of care
5. Develop and implement a framework for quality service delivery	5.1 Devise strategies to ensure the delivery of high quality services continue to reflect best practice 5.2 Establish and implement *protocols* and procedures for managing service delivery to reflect best practice in the disability sector 5.3 Identify and address *barriers* in the organisation that may impact on delivery of high quality service 5.4 Regularly update procedures for managing service delivery to reflect current best practice, relevant legislative changes, and changing client needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislation relating to disability issues
- Relevant specific culture and language used by people with disabilities
- Working with families and family systems
- Understanding different client requirements according to different disabilities
- Networks in the disability sector
- Consumer needs and rights including duty of care
- Principles of empowerment/disempowerment in relation to people with disabilities

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REQUIRED SKILLS AND KNOWLEDGE

- Principles of access and equity
- Current issues facing clients and existing services for addressing needs and rights
- Principles and practices of confidentiality
- Working with people from culturally and linguistically diverse backgrounds
- Working with people at risk of self-harm
- Organisation policies, practices and programs relating to the work role
- Organisation occupational health and safety policies and procedures
- Organisation philosophy and guidelines
- Rights and responsibilities of people with disabilities
- Understanding of stereotypes of people with disabilities
- Available client services
- Awareness of own attitudes to people with disabilities
- Awareness of discriminatory actions
- Common risks to safety
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required
  See additional information for assessors regarding the following:
  - alcohol and other drugs (AOD) abuse
  - cultural and linguistic diversity
  - risk of self-harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Coordinate service or a range of services in the disability sector
- Develop or influence policy relating to quality service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - interpersonal communication with clients and other stakeholders
  - program development, review and revision

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Consistency in performance should relate to requirements of the particular workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

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EVIDENCE GUIDE

- Resources required for assessment of this unit include access to:
  - a relevant workplace or an appropriately simulated environment where assessment may take place

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Protocols include:

- Communication with clients
- Assessment of client needs
- Collection, recording and reporting of information
- Processes for decision-making for consideration of

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RANGE STATEMENT

client needs

Context includes:

- Statutory framework within which work takes place
- Historical context of work e.g. changing attitudes; changing approaches to working with clients
- Changing social context of work e.g. consumer centred approach, changing government and societal views, approaches to working with clients
- Political context e.g. government policies and initiatives
- Economic context e.g. the current economic situation as it relates to and affects people with disabilities and the subsequent impact on client needs
- Facts/myths about disability

Issues include:

- Access to services for people with disabilities and their carers
- Meeting individual needs and personal goals of people with disabilities
- Family and support structures
- Income and employment service
- Training for people with disabilities
- Participation and integration in the community
- Grieving and loss

Different models of work in the sector may include:

- Community development and education
- Health promotion
- Case management
- Working with families
- Peer support/self help
- Residential services
- Community access respite care
- Home based support
- Behaviour management
- Advocacy
- Employment support
- Lifestyle support
- Business services support
- Education and training

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RANGE STATEMENT

The underpinning values and philosophies of the sector may include:	• A holistic and consumer-centred approach • Community education • Targeting of appropriate services • Commitment to meeting the needs and upholding the rights of clients • Commitment to empowering clients

Different client requirements may depend upon:	• Type of disability e.g.
	  • physical
	  • sensory
	  • intellectual
	  • psychiatric
	  • cognitive
	• Support availability including:
	  • family
	  • carer
	  • financial
	  • physical and emotional
	  • behaviour management
	  • employment
	  • education and training

Policy and legislative requirements include:	• Disability Discrimination Act • Disability Service Standards • Disability Services Act • Equal Employment Opportunity principles • Guardianship Board • Individual rights • Medical Act • Medication regulations • Nurses Act • Privacy Act • Restrictive practices legislation
A commitment to access and	• Creation of a client oriented culture • A non-discriminatory approach to all people using

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RANGE STATEMENT

equity principles includes:	the service, their family and friends, the general public and co-workers • Ensuring the work undertaken takes account of, and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual
Rights include principles expressed in:	• Charters of rights • Outcomes standards documents • General human rights • Freedom from discrimination • Freedom of information
Rights may be detailed in:	• Legislation • Resident handbooks • Mission statements • Industry and organisation service standards
Rights include:	• Privacy • Confidentiality • Common law • To be treated in a dignified, safe and comfortable manner • To express own feelings • Freedom of association • Choice to participate • Access to complaint mechanisms
Interests include:	• Financial • Accommodation • Services • Recreation
Needs may include:	• Personal • Security • Safety

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RANGE STATEMENT

Strategies include those to address:	• Service access • Individual needs • Decision-making and choice • Privacy, dignity and confidentiality • Participation and integration • Valued status • Complaints and disputes • Service management • Abuse prevention
Barriers may include:	• Negative personal attitudes and values of staff • Organisation procedures and practices • Client service strategies • Social, cultural and religious • Physical and economic

Unit Sector(s)

Not Applicable

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CHCIC301D Interact effectively with children

Modification History

Unit Descriptor

This unit describes the knowledge and skills required by anyone working with children to ensure they can develop and maintain effective relationships and promote positive behaviour in the childcare environment

This unit describes the knowledge and skills required by anyone working with children to ensure they can develop and maintain effective relationships and promote positive behaviour in the childcare environment

Application of the Unit

This unit may apply to working with children in a range of community service contexts

Workers may be under direct supervision or working autonomously

This unit may apply to working with children in a range of community service contexts

Workers may be under direct supervision or working autonomously

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Communicate positively with children** on an ongoing basis	1.1 Use language style that is appropriate for child's age, developmental stage and culture
	1.2 Use **key words of meaning** to a child
	1.3 Ensure **non-verbal communication** is appropriate and relevant
	1.4 Ensure interactions are frequent, caring and respectful
	1.5 Use non-gender-specific and non-stereotypical language
2 Promote **positive behaviour**	2.1 Communicate to child, **positive and realistic expectations** of their behaviour
	2.2 Regularly identify and explain to children examples of positive behaviour
	2.3 Use clear communication that suggests positive options to encourage a child's cooperation
	2.4 Draw child's attention to positive aspects of the child's behaviour
	2.5 **Apply limits to behaviour** within **service policies**
3 Collaborate with children about their interests	3.1 **Consult children** using a range of communication forms
	3.2 Interact and collaborate with all children in the service on a regular basis
	3.3 **Encourage children to consider new ideas and interests** that haven't previously been catered for in the service
	3.4 Allow sufficient time for children to express their ideas in a variety of contexts
	3.5 Positively acknowledge and act upon suggestions whenever possible

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4 Respect similarities and differences and encourage children to respect these differences	4.1 Identify and talk about children's likes and dislikes
	4.2 Talk about differences as resources, not as inferior or a problem
	4.3 Respond positively and with respect to different communication styles used by children
5 Support children in learning about the decision-making process	5.1 Assist children to share their ideas, discuss limitations and solve problems
	5.2 Clearly describe to children limitation of **resources**
	5.3 Discuss **safety factors and legal requirements** that may constrain options
	5.4 Assist children to plan implementation of ideas/ suggestions
	5.5 Acknowledge suggestions that cannot be used and explore alternatives with the children

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

Cross cultural issues in delivery of services

Culturally appropriate communication methods, styles, words

Importance of:

modelling

listening

consistent communication of guidelines for children's behaviour

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developing child's self-esteem, respect for child

The range of children's feelings and reactions to key events in their lives

Organisation standards, policies and procedures

Stage of child development and age appropriate expectations of children's behaviour

Acceptable and unacceptable behaviours - review of own stance and reflection on own values

Different cultural practices and expectations about children's behaviour and about responses to children's behaviour

Developmental and emotional reasons for inappropriate behaviour

Different family practices, expectations and styles of discipline and norms about behaviour in different cultures and social groups

Rights of children

Positive behaviour guidance strategies

Antecedents of behaviour - learned habits, context influences, social influences

Contributory factors to inappropriate behaviour - recent events, child's history or special needs, actions of others

A range of behaviour management strategies to respond to difficult behaviours e.g. Natural consequences, logical consequences, modifying/changing programs, reinforcing positive behaviour, extinguishing unacceptable behaviours

Identification of environmental factors that can affect a child's behaviour

Needs of children with a developmental disability and relevant strategies to use

How children learn

The importance children's input and ideas

Relevant health and safety policies and requirements

Culturally based expectations about communication

Essential skills:

It is critical that the candidate demonstrate the ability to:

Communicate verbally and non-verbally and to set and apply appropriate limits, taking into account child's age, development, culture and needs

Communicate with children whilst valuing individuality and differences

Take into account child's age, activities, development, culture and needs when communicating with children

Assess and respond appropriately to challenging behaviours

Involve children in decision-making and planning giving due regard to their age,

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development and abilities

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

Demonstrate application of skills including:

interpersonal relationship

active listening

non-verbal communication and cues of children

communication skills of questioning, informing, listening, discussing

identifying the capabilities of individual children

collaboration

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	The individual being assessed must provide evidence of specified essential knowledge as well as skills This unit must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions, over a number of assessment situations
Access and equity considerations:	All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work All workers should develop their ability to work in a culturally diverse environment

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	In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including: a childcare workplace children's services, resources and equipment the local environment
Method of assessment:	In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Accessibility to children may include:	Proximity to child Making eye contact Working at child's level
Communicate positively with childrenwill vary according to the age of the child - for babies and infants **Some examples are**:	Worker responds to non-verbal cues and decides whether a response is required Initiation or reflection of babbling and cooing Responds to crying in ways that meets the babies/infants need **For toddlers** Responds to verbal and non-verbal communication of the toddler Spend sufficient time to respond to child's comments **For 3 to 5 year olds** Conversations during routines and experiences **For 6 to 12 year olds** Interactions are more reciprocal Communication focuses on events that are important

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	Interactions are often informal in nature
Apply limits to behaviourwill vary according to the age of the child: **Some examples are**:	Saying no Remove child from problem/trouble Distract to another activity **For toddlers**: Patiently respond, provide a consistent message **For 3 to 5 year olds**: Communicate the guidelines of the service clearly **For 6 to 12 year olds** Will involve discussions with children e.g. About the reason the guideline is required
Service policies on response to behaviour may include:	Accurate documentation of incident Report incidents to colleagues and more senior workers
Limits and guidelines may cover:	Out of bounds areas Expectations about behaviour with other children/adults Procedures for health and safety
Key words of meaning may include:	Phrases and jargon the child uses Namings used by the family Language specific to an area of the child's interests e.g. Basketball
Non-verbal communication may include:	Working at child's level Proximity to child Eye contact/no eye contact

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	Hugs and touch, as appropriate
Appropriateness of non-verbal communication may include:	Culturally appropriate Age appropriate Style of communication e.g. Formal - informal
Worker's communication of care and respect in their interactions may be through:	Tone of voice Style of interaction
Styles of interaction may include:	Noisy or quiet Rougher or gentler Verbal or physical
Style of interaction will vary according to:	Child's age Developmental stage Child's needs Child's abilities Child's personality
Positive behaviour may be promoted by:	Verbal comments and attention Physical contact e.g. hug Providing physical and psychological space Opportunities that suit the child's preferences Opportunities to redirect energy are created Acknowledgment and encouragement
Limits and guidelines may cover:	Out of bounds areas Expectations about behaviour with other children/adults

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	Procedures for health and safety
Methods to promote positive behaviour will vary according to the age of the child **Some examples are**:	**For babies, infants and toddlers**: Smiles Attention Distraction **For 3 to 5 year olds**: Choice of favourite activity Praise, encouragement Anticipating trouble and redirecting or distracting child **For 6 to 12 year olds**: Non-verbal communication appropriate to age and peer group Talking about feelings Modelling
For some developmentally delayed children these may be used in addition:	Tangible rewards Charts
Positive and realistic expectations of children's behaviour will be demonstrated differently according to the age of the child **Some examples are**:	**For babies and infants**: Smiling Clapping verbal and non-verbal approval **For toddlers**: Modelling Repetition of guidance's for appropriate behaviour e.g. 'we walk inside' Talking about appropriate behaviour **For 3 to 5 year olds**: Reasons for guidelines are explained **Or 6 to 12 years old**: Children will be involved in the establishing of guidelines

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Guidelines are communicated to:	Children, especially those new to the service Parents Potential users of the service Relief or other staff
The application of guidelines and limits will vary according to the age of the child:	**For babies and infants**: Saying 'no' is reserved for situations where safety is a concern Remove child from problem/trouble Distract to another activity **For toddlers**: Patiently respond, provide a consistent message Acknowledge feelings Provide appropriate activities to release feelings Reason for limit is explained in simple terms to child **For 3 to 5 year olds**: Provide a consistent message Acknowledge feelings Provide appropriate activities to release feelings **For 6 to 12 year olds**: Children are involved in the establishment of guidelines Written guidelines can be given to children Periodically reviewing guidelines
Needs of the child which may influence the worker's response to a serious incident of behaviour may be due to:	Family crisis Family stress and problems Major changes in the child's profile

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Other circumstances which may influence the workers response include:	Location of incident Risk to child or others Other potential or actual consequences
Serious incidents may be reported according to the service's guidelines to:	Parent/s of the child Parent/s of other children affected Co workers Management/supervisor
Service policy and procedures on response to serious incidents or behaviour may include:	Accurate documentation Report incidents to colleagues and more senior workers
Consult childrenmay relate to all their interests including:	Food Discipline policies Activities Programming Behaviour Parents Staff
Communication that may be used to consult and collaborate with children include:	Verbal and written and non-verbal In a group or individual discussions On regular basis and spontaneous Surveys/ evaluations Requests, chatting Discussions, meetings Suggestion boxes Anecdotal Listening to informal conversations

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Encourage children to consider new ideas and interestsmay include:	Encouraging children to consult with each other New and stimulating material is presented to children Children's ideas are shared with others in a group situation
Resources that are limited may include:	Physical environment Equipment Time available Staff numbers Budget Space
Safety factors and legal requirements may include:	Staff ratios Behavioural or medical problems Duty of care responsibilities 'Sunsafe' policy Staff ratio for excursions High risk activities Weather Location of activity

Unit Sector(s)

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CHCYTH301D Work effectively with young people

Modification History

Unit Descriptor

This unit describes the knowledge and skills required to work with and for young people within an ethical, social, political and economic context

This unit describes the knowledge and skills required to work with and for young people within an ethical, social, political and economic context

Application of the Unit

This unit may apply to community services work in a range of contexts

This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

Element	**Performance Criteria**

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1	Develop a professional rapport with young people	1.1	Conduct interactions with young people in a fair, just, humane and positive manner
		1.2	Use communication strategies with individuals for effective interaction and problem solving
		1.3	In all work demonstrate a consistent commitment to young people
2	Address issues associated with the culture of young people	2.1	In all actions and decisions, take into account the culture of the young person
		2.2	Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices
		2.3	Evaluate issues in relation to young person's culture, family background and interest and modify approach appropriately
		2.4	Select activities and resources to promote cross cultural awareness
		2.5	Establish guidelines that are relevant to the culture and background of the young person
3	Recognise that youth culture is distinct	3.1	In all interventions, take account of youth culture the young person identifies with
		3.2	Select activities and interventions to fit both individual and/or group needs of particular young people
		3.3	Assist young people to negotiate positive outcomes within a political framework
		3.4	In all interventions, take account of their economic impact on young people
		3.5	In all work demonstrate a commitment to addressing any economic disadvantages young people experience

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

Own work role within the context of the youth sector

Organisation role within the context of the youth sector

Interrelationship of society, culture, the family and the young person

Aspects of human behaviour and development related to young people, their personal and social development and relationships

Principles of access and equity

Statutory framework in which the work takes place

Political and economic context as listed in the Range Statement

Current issues facing young people and existing services to address their needs and rights

Principles and practices of community support

Youth cultures social, political and economic frameworks

Essential skills:

It is critical that the candidate demonstrate the ability to:

Prepare reports such that the information and the way it is organised is appropriate to its purpose and audience

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

Demonstrate application of skills in:

interpersonal communication with young people and other stakeholders

working as part of a team or as a sole worker

communication

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advocacy

empathy

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	The individual being assessed must provide evidence of specified essential knowledge as well as skills This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions Consistency in performance should consider the organisation and individual context within which work takes place
Access and equity considerations:	All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work All workers should develop their ability to work in a culturally diverse environment In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander

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	clients and communities
Context of and specific resources for assessment:	This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged Resource requirements for assessment of this unit include access to: a workplace or an accurately simulated environment where assessment may take place
Method of assessment:	In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work

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situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Historical, **social**, **political economic context includes**:	Statutory framework within which work takes place in the sector Historical context of work e.g. changing attitudes to young people; changing approaches to working with young people Changing social context of work: e.g. changing government and societal views of young people and approaches to working with them Political context e.g. Government policies and initiatives affecting youth work Economic context e.g. The current economic situation as it relates to and affects young people and the subsequent impact on client needs
Stakeholders and representatives may include:	Young people Friends, peers and target groups Families and care givers Local community and community and religious organisations Government representatives and service providers Youth organisations Specialists/experts Peak bodies and networks in youth work Organisation management, colleagues, supervisor, team members
Different models of work in the sector may include:	Community development and education Case management Working with families A client-centred approach

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A commitment to access and equity may be demonstrated by:	A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers Ensuring the work undertaken takes account of, and caters for differences including: cultural, physical, developmental, religious, economic and social

Unit Sector(s)

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CHCYTH402A Work effectively with young people in the youth work context

Modification History

Unit Descriptor

This unit describes the knowledge and skills required to work in the youth work context

The unit focuses on the historical and contemporary youth sector practice and understanding of the current status of young people

This unit describes the knowledge and skills required to work in the youth work context

The unit focuses on the historical and contemporary youth sector practice and understanding of the current status of young people

Application of the Unit

This unit applies to work undertaken in all youth work roles where the young person is the primary client

This unit applies to work undertaken in all youth work roles where the young person is the primary client

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Apply understanding of the social, historical, economic, legal and political contexts of young people	1.1 Assess and respond to the needs of young people within the context of their experiences
	1.2 Research, analyse and maintain up to date knowledge and awareness of the social, political , economic and legal **contexts of young people**
	1.3 **Research, analyse and apply understanding of youth policy** in practices of youth work
	1.4 Apply understanding of the historical and cultural constructs of youth and the changing context of young people
2 Apply understanding of the context of youth work	2.1 Apply knowledge of youth contexts to **youth work practice**
	2.2 Identify legal frameworks which impact on **context of youth work**
	2.3 Research, maintain and apply **models and frameworks of youth work** in a variety of youth work contexts
	2.4 Develop a comprehensive understanding of the **youth sector**
3 Work within the core values and practice frameworks of youth work	3.1 Assess core **youth work practice values** to ensure supports and interventions are young person-centred
	3.2 Apply practice frameworks to maximise support for the young person as a unique individual
	3.3 Demonstrate support for the **young person's rights** and safety including access and equity of services
4 Work with understanding of the impact of values in determining the approach to working with young people	4.1 Identify, and reflect on own values and experiences which may impact on approaches to youth work
	4.2 Work with awareness of organisation values
	4.3 Match interventions and supports appropriate to the young persons own values

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

The social, political, historical and economic context of the service response to the needs and interests of young people

The organisation's codes of conduct or code of ethics/duty of care

The range of specialist support services and programs available to young people

Processes for getting advice and assistance when there are ethical or professional issues

Knowledge of cultural practices which will have an impact on decisions made about what allowances are made and what rights are given and responsibilities expected

The impact of popular beliefs on values, attitudes and behaviour

Current status of young people in context:

social and cultural context of youth

historical, economic, political and social contexts of young people

rights, needs and responsibilities of young people

risk taking and social behaviour in young people

young people as primary client

changing contexts of young people

Essential skills:

It is critical that the candidate demonstrate the ability to:

Provide effective support and/or services for young people in at least one youth work context, such as:

centre based work

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drop in centres, recreational facilities

housing and residential services

outreach and home visits, street, parks

schools

on line youth work, web based, emails, discussion rooms

telephone contact

Check and analyse information for assessment of risks, special needs, significant changes and personal and social developmental levels for young people

Provide supervision and care based on assessed risk and justifiable degree of care and concern

Respond to risks and incidents of varying degrees of severity

Make decisions based on knowledge of the impact of cultural and personal values on behaviour and expectations

Use clear and reassuring communication relevant to the culture of young people

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

Demonstrate application of skills in:

assessment

referral

negotiation

effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

critical thinking

political analysis

reflective practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	The individual being assessed must provide evidence of specified essential knowledge as well as skills This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions Consistency in performance should consider the organisation and individual context within which work takes place
Access and equity considerations:	All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work All workers should develop their ability to work in a culturally diverse environment In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged Resource requirements for assessment of this unit include access to: a workplace or an accurately simulated environment where assessment may take place

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Method of assessment:	Knowledge testing and simulation exercises conducted in a training program Observation of performance in routine workplace activities Documentation and products produced as part of routine work activities Observation and documentation from specially conducted assignments based on routine work requirements Observations from supervisors, colleagues, clients, youth, health and welfare support agencies, specialist staff

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contexts of young people	Social and cultural construct of youth Historical, economic, political and social contexts of young people Young people in the media Socioeconomic status of young people Rights needs and responsibilities of young people Young people as the primary client Stereotyping of young people

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Research, analyse and apply understanding of youth policyincludes:	Statutory frameworks of youth work Historical and social contexts of youth work e.g. changing attitudes to young people, changing approaches to working with young people, social exclusion Current issues in youth policy and young people's experiences of all social policy e.g. health Changing contexts of young people Economic context - disadvantage, poverty, income, employment, government economic policy, distribution of resources and opportunities Political context - youth social policy Changing social policy contexts impacting on young people and their environment today and in the future A basic understanding of formal ideologies
Youth work practice may include:	Case management Programmed intervention Classification and review Need and risk assessment Reporting and referring systems Protective care Residential care, such as in a family group home Individual work Group work Community work Community development
The context of youth work may include:	Centre based - appointment based Drop in centres, recreational facilities

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	Housing and residential services
	Outreach and home visits, street, parks
	Schools
	On line youth work, web based, emails, discussion rooms
	Telephone
Models and frameworks of youth work may include:	Rights based
	Empowerment
	Community Development
	Client-centred approaches
	Client self determination
	Education
	Basic understanding of the theories of youth development and youth work
Youth sector includes:	Young people
	Youth workers
	Government services
	Non government services
	Youth sector peaks
	Funding bodies
	Relevant levels of accountability
Youth work practice valuesmay include:	The values of:
	youth workers
	young people and their peers
	key stakeholders in young people's lives
	workplaces
	colleagues
	other workers and services
	community

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	others
	Social justice, fairness, honesty and respect Consider the whole context Work with young people in partnership Work towards 'power with' not 'power over' Self agency/ young person directed practice Transparency and transparent boundaries Be non-judgemental Engage with diversity and difference Integrity, acceptance, equity and equality Valuing the person Focus on strengths and capacities Notice change and achievement Recognise the person first not just their issues Work collaboratively
Young person's rights include:	Young people's rights as documented in the UN convention on the rights of the child

Unit Sector(s)

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CHCYTH407D Respond to critical situations

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to maintain safety through effective response to potential or actual critical situations

Application of the Unit

Application	This unit applies to staff working in specialist services and in residential work sites or in the community

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of	The Performance Criteria specify the level of performance required to demonstrate achievement of the

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competency.	Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Minimise the impact of critical incidents	1.1 Respond to *incidents* confidently, effectively, appropriately and in accordance with agreed processes 1.2 Identify the possible causes of incidents and assess these for relevance to the safety and welfare of young people and the service environment 1.3 Identify and provide information on potential responses to the appropriate team members for action and support 1.4 Request assistance clearly and promptly 1.5 Use protective strategies according to instructions and procedures
2. Prevent escalation of violent behaviour	2.1 Routinely monitor person's behaviour pattern to ensure aggressive or abusive behaviour minimised 2.2 Develop plan of care outlining ways to prevent, and respond to clients expressions of violence against self or others, communicate it to relevant personnel and implement the plan 2.3 Respond to crisis situations in a manner that promotes calm and reassurance 2.4 Use procedure to protect clients from endangering themselves or others that are consistent with legal, ethical and organisation requirements, and safety considerations 2.5 Make appropriate judgements relating to physical restraint, based on balance of risk and safety of all 2.6 Administer first aid and other assistance as necessary
3. Secure the safety of clients	3.1 Anticipate potential causes of conflict and harmful behaviour and make respond appropriately, to prevent escalation

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ELEMENT	PERFORMANCE CRITERIA
	3.2 Use calm, confident and assertive communication to establish positive personal interaction and exchange information
	3.3 Provide information designed to promote positive decision-making based on the relationship between actions and consequences
	3.4 Provide information to all relevant individuals in a clear, accurate and comprehensive manner
	3.5 Select *response and action designed to minimise risk*, prevent escalation and to preserve the safety and security of all involved
	3.6 In responses and emergency action, give priority to the protection of individuals from severe harm
	3.7 Ensure use of force for maintenance of safety complies with procedures and is applied with minimum force to establish control

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation's policies, guidelines and procedures related to monitoring the safety and welfare of young people and preventing and responding to incidents risk taking behaviour
- Team roles and responsibilities and reporting requirements
- Responsibilities of child protection reporting and duty of care

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REQUIRED SKILLS AND KNOWLEDGE

- Teamwork principles and strategies
- First aid techniques
- Principles of effective communication for counselling, risk assessment, negotiation, mediation and information management
- Organisation's reporting procedures and format
- Code of conduct
- Emergency protocols

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge and application of organisation policies and procedures for responding to critical situations
- Demonstrate knowledge and relevance of statutory obligations and duty of care including child protection reporting
- Assess risks to client safety and welfare and selecting approved and effective responses
- Use effective communication skills and techniques under pressure
- Use protective and first aid techniques and equipment
- Demonstrate knowledge of organisation's delegations, accountability and reporting processes related to critical situations

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of effective communication skills across a range of situations relevant to the work role
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the

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EVIDENCE GUIDE

Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Because of the unpredictable factors included in this unit, assessment in the workplace may depend on indirect or supplementary evidence, particularly the use of simulations and practice drills

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to a workplace or accurately simulated environment for assessment

Method of assessment:

- Knowledge testing and simulation exercises conducted in a training program
- Knowledge testing through questioning on performance and contingency scenarios
- Observation of performance in routine workplace activities

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EVIDENCE GUIDE

- Documentation and products produced as part of routine work activities
- Observation and documentation from specially conducted assignments based on routine work requirements
- Observations from supervisors, colleagues, clients and specialist support agencies

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Critical situations will include actions and events:

- From others which jeopardise the safety and welfare of young people
- Which jeopardise the safety and welfare of the public
- Which jeopardise the safety and welfare of staff and colleagues
- Issues of child protection
- Criminal actions
- From themselves (including self-harm and suicidal behaviour)

Response and action designed to minimise risk may include:

- Separation/isolation/searches
- Defusing strategies
- Counselling
- Specialists/experts
- Intervention or mediation
- Special intervention
- Cultural support specialists

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RANGE STATEMENT

- Referrals
- Negotiation
- Specialist response teams

Incidents or conflict may include:

- Potential or actual causes
- Young people expressing violence towards themselves or others
- Young people experiencing violence
- Intense anger or despair

Unit Sector(s)

Not Applicable

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CHCYTH501A Develop and implement procedures to enable young people to address their needs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to monitor and upgrade organisation approaches to young people with highly complex problems

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential	The Performance Criteria specify the level of

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outcomes of a unit of competency.	performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop support programs for young people	1.1 Assess specific needs of the young person and match to an existing program 1.2 Employ appropriate communication techniques to engage young person and to address specific needs 1.3 Consult relevant community organisations to identify available support programs that meet specific needs of clients 1.4 Undertake appropriate work to ensure a thorough knowledge of content, purpose and access protocols of existing programs 1.5 Provide relevant information to client as appropriate
2. Ensure that young people with complex needs receive appropriate services	2.1 Implement procedures to ensure indications of physical, emotional, psychological or sexual abuse are identified and addressed 2.2 Define appropriate procedures and put in place to minimise effects of any aggressive or abusive behaviour of clients including identifying: • 'at risk' behaviour patterns • a range of alternative strategies • quick response actions • support behaviours • protocols of behaviour 2.3 Employ appropriate approaches and language to enable clients to express their ideas in a range of ways
3. Liaise with other services and organisations	3.1 Design and implement appropriate referral systems and procedures to ensure special needs of clients can be addressed

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ELEMENT	PERFORMANCE CRITERIA
	3.2 Identify and access *support facilities* required to optimise client access to specialist services
	3.3 Ensure *support* and advocacy services provided reflect organisation procedures, respect the young person's rights and are appropriate to cultural and other individual circumstances
	3.4 Consult with relevant professionals and service providers to ensure broad and comprehensive client service delivery
4. Monitor and upgrade support provided by the organisation	4.1 Regularly review information and services provided to clients to assess continuing relevance and effectiveness
	4.2 Periodically review assessment, support and referral systems used within the agency
	4.3 Hold appropriate debriefings with workers for the purposes of counselling, identifying training needs and evaluating client service delivery
	4.4 Identify problems experienced by workers, assess appropriate adjustments to service delivery and negotiate with relevant staff
	4.5 Provide support and supervision to other workers as required in accordance with organisation procedures
	4.6 Arrange regular debriefings with associated organisations and service providers and produce and provide reports in accordance with organisation procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legal and organisation policies relating to advocacy, monitoring and dealing with abuse
- Principles of empowerment and enabling processes in advocacy
- Methods of short term counselling strategies
- Different forms of abuse and their indicators and response processes
- A broad range of specialist and generic services and agencies
- Family support and mediation
- Organisations policies, guidelines, procedures
- The specific needs of identified target groups
- Youth specific consultation and engagement principles for seeking feedback on service provision
- Reflective and evaluative processes in youth work practice
- Strengths-based approaches
- Human rights declarations and convention on the rights of child

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop and implement procedures relating to services offered by worker's organisation including support facilities, particular types of support and information and referral advice

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - interpersonal communication with young people (specifically skills such as listening, observation, leading discussions, questioning, clarifying)
  - short term counselling, negotiation, mediation
  - case management - formulating aims and objectives, implementation and evaluation methodologies, strategic planning with a team of professionals inside and outside the organisation

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REQUIRED SKILLS AND KNOWLEDGE

- organisation and individual youth rights advocacy
- youth participation strategies
- program development

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills
	• This unit should be assessed in the workplace or through direct work practice
	• Demonstration of competency relating to the development and implementation of procedures should include:
	  • at least four types of support (support facilities and types of support) listed in the range statement
	  • at least three types of information and/or referral advice listed in the range statement

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account

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EVIDENCE GUIDE

	relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to a workplace or accurately simulated environment for assessment
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Support facilities will include:

- Language/translations/interpreters
- Physical aids
- Transport
- Cultural advisers
- Change of venue/location
- Family/peer
- Specialists
- Case management team

Support to be provided by worker to the young person/s may be:

- Advice
- Provision of information
- A listening and affirmation role
- Short term or crisis counselling
- Mediation (family and other)
- Advocacy (legal and other)
- Practical assistance
- Referral to other agencies/services
- Availability
- Linking with others, groups, networks

Information and referral advice may include:

- Specialist agencies and organisations
- Special support groups
- Government and non-government services
- Individuals with specialist expertise
- Allowances, pensions and benefits
- Grants
- Private finance
- Equipment, physical aids

Relevant legislation will include:

- Statutory care and protection guidelines
- Juvenile justice regulations
- Confidentiality
- Age of consent
- Anti-discrimination
- Duty of care
- Organisations policies and procedures

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RANGE STATEMENT

- Professional code of conduct or ethics
- Contractual obligations

Unit Sector(s)

Not Applicable

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CHCYTH505D Support youth programs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to devise, set up, coordinate, deliver and evaluate activities and programs for individuals and groups

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of	The Performance Criteria specify the level of performance required to demonstrate achievement of the

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competency.	Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the activity / *program* required	1.1 Assess need for a particular program from relevant evidence collected 1.2 Identify and review a range of possible programs to meet the defined needs 1.3 Select a program type based on client needs, organisation's criteria and availability of resources
2. Prepare activity / program plan	2.1 Undertake appropriate strategic planning activities to ensure client needs are met 2.2 Plan activities in consultation with key clients and stakeholders 2.3 Determine operational arrangements for conducting the program and assess their feasibility 2.4 Include appropriate implementation and evaluation strategies in the activity/program plan 2.5 Ensure planning activities reflect accepted good practice in working with young people
3. Deliver activity / program	3.1 Implement program in accordance with program plan, organisation guidelines and legal / statutory requirements 3.2 Provide participants with access to a range of *activities* suited to their needs and interests 3.3 Develop flexible implementation plans to suit a variety of contexts and to cope with contingencies 3.4 Adapt program to changing needs of participants as required 3.5 Ensure problems in program delivery are addressed promptly

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ELEMENT	PERFORMANCE CRITERIA
4. Evaluate activity program	4.1 Define criteria to judge effectiveness of program in consultation with clients and stakeholders 4.2 Routinely use appropriate evaluation strategies during and after program and for revision and development 4.3 Collect, organise and report evaluation information in a format which is accessible and meaningful to clients and stakeholders 4.4 Prepare and present reports as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Target groups relevant to the worker and the activity or program
- A range of youth activities and programs
- Legal and safety requirements as they relate to activities and programs
- Relevant funding sources

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Consult with relevant stakeholders

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REQUIRED SKILLS AND KNOWLEDGE

- Work with individuals and groups
- Undertake autonomous work and team work

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - research and consultation
  - coordination and management of programs
  - analysis of data, information and relationships
  - advocacy
  - provision of support to a diverse range of people/organisations
  - conflict resolution/negotiation and mediation
  - cross cultural communication and negotiation
  - literacy adequate to prepare a range of appropriate resource material
  - working with and through community leaders
  - effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions • Consistency in performance is to be demonstrated for

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	at least two: • types of activities and programs identified in the Range Statement • purposes identified in the Range Statement
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • a workplace or an accurately simulated environment where assessment may take place
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should

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	be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Program may include:	• Activities designed to address needs of target groups • Activities designed to meet needs identified in research • Strategies to implement government/funding agency policy • Activities to extend the participation numbers in existing programs • Strategies to address exclusion, discrimination and alienation • Those directed at individual young people and their needs • Those directed at the general community which affect young people • Those initiated by the organisation, by community groups, by other organisations, or by community leaders and decision-makers • Those designed to respond to social, economic and demographic changes
Programs may have the following focus:	• Education/learning/training e.g. homework support and study • Personal development and support e.g. life skills

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RANGE STATEMENT

	education • Music and performing arts e.g. youth theatres, band, video production team • Research, planning and management e.g. Aboriginal cultural camp, scouts meeting • Community action e.g. anti violence group • Special interest causes e.g. young people against nuclear disarmament • Enterprise development activities • Employment, funding raising, small business
Activities may include:	• Discussion groups e.g. about safe sex, religious beliefs • Sporting and recreation activities e.g. basketball at the drop in centre, pool game, disco, bush excursion • • Structured and unstructured social activities e.g. party, shopping, visit to the cinema
Programs are planned and implemented for the purpose of:	• Providing immediate support • Promoting young people's participation and personal development • Enabling young people to use their time constructively, have fun and develop qualities of self reliance • Enabling young people to learn life skills, knowledge and attitudes

Unit Sector(s)

Not Applicable

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CHCYTH506A Provide services for young people appropriate to their needs and circumstances

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to provide guidance and role models to young people and their families to maintain positive and supportive relationships while identifying problems and establishing goals for change based on maintaining support from family and the general community

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish effective rapport with young people and families	1.1 Use interaction with young people to encourage personal reflection on relationships and personal responsibility 1.2 Negotiate clear boundaries between worker and young person, taking account of factors likely to impact the relationship 1.3 Use a range of *communication* strategies to gather information about the background and circumstances of young people and their families 1.4 Ensure all approaches to and communication with the young person are conducted on terms that are non threatening and acceptable to them, and are designed to encourage their own informed choice 1.5 Take steps to create a safe environment when communicating with the young person 1.6 Ensure information provided to young people and their families is factual, clear and designed to promote positive responses 1.7 Identify issues arising from the circumstances of young people and their families and the need for changes to behaviour and relationships 1.8 Maintain clear, ethical and honest relationships with young people and their families 1.9 Promote the young person's rights and choices in ways which respect their values and beliefs, consistent with relevant legislation and professional responsibility and accountability 1.10 Record and report all information relevant to intervention contact with young people and their families according to organisation's procedures and considering

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ELEMENT	PERFORMANCE CRITERIA
	confidentiality and discretion
2. Identify and address immediate needs and circumstances of young people	2.1 Identify and respond to immediate needs of young people according to nature and degree of urgency 2.2 Provide young people and their families with information tailored to their capacity to absorb and designed to calm and reassure 2.3 Observe and note any signs of distress, anxiety, aggression and apathy 2.4 Observe and note signs of impairment of functioning in individuals and relationships
3. Explore and clarify issues facing the young person and the nature of support sought	3.1 Offer the young person adequate opportunity to explore and clarify the issues facing her/him 3.2 Negotiate involvement of other parties as required by young person and worker 3.3 Listen actively and positively to young person's issues, needs, views and feelings about their issues and accepting support 3.4 Where there are communication difficulties, make renewed attempts through appropriately modified approaches or responses 3.5 Describe and analyse the nature and scope of the issues and check with the young person for completeness and accuracy 3.6 Clearly explain to the young person the role and capacity of the worker to provide assistance and support 3.7 Where appropriate, obtain relevant available information from others about the young person's potential need for support, consistent with the young person's right to access information and to approve or disapprove of the worker's actions
4. Facilitate goal setting and action planning	4.1 Encourage and support the young person to work out their own goals and priorities and to assess their feasibility 4.2 Where appropriate, offer further options to the

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ELEMENT	PERFORMANCE CRITERIA
	young person without imposition or pressure 4.3 Emphasise and negotiate clients' responsibility for determining and achieving their goals 4.4 Where there are judged to be risks to the young person from the choices made, explain these in a manner which is supportive whilst outlining the risk 4.5 Encourage clients to identify and prioritise long and short term goals based on individual responsibility and personal choice 4.6 Encourage and/or support the young person to develop strategies to act on goals set 4.7 Encourage clients to identify and analyse factors that have contributed to past behaviour and obstacles to achieving individual and family goals 4.8 Identify unrealistic expectations, challenge negative attitudes and unacceptable objectives and re-negotiate plans when required
5. Provide targeted *assistance and referral*	5.1 Identify and clearly communicate the type and nature of services available to clients 5.2 Discuss availability, type and nature of services and resources in a manner, and at a level and pace, appropriate to the young person and in a way which respects their right of choices 5.3 Undertake appropriate work to ensure assistance provided: • is of a level, type and manner appropriate to the young person and the nature of the issues facing them • is consistent with legal and statutory provisions • meets resource and time constraints • complies with organisation policy 5.4 Encourage young person to use this service and/or access alternative services and resources which are appropriate to their requirements, beliefs and preferences and to be as self managing as possible 5.5 Advise the young person about ways in which legal and statutory provisions might affect their situation and confirm young person's knowledge and

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ELEMENT	PERFORMANCE CRITERIA
	understanding of information provided and need for additional information
	5.6 Establish systems to ensure information and referral sources within organisation are up to date, comprehensive, accurate, accessible and relevant to clients
	5.7 Implement procedures to ensure workers have access to additional advice, expertise and support from others as required
	5.8 Continually monitor effectiveness of service delivery and resolve problems of access, services or resources as appropriate
	5.9 Ensure all documentation and reporting is in accordance with organisation procedures
6. Act as an advocate on request	6.1 Where the young person requests the worker to act as an advocate, identify the scope and goals of the possible role and outline and negotiate these with the young person
	6.2 When requested and where possible, support the young person and accompany them during first stages of access to services to enable them to gain confidence to go alone
	6.3 Represent the young person's interests clearly and accurately in a manner consistent with the identified agreement between them and the worker
	6.4 Describe and explain to the young person all representations made on their behalf in a manner and language appropriate to their information needs and circumstances
	6.5 Ensure decisions and/or actions taken on behalf of the young person are consistent with their expressed or implied preferences and interests

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation's policies, guidelines and procedures related to client management and support
- Relevant statutory responsibilities related to management of and support for young people and their families, court orders, code of conduct, organisation procedures, criminal justice codes, client services and programs
- Establishing and maintaining effective relationships with young people and their families
- Principles of effective communication including client information management
- Organisation reporting procedures and practice
- Support services and specialists and their guidelines for access and service provision
- Aspects of human behaviour and development related to young people, families and relationships
- Principle/relevant cultural practices and customs of the community and the family profiles

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge and application of relevant organisation procedures and policies related to services for young people and their families, personal support for young people, referral, reporting, community services
- Demonstrate knowledge of statutory requirements and application of the concept of duty of care
- Work with clients from different cultural backgrounds
- Support young people and their families according to case management objectives, needs and risks and individual circumstances
- Support vulnerable young and young people with special needs and risks
- Identify personal values and their impact on performance
- Acknowledge worker's power in the relationship with the young person, assert this power where necessary, and recognise dangers of its misuse

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - general counselling strategies/techniques
  - goal setting, personal planning and change support
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Performance can be demonstrated through assessment of evidence generated from work practice
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people

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EVIDENCE GUIDE

	• Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to a workplace or accurately simulated environment for assessment
Method of assessment:	• Knowledge testing and simulation exercises conducted in a training program • Knowledge tested or inferred from explanations and performance in workplace applications • Observation of performance in routine workplace activities • Documentation and products produced as part of routine work activities • Observation and documentation from specially conducted assignments based on routine work requirements

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole.

This Range Statement reflects the very diverse nature of young people and family needs and circumstances and different services provided in and for community services. Selection from the Range Statement will reflect the specific requirements of the work site and the defined work role.

The variables of performance will depend on whether the context of assessment is institutional or community based

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RANGE STATEMENT

Communication with young people and their families will include relevant selection of evidence from:

- Formal and informal meetings
- Interviews
- Counselling
- Receiving and conveying information and advice
- Receiving grievances/complaints
- Oral and written reports
- Internal and external to the organisation
- Recording and reporting
- Responsibility for vulnerable and high risk families and families with special needs
- Contact with uncooperative, aggressive and distressed offenders
- Contact with young people in crisis

Confidentiality and discretion will include:

- Security of personal information
- Determination of other people to be informed
- Location and timing of communication
- Nature of follow up
- Nature of the information
- Agreement with young people and their families, colleagues and support agencies
- Child protection notification.

Assistance and referral may include:

- Social/welfare worker
- Medical
- Drug and alcohol services
- Intervention and behaviour management programs
- Counsellors
- Religious/spiritual adviser
- Program coordinator
- Case manager and case management team
- Aboriginal, Torres Strait Islander liaison
- Specialist cultural liaison and support
- Welfare organisations
- Legal advice
- Education/training/skills development
- Recreation/sporting groups

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RANGE STATEMENT

- Employment/ career development

Unit Sector(s)

Not Applicable

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CHCYTH608C Manage service response to young people in crisis

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to develop an agency approach to young people in crisis

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range

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Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement a framework for preventing *crisis* situations	1.1 Develop framework to address prevention and response to critical situations and which reflects consideration of beliefs, rights and needs of client and responsibilities of organisation within a legislative and statutory context 1.2 Establish appropriate resources and mechanisms to assist workers to deal with crisis situations 1.3 Define details of organisation's responsiveness to crisis situations and articulate to relevant personnel 1.4 Store and maintain all information related to crisis situations to maximise accessibility, accuracy, currency and legibility 1.5 Implement procedures to ensure clients have ready access to information that may help to resolve crisis situations
2. Support staff in responding to a crisis	2.1 Establish appropriate protocols for managing potential and actual crisis situations 2.2 Draft, regularly update procedures for the management of crises and communicate to staff and other relevant personnel 2.3 Ensure crisis management procedures which are developed are consistent with legal and organisation obligations and constraints 2.4 Allocate resources for prompt and effective response to crisis situations 2.5 Provide appropriate crisis response training and update briefings to workers on a regular basis 2.6 Formulate appropriate advice for upgrade of organisation procedures including those related to occupational health and safety (OHS) and other industrial and legislative requirements

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ELEMENT	PERFORMANCE CRITERIA
3. Follow up crisis situations	3.1 Complete all required reporting and ensure it is comprehensive, accurate and consistent with organisation's policies and procedures 3.2 Define debriefing procedures and implement routinely 3.3 Provide opportunity for participation in review and evaluation of organisation responsiveness 3.4 Identify needs of all specific parties which arise from a crisis situation and develop strategies to ensure they are addressed

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legal and organisation policies relating to safety within the work environment
- Relevant specialist support services and resources
- Possible factors which contribute to young people entering crisis situations
- Legislative and policy obligations
- Methods of crisis intervention including mediation and negotiation
- Characteristics of aggressive and abusive behaviour
- Methods of promoting less aggressive/abusive behaviour
- Other support agencies and the relevant specialist resources they offer
- Possible factors which contribute to young people entering crisis situations
- Possible repercussions of inappropriate intervention of worker behaviour

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REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Ensure crisis response structure or framework meets the for requirements of particular workplace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - counselling and professional debriefing techniques
  - conflict resolution/management
  - effective communication skills including mediation and negotiation
  - people management including provision of feedback
- Maintain documentation as required, including effective use of relevant information technology in line with OHS guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit should be assessed in the workplace or through direct work practice • Consistency in performance should consider the particular requirements for crisis management

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EVIDENCE GUIDE

	frameworks and structures in the workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to a workplace or accurately simulated environment for assessment
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Response to crisis situations will be immediate and ongoing

Relevant legislation and policy will include:	• Statutory care and protection guidelines • Confidentiality • Age of consent • Families' rights and responsibilities • OHS • Duty of care • Professional code of conduct • Non-discrimination • Equal employment opportunities
Crisis will relate to:	• Those faced by the client group • Potential or actual crises • People at immediate risk of emotional, physical, psychological, spiritual, sexual and financial distress and emergency • Response to physical, mental, emotional or sexual abuse • Client's relationship with other agencies e.g. legal system, welfare
Organisation policies and procedures to maximise physical and emotional safety will relate	• Anti-discrimination guidelines • Guidelines to deal with violent behaviour • Rights of worker and service user

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RANGE STATEMENT

to:	• Organisation rules e.g. concerning drug and alcohol use, sexual behaviour, visitors • OHS • Emergency/safety procedures • Security of premises • Debriefing procedures

Unit Sector(s)

Not Applicable

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CUEFOH04C Usher patrons

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to process tickets and seat patrons for a theatre performance, event or cinema session. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Box office personnel apply the skills and knowledge outlined in this unit. People in this role are responsible for monitoring patron movements in and out of the auditorium and assisting with any special seating requirements. Typically they would be employed at theatre, cinema and event venues which could have one or more auditoria. This unit has strong linkages to the following units, and combined training and/or assessment is recommended: • CUEFOH10B Monitor entry to a venue • CUSOHS301A Follow occupational health and safety procedures.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Check and process tickets	1.1. Check ***tickets***/passes for validity and seating location and process in accordance with organisational procedures 1.2. Take appropriate action should any problems arise with tickets/passes 1.3. Provide patrons with accurate ***auditorium information*** and advise if any ***special restrictions or requirements*** apply 1.4. Refer issues beyond own level of responsibility to the appropriate person
2. Seat patrons	2.1. Encourage patrons to enter the appropriate location in accordance with public announcements 2.2. Deal with queues to ensure that patrons are seated efficiently and quickly and that the performance is not

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ELEMENT	PERFORMANCE CRITERIA
	delayed 2.3. Monitor crowd movement and take appropriate action to address ***problems*** 2.4. Direct patrons to their seat location or guide patrons to seats, ensuring their safety 2.5. Deal with any ***seating problems***, take remedial action according to individual level of responsibility and enterprise procedures 2.6. Identify patrons with special needs and ***provide special assistance*** to seat them at the most appropriate time for the comfort and convenience of all patrons 2.7. Provide latecomers with accurate information on when they may be seated and assist them to their seats at the appropriate time 2.8. Observe safety requirements and regulations at all times in accordance with organisational procedures
3. Monitor entry to and from the auditorium	3.1. Close auditorium doors in time for the performance/session/event and continually monitor 3.2. Assist any patrons to safely exit and re-enter the auditorium at appropriate times 3.3. Clear the auditorium of patrons at the conclusion of the performance/session/event in accordance with safety requirements and regulations 3.4. Tidy and/or clean the auditorium and secure, as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• methods of crowd control • literacy skills sufficient to read and interpret tickets • numeracy skills sufficient to count tickets, seats
Required knowledge
• formats and features of tickets as appropriate to the organisation or industry sector

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REQUIRED SKILLS AND KNOWLEDGE
• typical procedures for ushering patrons • layout of the auditorium (all entrances, exits) • seating configuration of the auditorium and various pricing categories • performances/session/event times (start, conclusion, intermission) • special seating facilities and services available to people with special needs • procedures for assisting people with specials needs to and from their seats • procedures for late admissions • safety issues and regulations particularly in relation to the ushering of patrons

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • ability to check and process tickets and seat patrons customers efficiently • ability to identify and resolve seating problems • provision of special assistance to those people who have special seating needs • knowledge of typical procedures used for ushering patrons.
Context of and specific resources for assessment	The assessment context must provide for: • the ushering of patrons within an operational venue environment, e.g. a cinema, live theatre, conference centre • interaction with and involvement of a customer group to be seated and to whom special assistance can be provided • provision of multiple types of assistance to ensure varying customer needs can be met.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include:

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EVIDENCE GUIDE	
	• direct observation of the candidate ushering patrons within a venue • direct observation of the candidate providing special services to those people who have special needs • role plays to assess ability to resolve seating problems • written or oral questions and tests to assess knowledge of the auditorium, seating layout and procedures, e.g. safety and security, special needs procedures • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: • a venue where performances/cinema sessions/events take place • tickets/passes.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Processing ***tickets*** may include:	• collecting whole tickets • tearing ticket stubs and returning main portion to patron • tearing tickets

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RANGE STATEMENT	
Auditorium information provided to patrons may include:	• correct entrance for particular seats • exit points for the auditorium • location of seats
Special restrictions or requirements may include:	• exiting via an exit point • no entry or return entry to the venue once the performance has commenced • no intermission • non use of audio or camera recording equipment inside the venue
Problems with tickets may include:	• patron is using a concessional ticket/pass to which they are not entitled • tickets are for a past or future performance/session
Seating problems may include:	• broken seats • patrons have impaired vision due to height and require booster cushions • patrons moving onto seats which are of a higher price to which they are not entitled • patrons sitting in incorrect seats
Providing special assistance to seat those with special needs may involve:	• adjusting walking pace to that of a less mobile person to ensure their safe arrival at seat location • physical guiding of visually impaired patrons • providing extra verbal instruction to less mobile persons about presence of stairs, steps, steepness of slope, availability of handrails • pushing or guiding wheelchairs

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - front of house

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Co-requisite units

Co-requisite units		

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CUEFOH10B Monitor entry to a venue

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to monitor entry to a venue and to monitor and report on crowd movements. It does not cover specialist security activities performed by licensed security staff. Units covering security skills are found within the Asset Maintenance Training Package (PRM04). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Operative or managerial front-of-house personnel typically undertake the duties outlined in this unit. They could be working in any live entertainment venue or in cinema complexes. This unit has strong linkages to the following units, and combined training and/or assessment is recommended: • CUSOHS301A Follow occupational health and safety procedures • CUECOR04B Deal with conflict and resolve complaints • CUEFOH09B Provide venue information and assistance.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Monitor and maintain access to the venue	1.1. Check all ***items associated with access*** to the venue before arrival of customers to ensure functionality 1.2. Control ***access*** to the ***venue*** according to organisational procedures, complying at all times with specific safety and security regulations 1.3. Check areas regularly for safety and comfort of customers. 1.4. When monitoring ***restricted access areas***, check identification and allow only authorised personnel to enter restricted areas

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ELEMENT	PERFORMANCE CRITERIA
	1.5. Restrict access to the auditorium until clearance is obtained
2. Monitor crowds	2.1. Identify the maximum number of customers the area can accommodate 2.2. Ensure that queues are controlled firmly and courteously 2.3. Monitor the crowd size and ensure that the maximum number is not exceeded 2.4. Request that customers surrender ***restricted items*** and confiscate, if necessary, according to organisational procedures 2.5. Identify problems promptly and take action to rectify or refer to ***relevant personnel*** 2.6. Monitor crowd behaviour and promptly report any problems to the appropriate personnel or security personnel 2.7. Communicate with colleagues and customers in a courteous manner at all times

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• effective communication techniques for dealing with customers and crowds • numeracy skills sufficient to make counts and estimate crowd numbers
Required knowledge
• venue security and monitoring procedures • restricted items and associated policies • health and safety issues and regulations • protocols for contacting emergency or security services and relevant contacts • layout of venue, including fire and safety exits, entrance doors/gates • various formats for identification worn by those associated with the performance/session/event

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • knowledge of procedures for monitoring entry areas • ability to effectively communicate with the crowds and quickly resolve any conflict as it arises.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills within a fully equipped operational venue, eg a cinema, live theatre, conference centre • monitoring a crowd for a commercially realistic period of time to allow for a variety of crowd circumstances to arise • commercially realistic ratios of customers to candidate to reflect typical workplace and crowd conditions.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • direct observation of the candidate monitoring crowds at a venue • role plays to assess ability to negotiate the surrender or confiscation of restricted items • written or oral questions and tests to assess knowledge of the venue and procedures, e.g. safety and security, confiscation of items • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with

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EVIDENCE GUIDE	
	interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: • a venue where performances/cinema sessions/events take place.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Items associated with access to the venue may include:	• barriers • exit and entry locations • fences, gates • signage
Access points may include:	• fire exits • public entrance • stage door
Venue areas to be monitored may include:	• entry areas for the auditorium within the venue • foyer areas • street entrance and footpaths outside the venue
Restricted access areas may include:	• backstage • operating point for technical equipment, e.g. sound mixing desk • the performance area
Restricted items to be surrendered or confiscated may include:	• cameras • dangerous or illegal items, eg drugs, weapons, other items that are potential weapons • drinks • food • recording devices, e.g. DVD/video recorders • telecommunication equipment, eg mobile phones, pagers • umbrellas

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RANGE STATEMENT	
Relevant personnel may include:	• crowd control staff • front-of-house manager • medical personnel • other security staff • police • venue management

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - front of house

Co-requisite units

Co-requisite units		

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CUFIND401A Provide services on a freelance basis

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to operate as a freelancer within the creative arts industry. Success as a freelancer requires a high level of self-motivation and discipline, an ability to develop industry networks and an entrepreneurial attitude when pursuing work opportunities. Freelancers are usually responsible for negotiating their own contracts. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Any person who offers their services on a freelance basis applies the skills and knowledge described in this unit. Generally speaking, people move into freelance work after consolidating their skills as employees.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Promote yourself to potential employers	1. Establish, follow up and regularly maintain business contacts within industry 2. Participate in relevant ***networks*** to support your freelance activity 3. Identify and follow appropriate ***strategies*** to enhance your professional reputation 4. Maximise your reputation by circulating current and succinct ***information*** about your experience 5. Join and maintain regular contact with relevant ***employment networks*** 6. Advertise your services in relevant media outlets as required 7. Produce and distribute promotional material as required

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ELEMENT	PERFORMANCE CRITERIA
Negotiate work arrangements	8. Establish clear performance outcomes for jobs and agree on fees, schedules and expenses 9. Ensure that contracts contain payment terms and conditions that provide a viable cash flow 10. Ensure that contracts contain a clear statement of the obligations of all parties and a process for varying terms and conditions 11. Ensure that the terms of contracts match agreements and securely store written copies of final signed contracts for reference during the course of jobs 12. Negotiate variations to contracts as required 13. Seek specialist advice in the development of contracts where appropriate 14. Be willing to adapt to the demands of others, but without compromising your personal work ethic and reputation 15. Be prepared to reject work offers that do not provide sufficient financial remuneration or job satisfaction
Manage financial and business aspects of freelance work	16. Seek advice on and determine the most appropriate way of operating as a freelancer 17. Set up and use effective systems for managing budgets, finance and paperwork 18. Establish and maintain effective ***support services*** 19. Establish a realistic fee structure that takes into account all ***factors*** associated with your freelance activity 20. Plan ahead to organise and maintain a viable work and cash flow 21. Send invoices in line with payment terms and conditions and follow up any non-payment of invoices promptly and in a businesslike manner 22. Keep simple but accurate and up-to-date accounts and ***records*** 23. Submit annual tax returns, using the services of an accountant as required 24. Comply with ***regulatory***, ***taxation and insurance requirements*** relevant to freelance activities
Undertake strategic planning	25. Identify and implement strategies that help identify work opportunities at an early stage 26. Seek constructive feedback from ***relevant people*** about your performance and evaluate feedback to identify personal development needs

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ELEMENT	PERFORMANCE CRITERIA
	27. Identify opportunities for ongoing professional development and take appropriate action to ensure that your skills and knowledge keep pace with industry developments 28. Identify and act on opportunities to expand your client base, either alone or in partnership with other freelancers 29. Regularly revisit, review and set realistic ***objectives*** 30. Continually monitor and analyse work options against quality of life, and artistic and commercial outcomes 31. Identify risk factors and take action to minimise risk when planning work activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication literacy skills sufficient to:
  - establish and maintain industry networks
  - write resume's and other promotional material for potential employers
  - clarify work requirements
  - negotiate with clients or employers to achieve mutually acceptable outcomes
  - present confidently in a job interview situation
  - seek and act on feedback from others
- problem-solving skills sufficient to factor in a range of costs when establishing fee structures
- planning and organising skills sufficient to:
  - plan work to maximise cash flow
  - prepare and circulate self-promotional material to potential clients or employers
  - establish and maintain personal financial and work record-keeping systems
  - plan for contingencies
  - develop personal budgets and monitor income and expenditure against budgets
- initiative and enterprise in the context of:
  - being proactive in identifying and following through on work opportunities
  - developing a strategic approach to maximising return from freelance activity

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REQUIRED SKILLS AND KNOWLEDGE

• balancing work and personal commitments
• self-management skills sufficient to:
  • prioritise work tasks
  • complete work according to contract terms and conditions
  • make decisions within level of own responsibility
  • seek expert assistance when problems arise
• learning skills sufficient to:
  • keep breast of industry developments relevant to own area of work
  • participate in professional development activities
• technical skills sufficient to:
  • use the internet as a source of information
  • use standard word processing, spreadsheet and database applications

Required knowledge

• well-developed understanding of the relevant industry sector, including:
  • profile of major employers
  • industry networks
  • issues and challenges that arise in seeking freelance work
  • industry codes of practice
  • licensing requirements
• sources of information about regulatory, taxation, insurance and OHS requirements in relation to offering services as a freelancer
• typical formats for presenting resumés

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparation of resume's and other material to promote oneself to potential clients or employers • ability to: • negotiate work contracts

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EVIDENCE GUIDE	
	• develop and maintain industry contacts • participate in industry networks • develop and maintain an effective financial record-keeping system • develop work plans that take account of the need for adequate cash flow.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of relevant and current industry information and networks • access to office equipment and resources • access to examples of work contracts • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • observation of the candidate negotiating a work contract or being interviewed for a job • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit • case studies to assess ability to undertake strategic planning when developing freelance work opportunities.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFIND402A Develop screen and media specialist expertise • BSBREL401A Establish networks.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Networks may include	• chambers of commerce • community organisations • industry professional associations • lobby groups • unions.
Strategies may include:	• developing a personal website to showcase your achievements and to promote your services • entering competitions • offering your services to educational institutions as a guest tutor or lecturer • seeking industry awards.
Information may include:	• achievements • availability • awards • client list • contact details • past work • portfolio of work • rates • referees • show reels • skills • testimonials • URL of personal website.
Employment networks may include:	• agents • Centrelink • industry professional associations • online employment agencies • unions.
Support services may include:	• accountants • couriers

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RANGE STATEMENT	
	• design services • equipment repair and maintenance services • film laboratories • financial planners • government agencies • printers • tax consultants.

Factors may include:	• advertising and promotional costs
	• equipment costs such as:
	  • purchase of new equipment
	  • maintenance
	  • hire and leasing arrangements
	  • insurance
	• materials
	• overheads, e.g.:
	  • telephone
	  • rent
	  • superannuation
	• workers' compensation
	• rates recommended by industry bodies
	• travel time and car expenses
	• any other work-related expenses.

Records may include:	• computer-based:
	  • spreadsheets
	  • accounting software applications, e.g. MYOB and Quicken
	  • databases
	  • project management software applications
	• filing system for receipts and invoices
	• manual:
	  • financial ledgers and journals
	  • petty cash records
	  • invoices
	  • receipts.

Regulatory, ***taxation and insurance requirements*** may include:	• insurance:
	  • third-party insurance on motor vehicles
	  • workers' compensation
	  • comprehensive insurance for vehicles,

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RANGE STATEMENT	
	property or equipment • public liability insurance • professional indemnity insurance • other insurance cover as required by state or federal legislation, or contractual obligations • regulation: • OHS legislation • business registrations and licences • planning and other permissions • environmental legislation • duty of care • equal employment opportunity and anti-discrimination legislation • anti-competition regulations • taxation: • tax file number • ABN • GST registration • BAS and GST returns • PAYG and withholding arrangements • other taxation obligations.
Relevant people may include:	• clients • colleagues • employers • mentors • officers at employment agencies.
Objectives may relate to:	• business and financial targets • job satisfaction • performance and progress • quality of life • training needs • use of time and other resources in achieving objectives.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - industry context

Co-requisite units

Co-requisite units		

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FNSACCT502B Prepare income tax returns

Modification History

Not applicable.

Unit Descriptor

This unit covers the preparation of income tax returns for individuals in accordance with statutory requirements.

This unit covers the preparation of income tax returns for individuals in accordance with statutory requirements.

Application of the Unit

This unit requires the application of skills and knowledge required to prepare income tax returns for individuals in accordance with statutory requirements.

The unit encompasses gathering and verifying data, calculating taxable income and reviewing compliance.

This unit has application to accountants and registered tax agents.

This unit requires the application of skills and knowledge required to prepare income tax returns for individuals in accordance with statutory requirements.

The unit encompasses gathering and verifying data, calculating taxable income and reviewing compliance.

This unit has application to accountants and registered tax agents.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

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The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements define the essential outcomes of a unit of competency.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Gather and verify data	1.1 Current data on assessable income and allowable deductions are gathered from appropriate sources
	1.2 Valuations are made, recorded and disclosed in accordance with **business policies and procedures**
	1.3 **Discrepancies**, unusual features or queries are identified, resolved or referred to the appropriate authority
	1.4 Accrued or prepaid income and expenditure is identified and adjustments to the value of **assets and liabilities** are recorded
2 Calculate taxable income	2.1 Liabilities for **tax** are calculated in accordance with current legislation and **revenue gathering practices**
	2.2 Relevant **source documentation** is identified correctly
	2.3 Tax **returns, statements** and claims take full advantage of available benefits and allowances in accordance with statutory requirements

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		2.4 Returns are prepared within established timelines
3	Review compliance	3.1 Relevant returns are submitted to appropriate authorities within stated deadlines
		3.2 Current **obligations** are fulfilled and advice from taxation authorities followed and reported in accordance with **statutory requirements**
		3.3 Statements give a clear indication of impact of taxation on individual
		3.4 Tax office enquiries and income tax audit requirements are met

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

NOTE: As stipulated by the Tax Agents Registration Board, the taxation knowledge components only of this accounting unit of competency must be tested through written examination. All other components can be assessed as advised in the Assessment Guidelines section of this Training Package.

income tax legislation

State and Federal Government taxes and charges

options, methods and practices for deductions, benefits and depreciation

ethical considerations for the handling of returns (eg conflict of interests, confidentiality, disclosure requirements)

Skills requirements include:

interpersonal skills and communication skills (eg liaising, listening, consulting)

working with individuals and appropriate authorities to resolve discrepancies, unusual features and queries

report writing and document preparation

recording, gathering and consolidating financial information

researching and identifying legislation and rulings applicable to income taxation

information technology use for the set up and analysis of spreadsheets

planning skills for timetabling and scheduling reports and lodgements

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Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of statutory requirements

knowledge of state and territory taxes and charges

knowledge of organisational policies and procedures

knowledge of accounting principles and practices

ability to gather and verify data

ability to calculate taxable income

ability to review compliance

knowledge of relevant taxation legislation

Critical aspects of evidence

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.
Delivery/assessment relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:	For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent

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	performance. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required. As stipulated by the Tax Agents Registration Board, the taxation knowledge components only of this accounting unit of competency must be tested through written examination.
Context of assessment:	Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability. Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.
Resources required for assessment:	Assessment of this unit of competence requires access to suitable resources to demonstrate competence. Assessment instruments, including personal planner and assessment record book. Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Business policies and procedures may	reporting requirements

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include:	financial analysis assessments electronic data entry recording and filing systems standard financial analysis techniques financial management manuals
Discrepancies may include:	expenditure report mismatches incorrect payments absence of auditable trail inappropriate authorisations variances from budget incorrect report formats
Asset and liabilities may include:	property investments shares, bonds, securities loans, leases, debts plant and equipment cash
Taxmay include:	Capital Gains Tax (CGT) individual income tax partnership
Revenue gathering practices may include:	sales leasing investments billing schedules lending and financing fees and charges
Source documentation may include:	order and supplier documentation financial institution statements taxation and statutory returns vehicle log books statutory declarations invoices receipts

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Revenue documentation may include:	invoices declarations bills sales proceeds cash received debit notes
Returns and statements may include:	financial statements financial institution statements asset usage reports taxation declarations inventory usage reports
Obligations may include:	lodgement dates supporting documentation explanatory statements repayment schedules
Statutory requirements may include:	reporting periods taxation payment timings delegated authorities internal control procedures

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT502A.

This unit replaces FNSACCT502A.

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FNSACCT503B Manage budgets and forecasts

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to prepare and manage budgets and forecasts.

This unit covers the competency to prepare and manage budgets and forecasts.

Application of the Unit

This unit requires the application of skills and knowledge required to prepare and manage budgets and forecasts. The unit encompasses preparing budgets, forecasting estimates and documenting budgets and monitoring budgeted outcomes.

The unit has application to those job functions that have responsibility for managing budgets and forecasts such as accountants and chief financial officers.

This unit requires the application of skills and knowledge required to prepare and manage budgets and forecasts. The unit encompasses preparing budgets, forecasting estimates and documenting budgets and monitoring budgeted outcomes.

The unit has application to those job functions that have responsibility for managing budgets and forecasts such as accountants and chief financial officers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

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Elements and Performance Criteria Pre-Content

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare budgets	1.1 Cash, **expenditure and revenue items** are clearly defined and relevant to identified objectives of the **budget**
	1.2 **Budget objectives** are clear and consistent with organisational aims and projects
	1.3 Discussions and negotiations with **stakeholders** are conducted in a manner that promotes understanding, goodwill and ongoing cooperation
	1.4 **Milestones and performance indicators** are identified and included in budgets to monitor financial performance
	1.5 Annual budgets are broken down into seasonal periods in accordance with operating trends
2 Forecast estimates	2.1 Estimates of future cash flow, costs and revenues are realistic and attainable and supported by **verifiable evidence and source documentation**
	2.2 Relevant **data** for forecasts are identified and changes in circumstances anticipated
	2.3 **Assumptions and parameters** are established and reviewed for accuracy, relevance and compliance with organisational procedures and policies
	2.4 Financial risks are identified and protection strategies initiated in accordance with

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		organisational procedures and policies
3	Document budget	3.1 Data is presented in a format that is easily understood and appropriate to budget reporting
		3.2 Reports are completed within timelines and distributed for specified periods and projects
		3.3 Trends, issues and comparisons are identified and reported in a structured format to ensure transparency and validity of analysis
		3.4 Data is presented in a format that is easily understood and appropriate to budget reporting Reports are completed within timelines and distributed for specified periods and projects Trends, issues and comparisons are identified and reported in a structured format to ensure transparency and validity of analysis Feasibility is identified by comparison of projections with market growth and development
4	Monitor budget outcomes	4.1 Budget variances are prepared in accordance with organisational procedures
		4.2 Budget variances are analysed
		4.3 Recommendations based on the analysis are made to client/designated person
		4.4 Budget processes are reviewed and implemented as required

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

principles of budgetary control

forecasting techniques

principles of double entry bookkeeping

principles of statistical analysis and measures of variance

organisational procedures and policies

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principles and practices of accrual accounting

ethical considerations for budgetary forecasting and projections (eg strength of assumptions, forecast reliabilities)

principles of corporate governance

Skills requirements include:

interpersonal skills and communication skills (eg liaising, listening, consulting)

information technology use for the set up and analysis of spreadsheets

estimating, forecasting and analysis skills

reading and interpreting financial statements and reports

writing skills for reports and recommendations

numeracy for financial calculations and analysis

recording, gathering and classifying financial information

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

ability to prepare budgets

ability to forecast estimates

ability to document budget

ability to monitor budget outcomes

knowledge of accounting principles and practices

knowledge of organisational policies and procedures

knowledge of organisational chart of accounts

Critical aspects of evidence

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure

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	consistency of performance over the Range Statement and contexts applicable to the work environment.
Delivery/assessment relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:	For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.
Context of assessment:	Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability. Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.
Resources required for assessment:	Assessment of this unit of competence requires access to suitable resources to demonstrate competence. Assessment instruments, including personal planner and assessment record book. Access to registered provider of assessment services.

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Expenditure and revenue items may include:	revenue producing expenditures occasional expenditures discretionary expenditure client and supplier payments (eg sales and commissions) fees and charges capital expenditure community service obligation expenditure sales service fees other revenues
Budgetsmay include:	sales budgets purchase budgets labour budgets production budgets manufacturing budgets statement of financial performance statement of financial position cash budgets
Budget objectives may include:	annual planning rolling forecasts (next period, monthly, next year) strategic review (long term) debt reduction business expansion and growth cost reduction

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	solvency
Stakeholders may include:	employees clients managers and company officers (eg company directors and board of management) financial institutions suppliers ministers chief executive officers
Milestones and performance indicators may include:	reports (quarterly, half yearly, annual) compliance with scheduled payment dates profits and losses debt reduction targets unit costs
Verifiable evidence and source documentation may include:	order and supplier documentation invoices/receipts financial institution statements taxation and statutory returns
Datamay include:	cash flow projections fixed costs variable business costs sales records and projections
Assumptions and parameters may include:	expenditure limits productivity levels cash and business returns market share growth competitors' behaviour regulatory stability

Unit Sector(s)

Not applicable.

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Relationship to other units

This unit replaces FNSACCT503A.

This unit replaces FNSACCT503A.

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FNSACCT504B Prepare financial reports for a reporting entity

Modification History

Not applicable.

Unit Descriptor

This unit covers the development and preparation of financial reports for a reporting entity.

This unit covers the development and preparation of financial reports for a reporting entity.

Application of the Unit

This unit requires the application of skills and knowledge required to prepare financial reports for a reporting entity. The unit encompasses compiling data and preparing reports.

The unit has application to those job functions that have responsibility for producing reports for entities.

This unit requires the application of skills and knowledge required to prepare financial reports for a reporting entity. The unit encompasses compiling data and preparing reports.

The unit has application to those job functions that have responsibility for producing reports for entities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

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Elements and Performance Criteria Pre-Content

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Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Compile data	1.1 **Data** is systematically coded, classified and checked for accuracy and reliability in accordance with organisational policies, procedures and **accounting standards**
	1.2 **Conversion and consolidation procedures** are used to compile data in accordance with **organisational policies and procedures**
	1.3 Valuations in compliance with relevant accounting standards are recorded
	1.4 Effects of taxation are identified and recorded
2 Prepare reports	2.1 Charts, diagrams and supporting data are presented in an appropriate format
	2.2 Structure and **format of reports** are clear and conform to **statutory requirements** and organisational procedures
	2.3 Statements and data are error free, comprehensive and comply with statutory requirements and organisational procedures

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Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

options, methods and practices for deductions, benefits and depreciations

organisational guidelines and procedures

principles of double entry bookkeeping and accrual accounting

relevant business legal requirements

methods of presenting financial data

current financial legislation (eg taxable transactions, reporting requirements)

ethical considerations (eg conflict of interests, confidentiality, disclosure requirements)

accounting computerised systems

current business taxation requirements

Skills requirements include:

interpersonal skills and communication skills (eg liaising, listening, consulting)

working with and relating to a range of people and groups

report writing, preparation and formatting

numeracy skills for calculation of data

researching for data testing and collection

estimating, forecasting and analysis skills

information technology (IT) skills for set up and use of spreadsheets and preparation of documents

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

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knowledge of organisational policies and procedures

knowledge of relevant accounting standards

knowledge of relevant statutory requirements

ability to compile data

ability to prepare reports

Critical aspects of evidence

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.
Delivery/assessment relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:	For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.
Context of assessment:	Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability. Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

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Resources required for assessment:	Assessment of this unit of competence requires access to suitable resources to demonstrate competence. Assessment instruments, including personal planner and assessment record book. Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Data may include:	share and debenture issues financial/operational statements and reports (eg expenditures and receipts, profit and loss statements) market valuations
Accounting standards may include:	Australian Accounting Standards Board (AASB) Australian Accounting Standards
Conversion and consolidation procedures may include:	purchase of the business by a company consolidation of a wholly owned subsidiary
Organisational policies and procedures may include:	accounting procedures manuals ethical requirements reporting requirements
Formats of reports may include:	cash flow statements statutory forms financial year reports statement of financial position

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	statement of financial performance
	spreadsheets
	electronic forms
Statutory requirements may include:	reporting periods
	taxation payment timings
	delegated authorities

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT504A.

This unit replaces FNSACCT504A.

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FNSACCT505B Establish and maintain accounting information systems

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to establish and maintain accounting information systems.

This unit covers the competency to establish and maintain accounting information systems.

Application of the Unit

This unit requires the application of skills and knowledge required to establish and maintain accounting information systems. The unit encompasses identifying record and system requirements, evaluation of alternative systems, acceptance testing systems, preparing system documentation, implementing reporting systems and records, monitoring reporting systems and reviewing reporting procedures.

The unit can be applied across the financial services sector and applies to those positions that are responsible for the selection of accounting information systems.

This unit requires the application of skills and knowledge required to establish and maintain accounting information systems. The unit encompasses identifying record and system requirements, evaluation of alternative systems, acceptance testing systems, preparing system documentation, implementing reporting systems and records, monitoring reporting systems and reviewing reporting procedures.

The unit can be applied across the financial services sector and applies to those positions that are responsible for the selection of accounting information systems.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

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Elements and Performance Criteria Pre-Content

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Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify record and system requirements	1.1 Comprehensive specifications are prepared based on requirements of potential users
	1.2 Conflicting requirements are identified and solutions are negotiated prior to and during development process
	1.3 Objectives are defined and specifications documented to establish the expected inputs, outputs and means of delivery
	1.4 **System and record** requirements are prioritised according to importance and urgency of user needs
	1.5 Security requirements to maintain system integrity are identified and incorporated into the system design
	1.6 Features of existing system (if any) and **records** are reviewed to establish their suitability and usability
	1.7 Recording processes are established according to accepted practice and in accordance with **legislation and codes of practice**

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2	Evaluate alternative systems	2.1	Features of various systems are compared and measured against user requirements to enable identification of alternative systems and solutions
		2.2	Cost-benefit analysis on alternative systems and solutions is carried out and subsequent recommendations are documented
3	Acceptance test system	3.1	**System is tested** in an operational environment to ensure compliance with user requirements, system specifications and with relevant legislation or industry codes of practice
		3.2	Formal confirmation from all users is obtained on acceptability of new system/system changes against all criteria and **system specifications**
4	Prepare system documentation	4.1	System documentation is prepared thoroughly and accurately using clear and simple language and in a clear format to enable system implementation and training
		4.2	Users are consulted to ensure clarity, accuracy, thoroughness and usability of system documentation
		4.3	System documentation is made easily accessible and is constantly reviewed and updated to ensure currency and accuracy
5	Implement reporting systems and records	5.1	Implementation is carried out in accordance with specified guidelines and timelines
		5.2	Contingency plans are established to deal with potential delays or problems
		5.3	Effective training schedules and programs are established to support implementation
		5.4	All data is transferred from existing to new/modified system and records without error or loss
		5.5	Systems and records are updated regularly to identify ongoing benefits and threats to the organisation
		5.6	Files are maintained within **organisational and statutory requirements** and **discrepancies**

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		identified and remedied
		5.7 Integrity of systems and records complies with organisational and statutory requirements
		5.8 **Transactions** are monitored to identify **taxation and other liabilities**
6	Monitor reporting systems	6.1 Transactions are analysed and accounted for completely and are correctly related to accounting period
		6.2 Processes for recording and classifying transactions are communicated and promoted to support internal verification of records
		6.3 Sources of input data and documentation are standardised in structured formats to minimise errors
		6.4 Back-ups are maintained in accessible location to safeguard data in accordance with organisational and audit requirements
7	Review reporting procedures	7.1 Sources of input data and documentation records are systematically checked for accuracy and reliability
		7.2 Reporting requirements are established and analysed regularly to identify variations and compliance with established processes for recording and classifying transactions
		7.3 Written reports, explanatory notes and financial results are maintained to support source documentation

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

common routines for recording and storing data

principles of internal control (including statutory reporting)

methods of data protection including back ups and security

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principles and practices of budgetary control (eg double entry bookkeeping and accrual accounting)

financial legislation (eg taxable transactions, reporting requirements)

ethical considerations for the handling of financial reconstruction (eg conflict of interests, confidentiality, disclosure requirements)

Skills requirements include:

research skills for tracing use of financial data

writing skills for report preparation of procedures

planning skills for evaluating routines for handling data

working with others to establish, maintain and review accounting information systems

interpersonal skills for problem solving

information technology use for the set up and analysis of spreadsheets

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of organisational and statutory requirements

knowledge of organisational policies and procedures

knowledge of taxation and other liabilities

knowledge of relevant legislation and industry codes of practice

ability to identify record and systems requirements

ability to evaluate alternative systems

ability to acceptance test systems

ability to prepare systems documentation

ability to implement reporting systems and records

ability to monitor reporting systems

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ability to review reporting procedures

Critical aspects of evidence

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.
Delivery/assessment relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:	For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.
Context of assessment:	Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability. Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.
Resources required for assessment:	Assessment of this unit of competence requires access to suitable resources to demonstrate competence. Assessment instruments, including personal

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	planner and assessment record book. Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Systems and records may include:	software packages user manuals proformas and other documents management information systems
Records may include:	asset management accounts loan accounts expense accounts cash and trading accounts credit balances electronic formats (eg forms, spreadsheets) master files client histories
System testing may include:	running current system in parallel with new/modified system for defined periods of time ensuring operational capability matches system specifications and user requirements
Company policy and guidelines may include:	accounts and records auditing practices and procedures client service

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	clerical and administrative systems
	information technology
	corporate governance
Legislation and industry codes of practice may include:	Australian Accounting Standards
	Australian Auditing Standards
	Taxation Law
	Privacy Act
	Corporations Law
	Contracts Law
	Trade Practices Law
	Trust Law
	Consumer Affairs Law
	relevant industry codes of practice
	Australian Institute of Company Directors policies
	corporate governance
System specifications and features may include:	cost
	compliance and reporting requirements
	technical, functional and operational features
	integration with existing/other systems, data and records
	company policies and guidelines
	applicable to large, medium or small organisations
Organisational and statutory requirements may include:	reporting requirements (eg financial reporting cycles)
	financial analysis assessments (eg growth prospects against prior and current periods)
	electronic forms
	overdue accounts and debt recovery procedures
	exception reports
Discrepancies may include:	expenditure report mismatches
	incorrect payments

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	absence of audit trails inappropriate authorisations variances from budget and phasings unreconciled cash flows and operating statements incorrect report formats
Transactions may include:	purchases payments journal entries receipting financial adjustments (eg write-offs, revaluations)
Taxation and other liabilities may include:	State Government charges (eg Payroll Taxes) Goods and Services Tax (GST) Corporate Tax Capital Gains Tax (CGT) Fringe Benefits Tax (FBT) superannuation requirements wine equalisation tax

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT505A.

This unit replaces FNSACCT505A.

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FNSACCT506B Implement and maintain internal control procedures

Modification History

Not applicable.

Unit Descriptor

This unit covers the implementation and maintenance of internal control procedures for corporate governance.

This unit covers the implementation and maintenance of internal control procedures for corporate governance.

Application of the Unit

This unit requires the application of skills and knowledge required to implement and maintain internal control procedures for corporate governance. The unit encompasses reviewing corporate governance requirements, implementing operating procedures and monitoring policy.

The unit has application across all sectors of the financial services sector.

This unit requires the application of skills and knowledge required to implement and maintain internal control procedures for corporate governance. The unit encompasses reviewing corporate governance requirements, implementing operating procedures and monitoring policy.

The unit has application across all sectors of the financial services sector.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

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The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Review corporate governance requirements	1.1 **Corporate governance requirements** are identified and analysed to determine application to operations
	1.2 Clarifications on application of corporate governance requirements are accessed from **authoritative and recognised sources**
	1.3 **Internal control procedures** are reviewed and developed reflecting the application of corporate governance requirements to internal operations
2 Implement operating procedures	2.1 **Financial delegations and accountabilities** are maintained and reviewed to ensure consistency and compliance with internal control procedures
	2.2 **Required reports** are produced, reviewed and distributed within agreed timelines
	2.3 Timetables for the implementation of corporate governance requirements are developed in consultation with **stakeholders**
	2.4 Internal control procedures are detailed and documented in standardised formats to promote

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		consistency of use
3	Monitor policy	3.1 Applications of corporate governance requirements are developed from published sources or recognised practices
		3.2 **Performance indicators** are developed and reported on to evaluate compliance with internal control procedures
		3.3 Variations in adoption of corporate governance requirements in operations are identified and evaluated to determine causes
		3.4 Modifications to procedures are developed and implemented to facilitate compliance with internal control

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

financial legislation (eg taxable transactions, reporting requirements)

methods of work practices and routines

principles of internal control and auditing

organisational guidelines and procedures

ethical considerations for management and handling of files and records (eg confidentiality)

Skills requirements include:

writing skills for preparation of reports and documenting procedures

setting up and maintaining records and files

research skills for assessing application of corporate governance requirements

consulting staff on internal control procedures

administrative procedures for timetabling and scheduling

interpretation of legislation

information technology skills for set up and use of spreadsheets

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Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of corporate governance requirements

knowledge of organisational financial delegations and accountabilities

ability to review corporate governance requirements

ability to implement operating procedures

ability to monitor policy

knowledge of relevant financial legislation

knowledge of organisational policies and procedures

Critical aspects of evidence

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.
Delivery/assessment relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:	For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. Assessment of this unit of competence will usually include observation of processes and

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	procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.
Context of assessment:	Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability. Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.
Resources required for assessment:	Assessment of this unit of competence requires access to suitable resources to demonstrate competence. Assessment instruments, including personal planner and assessment record book. Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Corporate governance requirements may include:	reporting periods taxation payment timings delegated authorities legislation (eg corporation's and tax law) common law
Authoritative and recognised sources may	Australian Securities and Investments

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include:	Commission (ASIC) Australian Tax Office (ATO) professional associations financial information systems personnel information systems asset registers laws and regulations pronouncements ethical considerations
Internal control procedures may include:	identification, measurement and recording of income, assets, expenditure, liabilities and equity safeguarding and insurance of assets decision making authorities accuracy in valuations adequate disclosure in financial reporting risk management strategies electronic commerce security
Financial delegations and accountabilities may include:	loan and lending approvals expenditure and investment approvals sign off authorities employment delegations corporate governance requirements
Required reports may include:	balance sheets operating statements cash flow statements capital statements internal management reports transaction and auditable trails
Stakeholders may include:	employees clients managers and company officers (eg company directors and board of management)

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	financial institutions
	suppliers
Performance indicators may include:	reporting deadlines (monthly, quarterly, half yearly, annual)
	accuracy in costings
	profits and losses
	auditable trails
	use of formats
	recurrence of errors
	solvency

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT506A.

This unit replaces FNSACCT506A.

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FNSICGEN305B Maintain daily financial/business records

Modification History

Not applicable.

Unit Descriptor

This unit covers the preparation and processing of routine financial documents.

This unit covers the preparation and processing of routine financial documents.

Application of the Unit

This unit requires the application of skills and knowledge to process routine documents such as application or claim forms, invoices, banking documents, and petty cash vouchers. It may be applied in any sector of the financial services industry.

This unit requires the application of skills and knowledge to process routine documents such as application or claim forms, invoices, banking documents, and petty cash vouchers. It may be applied in any sector of the financial services industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

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Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Process financial forms and applications	1.1 **Information** from **documents** is identified, checked and recorded
	1.2 Documents are processed and recorded or transmitted to **appropriate personnel**
	1.3 All work undertaken is in accordance with **organisational procedures**, **legislation and regulations**
2 Prepare and process banking documents and petty cash documents	2.1 Deposits and withdrawals are accurately entered and balanced according to organisational procedures, where applicable
	2.2 Cheques and card vouchers are checked for **validity** before processing, where applicable
	2.3 **Banking documentation** is reconciled with organisation's financial records, where applicable
	2.4 Documentation is completed in accordance with **banking guidelines**
3 Process petty cash transactions	3.1 Petty cash claims and vouchers are checked, processed and recorded and petty cash book is balanced according to organisation's procedures
	3.2 Any irregularities are referred to nominated person
4 Prepare and process invoices for payment to creditors and for debtors	4.1 Invoices are prepared in accordance with organisational procedures
	4.2 Invoices are checked against source documents for accuracy

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4.3 Any errors or inaccuracies are corrected

4.4 Invoices and related documents are filed for auditing purposes

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

the organisation's policies and procedures applying to financial documents

relevant legislation and codes, relating to the operation of a business and to the tasks undertaken

legislation relating to privacy and confidentiality

procedures for handling cheques, vouchers and cash

banking procedures and guidelines

methods of calculating and presenting financial data

the organisation's software and technology used to record and transmit financial information

Skills requirements include:

calculation skills

ability to check accuracy of information (words and numbers)

attention to detail

ability to read and interpret financial data

communication skills

ability to relate to people from a range of social, cultural and ethnic backgrounds

ability to work to set timelines

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the

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workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

accurate and timely preparation and processing of financial documents in accordance with the organisation's policies and procedures

Critical aspects of evidence

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.
Delivery/relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:	For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.
Context of assessment:	This unit may be assessed in the workplace or in a simulated environment.
Resources required for assessment:	Assessment of this unit of competence requires access to company policies and practices and the technology/systems used by the company to provide services to customers.

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Information may include:	names addresses amounts of money/figure dates account numbers/card numbers/cheque numbers
Documents may include:	application forms claim forms petty cash vouchers invoices purchase orders receipts credit notes statements deposit books delivery dockets remittance advice
Appropriate personnel may include:	supervisor manager account department accounts clerk petty cash officer
Organisational procedures may include:	legal and organisation policy and guidelines procedures for entering and balancing deposits

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	procedures for checking validity of cheques and card vouchers
	security procedures
	cash handling procedures
	Australian Accounting and Auditing Standards
Legislation and regulations may include:	award and enterprise agreement
	occupational health and safety (OH&S) legislation
	privacy
	equal employment opportunity (EEO) legislation
	Anti-discrimination legislation
Validity may include:	signature
	dates
	amounts
Banking documentation may include:	withdrawal forms
	deposit slips/books
	cheques
Banking guidelines may include:	cash bundled
	accurate forms
	banking summary provided
	banking electronically

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSICGEN305A.

This unit replaces FNSICGEN305A.

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FNSICORG501B Develop a budget

Modification History

Not applicable.

Unit Descriptor

This unit covers the planning for and development of a budget for a small organisation or for a section of a large organisation.

This unit covers the planning for and development of a budget for a small organisation or for a section of a large organisation.

Application of the Unit

This unit requires the application of investigation and research skills to the collection of information on which the budget is based. It involves the analysis of the information and application of sound accounting principles to the development of the budget.

This unit requires the application of investigation and research skills to the collection of information on which the budget is based. It involves the analysis of the information and application of sound accounting principles to the development of the budget.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

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Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Plan for and collect information for a budget	1.1 **Areas** for which the budget is being prepared are determined and confirmed with appropriate personnel
	1.2 **Data** required for development of the budget is identified, accessed and analysed
	1.3 **Budget parameters** are determined with estimates based on research, consultation and negotiating with appropriate personnel
	1.4 **Relevant colleagues** are provided with the opportunity to contribute to the budget planning process
2 Develop budget	2.1 Budget is drafted based on analysis of all available information in accordance with organisation policy
	2.2 Income and expenditure estimates are identified and supported by reliable information
	2.3 Draft budget is circulated for comment
3 Finalise budget	3.1 Modifications are agreed and incorporated as required
	3.2 Final budget is provided to the appropriate personnel
	3.3 Personnel affected by the budget are informed and its application to the area in which they work in terms of limits and goals, financial management and reporting responsibilities clarified

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Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

industry terminology

accounting principles and terminology

company and industry products and services

Skills requirements include:

computer skills, including basic computing, spreadsheet, database and accounting

data analysis and interpretation

high level business planning, scheduling and budgeting

action planning

calculation

report writing

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

the ability to collect and interpret relevant data, develop a budget, and consult and negotiate with others

Critical aspects of evidence

Evidence required for demonstration of consistent performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the

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	work environment.
Delivery/assessment relationship to other units:	This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:	For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.
Context of assessment:	Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability. Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.
Resources required for assessment:	Access to a computer and accounting software may be helpful, but not essential.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Areas may include:	an entire organisation, section of an organisation or a particular project or other activity
Data will include, **but is not restricted to**, **information relating to**:	sales and marketing plans business plans human resource plans historical data
Budget parameters include:	timelines, availability of finance, organisation policy/directives, sales forecasts
Relevant colleagues include:	all stakeholders who may be expected to need to approve the budget and key stakeholders who will be required to implement the budget

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSICORG501A.

This unit replaces FNSICORG501A.

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HLTFA301B Apply first aid

Modification History

Unit Descriptor

This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance

Application of the Unit

These skills and knowledge may be applied in a range of situations, including community and workplace settings

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

A current Senior First Aid, Workplace Level 2 or Level 2 qualification may provide evidence of skills and knowledge required by this competency unit. However, as with all evidence of competence, evidence must be assessed against the requirements specified in the competency unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess the situation	1.1 Identify assess and minimise **hazards** in the situation that may pose a risk of injury or illness to self and others
	1.2 Minimise immediate **risk** to self and casualty's health and safety by controlling any hazard in accordance with occupational health and safety requirements
	1.3 Assess casualty and identify injuries, illnesses and conditions
2 Apply first aid procedures	2.1 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness
	2.2 Use available **resources and equipment** to make the casualty as comfortable as possible
	2.3 Respond to the casualty in a culturally aware, sensitive and respectful manner
	2.4 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort
	2.5 Seek consent from casualty prior to applying first aid management
	2.6 Provide **first aid management** in accordance with **established first aid principles** and Australian Resuscitation Council (ARC) Guidelines and/or State/Territory regulations, legislation and policies and industry requirements
	2.7 Seek first aid assistance from others in a timely manner and as appropriate
	2.8 Correctly operate first aid equipment as required for first aid management according to manufacturer/supplier's instructions and local policies and/or procedures

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		2.9	Use safe manual handling techniques as required
		2.10	Monitor **casualty's condition** and respond in accordance with effective first aid principles and procedures
		2.11	Finalise casualty management according to casualty's needs and first aid principles
3	Communicate details of the incident	3.1	Request ambulance support and/or appropriate medical assistance according to relevant circumstances using relevant **communication media and equipment**
		3.2	Accurately convey assessment of casualty's condition and management activities to ambulance services /other emergency services/relieving personnel
		3.3	Prepare reports as appropriate in a timely manner, presenting all relevant facts according to established procedures
		3.4	Accurately record details of casualty's physical condition, changes in conditions, management and response to management in line with established procedures
		3.5	Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
4	Evaluate own performance	4.1	Seek feedback from **appropriate clinical expert**
		4.2	Recognise the possible psychological impacts on rescuers of involvement in critical incidents
		4.3	Participate in debriefing/evaluation as appropriate to improve future response and address individual needs

Required Skills and Knowledge

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This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

ARC Guidelines relating to provision of first aid as outlined

Working knowledge of:

basic principles and concepts underlying the practice of first aid

procedures for dealing with major and minor injury and illness

priorities of management in first aid when dealing with life threatening conditions

basic occupational health and safety requirements in the provision of first aid

infection control principles and procedures, including use of standard precautions

chain of survival

first Aiders' skills and limitations

Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to

First aid management of:

abdominal injuries

allergic reactions

altered and loss of consciousness

bleeding

burns - thermal, chemical, friction, electrical

cardiac arrest

casualty with no signs of life

chest pain

choking/airway obstruction

injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations

envenomation - snake, spider, insect and marine bites

environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke

fractures

medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions

near drowning

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poisoning and toxic substances (including chemical contamination)

respiratory distress

seizures

shock

stroke

substance misuse - common drugs and alcohol, including illicit drugs

Awareness of stress management techniques and available support

Social/legal issues:

duty of care

need to be culturally aware, sensitive and respectful

importance of debriefing

confidentiality

own skills and limitations

Essential skills:

Ability to:

Conduct an initial casualty assessment

Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills

Demonstrate correct procedures for performing CPR using a manikin, including standard precautions (i.e. as per unit **HLTCPR201A Perform CPR**)

Apply first aid principles

Infection control, including use of standard precautions

Follow OH&S guidelines

Demonstrate:

safe manual handling

consideration of the welfare of the casualty

ability to call an ambulance

site management to prevent further injury

Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available

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medical/pharmaceutical instructions

Administer medication in line with state/territory regulations, legislation and policies

Prepare a written incident report or provide information to enable preparation of an incident report

Communicate effectively and assertively in an incident

Make prompt and appropriate decisions relating to managing an incident in the workplace

Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition

Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols

Evaluate own response and identify appropriate improvements where required

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package. The evidence guide supplements assessment requirements that apply to all units in this Training Package. Users of this evidence guide should first read the package's assessment guidelines.

Critical aspects of assessment:	Assessment must include demonstrated evidence of specified Essential Knowledge and Essential Skills identified in this competency unit Competence should be demonstrated working individually and, where appropriate, as part of a first aid team Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting Currency of first aid knowledge and skills is to be demonstrated in line with State/Territory regulations, legislation and policies, ARC and industry guidelines

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Context and resources required for assessment:	Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with Australian Resuscitation Council Guidelines
Access and equity considerations:	All workers in the health industry should be aware of access and equity issues in relation to their own area of work All workers should develop their ability to work in a culturally diverse environment In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Contextualisation to address specific requirements may include:	Focus on first aid management of specific types of injury First aid provision under specific constraints or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
Established first aid principles include:	Preserve life Prevent illness, injury and condition(s) becoming worse Promote recovery Protect the unconscious casualty
Vital signs include:	Consciousness Breathing Circulation
A hazard is:	A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Hazards may include:	Physical hazards Biological hazards Chemical hazards Hazards associated with manual handling
Risks may include:	Risks from equipment, machinery and substances Risks from first aid equipment Environmental risks Exposure to blood and other body substances

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Risk of further injury to the casualty

Risks associated with the proximity of other workers and bystanders

Risks from vehicles

Casualty's condition is managed for:

Abdominal injuries

Airway obstruction

Allergic reactions

Altered and loss of consciousness

Bleeding

Burns - thermal, chemical, friction, electrical

Chest pain/cardiac arrest

Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations

Near drowning

Envenomation - snake, spider, insect and marine bites

Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke

Fractures

Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions

No signs of life

Poisoning and toxic substances (including chemical contamination)

Respiratory distress/arrest

Seizures

Shock

Stroke

Substance misuse - common drugs and alcohol, including illicit drugs.

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First aid management must take into account applicable aspects of:	The setting in which first aid is provided, including: workplace policies and procedures industry/site specific regulations, codes etc. OHS requirements state and territory workplace health and safety legislative requirements location and nature of the incident situational risks associated with, for example, electrical and biological hazards, weather, motor vehicle accidents location of emergency services personnel. The use and availability of first aid equipment and resources Infection control Legal and social responsibilities of first aider
Resources and equipment are used appropriate to the risk to be met and may include:	AED First aid kit Auto-injector Puffer/inhaler Resuscitation mask or barrier Spacer device
Communication media and equipment may include but are not limited to:	Telephones, including landline, mobile and satellite phones HF/VHF radio Flags Flares Two way radio Email

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Electronic equipment

Hand signals

Appropriate clinical expert may include: Supervisor/manager

Ambulance officer/paramedic

Other medical/health worker

Documentation may include: Injury report forms

Workplace documents as per organisation requirements

Documentation may include recording: Time

Location

Description of injury

First aid management

Fluid intake/output, including fluid loss via:

blood

vomit

faeces

urine

Administration of medication including:

time

date

person administering

dose

Vital signs

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Unit Sector(s)

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HLTFA402B Apply advanced first aid

Modification History

Unit Descriptor

This unit deals with the provision of advanced first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance, and provision of support to other providers

This unit builds on HLTFA301B: Apply first aid to include additional skills and use of a range of equipment

Application of the Unit

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess the situation	1.1 Identify, assess and minimise **hazards** that may pose a risk of injury or illness to self and others
	1.2 Assess **risks** to first aider and others and determine appropriate response to ensure prompt control of situation
	1.3 Ascertain and prioritise need(s) for emergency services/medical assistance and undertake triage where required
	1.4 Deploy **resources** to appropriate locations as required in line with workplace procedures
2 Manage the casualty(s)	2.1 Determine and explain the nature of **casualty's injury/condition** and relevant first aid procedures to provide comfort
	2.2 Respond to the casualty in a culturally aware, sensitive and respectful manner
	2.3 Seek consent for **management** of the casualty's injury/illness from person(s) where relevant
	2.4 Determine and implement welfare procedure according to casualty(s) needs
	2.5 Control effects of injury and determine and apply appropriate **first aid management** to meet the needs of the casualty and situation
	2.6 Assist with **self-medication** in accordance with State/Territory regulations, legislation and policies and manufacturer's/supplier's instructions and subject to casualty's regime
	2.7 Monitor **casualty's condition** and respond in a timely manner in accordance with effective first aid principles
	2.8 Correctly operate basic life support **equipment** where appropriate according to relevant legislation and manufacturer's/supplier's instructions

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		2.9	Apply safety procedures for operation of pressurised gases
		2.10	Use safe manual handling techniques
		2.11	Finalise **management** according to casualty's needs and first aid principles
3	Coordinate first aid activities until arrival of medical assistance	3.1	Identify available **resources** required and establish communication links with appropriate personnel, emergency management services and medical assistance as appropriate
		3.2	Deploy correct amount of **resources** to appropriate locations in an effective manner to ensure timely arrival of required resources
		3.3	Document the provision of resources and recommend modifications as required
		3.4	Monitor the condition of casualties in accordance with first aid principles and workplace procedures
		3.5	Coordinate evacuation of casualties according to relevant evacuation procedures
		3.6	Arrange support services for personnel involved in the incident in accordance with relevant principles and procedures
4	Communicate essential incident details	4.1	Maintain communication with relevant personnel using appropriate media and equipment
		4.2	Communicate first aid information with other providers/carers as appropriate to meet their needs and in accordance with workplace procedures
		4.3	Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness
		4.4	Prepare an incident report in line with organisation requirements
		4.5	Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies

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5 Evaluate the incident	5.1 Evaluate management of the incident and where required develop an action plan in consultation with relevant parties
	5.2 Participate in debriefing/evaluation in order to improve future operations and address individual's needs
	5.3 Formulate and review contingency planning to identify and select alternative management principles and procedures as required

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

Working knowledge of:

legal responsibilities and duty of care, including confidentiality

basic anatomy (skeleton, muscles, joints, bones), physiology and toxicology

ARC Guidelines and/or State/Territory regulations, legislation and policies relating to provision of first aid

procedures for dealing with major and minor accidents in the workplace

infection control principles and procedures, including using standard precautions

how to gain access to and interpret material safety data sheets (MSDSs)

company/organisation standard operating procedures (SOPs)

priorities of management in first aid

occupational health and safety requirements in the provision of first aid.

capabilities of emergency management services

first aiders' skills and limitations

safe storage and handling procedures for pressurised gases

advanced resuscitation techniques as per **HLTFA404A Apply advanced resuscitation techniques**

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First aid management procedures in accordance with ARC Guidelines, state/territory regulations, legislation and policies and organisation requirements for conditions identified in the Range Statement and including:

use of AED, oxygen, bronchodilator

spinal care

management of anaphylactic shock reaction

use of analgesic gases

Incident management procedures:

manual handling, hazardous substances, dangerous goods or chemicals

basic triage for a multiple casualty incident

safe access to the casualty

awareness of confined spaces and dangerous places

removal of casualty to safe area, if appropriate

coordinate activities of other first aiders, if applicable

First aid management procedures may also relate to emergency childbirth

Complications and associated methods of management for conditions identified in the Range Statement

State and territory regulatory requirements relating to currency of skill and knowledge

Social issues, especially in particular workplace or community context(s) in which first aid is to be applied, including:

importance of debriefing

need to be culturally aware, sensitive and respectful

confidentiality

own skills and limitations

Awareness of stress management techniques and available support

Safety procedures for the operation of pressurised gases

Essential skills:

Ability to:

Manage specific injuries/illnesses and conditions as identified in the Range Statement for

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this competency unit

Conduct an initial casualty assessment

Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills

Apply advanced resuscitation techniques as per **HLTFA404A Apply advanced resuscitation techniques**

Use a range of first aid equipment as outlined in the Range Statement

Demonstrate the application of first aid principles

Comply with OHS legislation

Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available medical/pharmaceutical instructions

Administer medication in line with State/Territory regulations, legislation and policies and any available medical/pharmaceutical instructions

Demonstrate:

safe manual handling

adequate infection control procedures

consideration of the welfare of the casualty

safe storage and handling procedures for pressurised gases

Prepare a written incident report or provide information to enable preparation of an incident report

Interpret and use listed documents

Communicate effectively and assertively and show leadership in an incident

Make prompt and appropriate decisions relating to managing an incident in the workplace

Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols

Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:	Assessment must include demonstrated evidence of specified Essential Knowledge and Essential Skills identified in this competency unit Competence should be demonstrated working individually and, where appropriate, as part of a first aid team Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting Currency of first aid knowledge and skills is to be demonstrated in line with state/territory regulations, legislation and policies, ARC and industry guidelines
Method of assessment may include:	Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge Skills may be assessed through simulations, using anatomical models, manikins or in a high fidelity simulation centre For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with ARC Guidelines
Access and equity considerations:	All workers in the health industry should be aware of access and equity issues in relation to their own area of work All workers should develop their ability to work in a culturally diverse environment In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres

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	Strait Islander people Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contextualisation to address specific requirements may include:	Focus on first aid management of specific types of injury First aid provision under specific constraints or circumstances (eg. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
First aid management must take into account:	Workplace policies and procedures Industry/site specific regulations, codes etc. OHS requirements State and territory workplace health and safety requirements
A hazard is:	A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a

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	combination of these
Hazards may include:	Physical hazards Biological hazards Chemical hazards Hazards associated with manual handling
Risks may include:	Risks from worksite equipment, machinery and substances Risks from first aid equipment (oxygen cylinders, AED) Environmental risks Exposure to blood and other body substances Risk of further injury to the casualty Risks associated with the proximity of other workers and bystanders Risks from vehicles Fallen power lines, step and touch potential
Casualty's condition is managed for:	Abdominal injuries Airway obstruction Allergic reactions Altered and loss of consciousness Bleeding Burns - thermal, chemical, friction, electrical Chest pain Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations Near drowning Envenomation - snake, spider, insect and marine bites

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	Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke
	Fractures
	Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions
	No signs of life
	Pain relief
	Poisoning and toxic substances (including chemical contamination)
	Respiratory distress
	Shock
	Seizures
	Stroke
	Substance misuse - all drugs and alcohol, including illicit drugs
First Aid management skills must include in accordance with ARC Guidelines, **State/Territory regulations**, **legislation and policies and industry requirements**:	Administration of analgesia
	CPR
	Infection control
	AED
	Identification and management of anaphylactic shock reaction in accordance with ARC Guidelines, State/Territory regulations, legislation and policies and industry requirements
	Oxygen administration
First aid management must account for:	Location and nature of the workplace
	Environmental conditions eg electricity (high or low voltage), biological risks, weather, motor vehicle accidents
	Location of emergency services personnel
	Number of casualties and potential casualties
	Use and availability of first aid equipment,

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	resources and pharmaceuticals
	Types of dangers/risks to the casualty and any others in the vicinity of the situation
	Confined spaces, subject to industry need
Medications may include in accordance with ARC Guidelines, State/Territory regulations, legislation and policies and industry requirements:	Oxygen
	Analgesics
	Bronchodilators
	Casualty's own medications
	Auto-injectors
Resources and equipment are used appropriate to the risk to be met and may include:	Oxygen resuscitation/cylinders
	AED
	Thermometers
	Auto-injectors
	Back boards
	Stretchers
	Soft bag resuscitator
	First aid kit
	Casualty's medication
	Analgesic inhalers
	Analgesic gas equipment
	Resuscitation mask or barrier
	Spacer device
	Cervical collars
Information to be documented may include:	Time
	Location
	Description of injury
	First aid management
	Fluid intake/output, including fluid loss via:
	blood

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	vomit faeces urine Administration of medication including: time date person administering dose Vital signs
Established first aid principles include:	Checking the site for danger to self, the casualty and others and minimising the danger Checking and maintaining the casualty's airway, breathing and circulation

Unit Sector(s)

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HLTFA404A Apply advanced resuscitation techniques

Modification History

Unit Descriptor

This unit deals with the provision of advanced first aid resuscitation techniques, life support, and management of casualty(s), until the arrival of medical or other assistance, and provision of support to other providers

Application of the Unit

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

Licensing/Regulatory Information

Pre-Requisites

This unit should be assessed after achievement of one of the following related competency units:

HLTFA301B Apply first aid

HLTCPR201A Perform CPR **or**

HLTFA201A Provide emergency life support

In general it is recommended that people using advanced resuscitation techniques have completed **HLTFA301B Apply first aid**

However, it is recognised that some employers require staff to be able to apply advanced resuscitation techniques without requiring this first aid competency

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare resuscitation equipment ready for use	1.1 Undertake pre-use check of resuscitation equipment in accordance with organisation procedures, manufacturer's instructions, industry standards and regulatory requirements
	1.2 Diagnose minor equipment faults and rectify within the scope of organisation procedures and manufacturer's instructions
	1.3 Identify and deal with major faults and defects in accordance with organisation procedures
2 Apply bag and mask resuscitation technique	2.1 Assemble the bag valve mask resuscitation device
	2.2 Use the bag valve mask device in the delivery of CPR
	2.3 Select and use an oropharyngeal airway to maintain a casualty's airway
	2.4 Rectify issues preventing adequate treatment as they arise
3 Attach and operate an AED	3.1 Prepare the casualty in accordance with manufacturer's requirements and ARC Guidelines.
	3.2 Attach the **AED** and operate **in accordance with organisation procedures, manufacturer's guidelines, ARC guidelines and state legislation**
	3.3 Coordinate the operation of the **AED** with the resuscitation team to minimise interruption to CPR efforts
4 Administer oxygen	4.1 Apply the medical and safety precautions associated with storing, handling and administering

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		oxygen
		4.2 Select and operate oxygen masks and cannulae in delivery of oxygen therapy
		4.3 Provide oxygen to a bag valve mask device
		4.4 Provide supplemental oxygen to a breathing casualty
5	Operate suction equipment	5.1 Apply medical and safety precautions associated with the provision of manual and oxygen powered suction devices
		5.2 Select and operate suction catheters and devices
		5.3 Provide suction during the application of advanced resuscitation techniques
6	Restore and maintain equipment ready for future use	6.1 Clean, discard, disinfect, replenish and recharge **equipment** in accordance with organisation procedures and manufacturer's instructions
		6.2 Diagnose and rectify minor faults within the scope of organisation procedures and manufacturer's instructions
		6.3 Identify and deal with major faults and defects in accordance with organisation procedures

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

Working knowledge of:

Legal responsibilities and duty of care, including confidentiality

Basic anatomy (skeleton, muscles, joints, bones), physiology and toxicology as it relates to the provision of advanced first aid resuscitation, including: . relevant organs of the cardio pulmonary system and their operation . basic electrical activity associated with normal and

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abnormal heart rhythm

ARC Guidelines and/or State/Territory regulations, legislation and policies relating to provision of first aid

Procedures for dealing with major and minor accidents in the workplace

Infection control principles and procedures, including using standard precautions

How to gain access to and interpret material safety data sheets (MSDSs)

Company/organisation standard operating procedures (SOPs)

Priorities of management in first aid

Occupational health and safety requirements in the provision of first aid.

Capabilities of emergency management services

First Aiders' skills and limitations

Safe storage and handling procedures for pressurised gases, oxygen and battery operated equipment

Chain of survival, including:

purpose of bystander CPR

aim and function of Advanced Resuscitation techniques in the Chain of Survival

Benefits of providing oxygen to a casualty and of providing suction during the application of advanced resuscitation techniques

First aid management procedures in accordance with ARC Guidelines, State/Territory regulations, legislation and policies and organisation requirements for equipment and conditions identified in the Range Statement and including:

use of bag valve mask device, AED, oxygen therapy equipment, manual and oxygen powered suction, and oropharyngeal airways

sudden cardiac arrest

collapse, unconsciousness

shock

airway management including foreign body airway obstruction

hypoxia

Incident management procedures:

manual handling, hazardous substances, dangerous goods or chemicals

safe access to the casualty

awareness of confined spaces and dangerous places

removal of casualty to safe area, if appropriate

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coordinate activities of other first aiders, if applicable

continued ...

Essential knowledge (**contd**):

Complications and associated methods of management for conditions identified in the Range Statement

State and territory regulations, or organisation policy requirements relating to currency of skill and knowledge

Social issues, especially in particular workplace or community context(s) in which first aid is to be applied, including:

importance of debriefing

need to be culturally aware, sensitive and respectful

confidentiality

own skills and limitations

awareness of stress management techniques and available support

Essential skills:

Ability to:

Manage specific injuries/illnesses and conditions as identified in the Range Statement for this competency unit

Conduct an initial casualty assessment

Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills

Apply appropriate resuscitation techniques, including use of:

oxygen in resuscitation and oxygen therapy

bag valve mask resuscitation device

AED

mechanical and oxygen powered suction devices

oropharyngeal airways

Demonstrate:

assembly of the bag valve mask resuscitation device

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effective use of the bag valve mask device on a manikin

selection and use of an oropharyngeal airway

correct selection and operation of oxygen masks and cannulae

provision of oxygen to a bag valve mask device

provision of supplemental oxygen to a breathing patient

correct selection and operation of suction catheters and devices

safe manual handling

adequate infection control procedures

consideration of the welfare of the casualty

safe storage and handling procedures for pressurised gases and battery operated equipment

continued ...

Essential skills (**contd**):

Ability to:

Incorporate the use of all equipment into effective treatment of illness/injuries specified in the Range Statement

Demonstrate the application of first aid principles

Comply with OHS legislation

Administer oxygen in line with state/territory regulations, legislation and policies and any available medical/pharmaceutical instructions

Prepare a written incident report or provide information to enable preparation of an incident report

Interpret and use listed documents

Communicate effectively and assertively and show leadership in an incident

Make prompt and appropriate decisions relating to managing an incident in the workplace

Use literacy and numeracy skills as required to read, interpret and apply instructions, guidelines and protocols

Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:	Assessment must include demonstrated evidence of specified Essential Knowledge and Essential Skills identified in this competency unit Competence should be demonstrated working individually and, where appropriate, as part of a first aid team Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting Currency of first aid knowledge and skills is to be demonstrated in line with State/Territory regulations, legislation and policies, ARC and industry guidelines
Method of assessment may include:	Skills in performing advanced resuscitation procedures are to be assessed through demonstration, with questioning to confirm essential knowledge Skills are to be assessed through simulations, using anatomical models, manikins or in a high fidelity simulation centre For assessment purposes, demonstration of skills in CPR procedures require using a model of the human body (resuscitation manikin) in line with ARC Guidelines
Access and equity considerations:	All participants undertaking this unit should be aware of access and equity issues in relation to their own area of work or involvement All workers should develop their ability to work in a culturally diverse environment In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of

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	cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contextualisation to address specific requirements may include:	Focus on first aid management of specific types of injury First aid provision under specific constraints or circumstances (eg. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
First aid management must take into account:	Workplace policies and procedures Industry/site specific regulations, codes etc. OHS requirements State and territory workplace health and safety requirements
A hazard is:	A source or situation with the potential for

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	harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
An AED is:	Automatic External Defibrillator Semi-automatic External Defibrillator
Hazards may include:	Physical hazards Biological hazards Chemical hazards Hazards associated with manual handling
Risks may include:	Risks from worksite equipment, machinery and substances Risks from first aid equipment (oxygen cylinders, AED) Environmental risks Exposure to blood and other body substances Risk of further injury to the casualty Risks associated with the proximity of other workers and bystanders Risks from vehicles Fallen power lines, step and touch potential
Casualty's condition is managed for:	Sudden cardiac arrest Collapse/unconsciousness Foreign body airway obstruction No signs of life Respiratory distress Shock Hypoxia

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First aid management skills must include in accordance with ARC Guidelines, state/territory regulations, legislation and policies and industry requirements:	CPR Infection control AED Oxygen administration
First aid management must account for:	Location and nature of the workplace Environmental conditions e.g. electricity (high or low voltage), biological risks, weather, motor vehicle accidents Location of emergency services personnel Number of casualties and potential casualties Use and availability of first aid equipment, resources and pharmaceuticals Types of dangers/risks to the casualty and any others in the vicinity of the situation Confined spaces, subject to industry need
Resources and equipment are used appropriate to the risk to be met and may include:	Oxygen therapy equipment (e.g. masks, cannulae and tubing) and cylinders Bag valve mask resuscitation device AED First aid kit Resuscitation mask or barrier device Mechanical and oxygen powered suction device Oropharyngeal airway Gloves Razor Shears Cleaning wipes or towels
Information to be documented may include:	Time Location

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	Description of condition of patient
	First aid management
	Administration of medication including:
	time
	date
	person administering
	dose
	Number of electrical shocks attempted
	Vital signs
Established first aid principles include:	Checking the site for danger to self, the casualty and others and minimising the danger
	Checking and maintaining the casualty's airway, breathing and circulation

Unit Sector(s)

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ICAU1128B Operate a personal computer

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to operate a personal computer, including starting the PC, logging in, using and understanding desktop icons and their links to underlying programs, navigating a directory structure, saving work, printing, closing down the PC. The following unit is linked and forms an appropriate cluster: • ICAU1129B Operate a word processing application No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Start the computer	1.1. Check ***peripheral device*** connections for correct position 1.2. Switch on power at both the power point and ***computer***
2. Access basic system information	2.1. Insert user name and password as prompted and note access, privacy, security and related conditions of use displayed on introductory screens 2.2. Navigate through the ***operating system*** to access system information to identify system configuration and application versions in operation 2.3. Use ***on-line help functions*** as required
3. Navigate and manipulate desktop environment	3.1. Create and customise desktop icons 3.2. Select, open and close desktop icons to access ***application programs*** 3.3. Manipulate application windows and return desktop to original condition
4. Organise basic directory/folder	4.1. Create and name directories and subdirectories 4.2. Identify ***attributes*** of directories

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ELEMENT	PERFORMANCE CRITERIA
structure and files	4.3. Move subdirectories between directories 4.4. Rename directories as required 4.5. Access directories and subdirectories via different paths
5. Organise files for user and/or organisation requirements	5.1. Use ***system browser*** to search drives for specific files 5.2. Access the most commonly used types of files in the ***directories*** 5.3. Select, open and rename groups of files as required 5.4. Move files between directories 5.5. Copy files to ***disk*** 5.6. Restore deleted files as necessary 5.7. Erase and format ***disks*** as necessary
6. Print information	6.1. Add a printer if required and ensure correct ***printer settings*** 6.2. Change the default printer if appropriate 6.3. Print information from an installed printer 6.4. View and delete progress of print jobs as required
7. Shut down computer	7.1. Save any work to be retained and close all open application programs correctly 7.2. Shut down computer correctly

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Saving and retrieving files to various locations • Mouse management (button usage) for different applications • Reading and writing at a level where basic workplace documents are understood • Ability to communicate with peers and supervisors • Seeking assistance and expert advice • Interpretation of user manuals and help functions • The ability to input user access details for accessing a personal computer (PC) (possibly a networked environment)

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• Basic keyboarding skills • Computer functions • Basic parts of a computer and various hardware components • Storage devices and basic categories • Basic software operation

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must confirm the ability to use software, navigate around the desktop, use system features to perform tasks, and save results of work. To demonstrate competency in this unit the person will require access to: • Personal computer • Printer • Mouse and keyboard • Monitor • Basic software
Context of and specific resources for assessment	Using a personal computer is an essential business function and basic core skill in most workplaces. Demonstration of this competency will require: • Knowledge of PC operations in a narrow range of areas • Basic PC practical skills • Performing a sequence of routine tasks after having received clear direction

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EVIDENCE GUIDE	
	• Receiving and passing on messages and information. The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform a defined range of activities many of which may be routine and predictable. Assessment must ensure: • Demonstration of knowledge by recall in a narrow range of areas; demonstrating basic practical skills, such as the use of relevant tools and applications; performing a sequence of routine tasks given clear direction; and receiving and passing on messages or information. • Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1 • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills.

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EVIDENCE GUIDE	
	The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAU1129B Operate a word processing application An individual demonstrating this competency would be able to: • Demonstrate knowledge by recall in a narrow range of areas • Demonstrate basic practical skills, such as the use of relevant tools • Perform a sequence of routine tasks given clear direction • Receive and pass on messages and information • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Peripheral device may include but is not limited to:	• mouse • keyboard • visual display unit • monitor • printer

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RANGE STATEMENT	
Computer may include:	• laptops • workstations • servers • other devices
Application programs may include:	• database programs • word processors • email programs • internet browsers • system browsers • spreadsheets
Operating System may include but is not limited to:	• Linux 7.0 or above • Windows 2000 or above • Apple OS X or above
System information may include but is not limited to:	• hardware and software components that run a computer
On-line help functions	• An instruction manual or a portion of the manual, integrated into the program
Attributes	• Indicates several properties of the directory. For example, they indicate whether the directory is read-only, whether it needs to be backed up, and whether it is visible or hidden
System browser may include but is not limited to:	• Windows Explorer • Konqueror
Disks may include but are not limited to:	• floppy disks • CDs • CD-RW (compact disks-read write) • DVD RW • zip disks • flash drives • solid state hard drives
Printer settings may include:	• layout • paper size • paper tray • cartridge type • number of copies • orientation
Information may include but is not limited to:	• documents • test pages

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RANGE STATEMENT	
	• web pages • other output

Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAU1129B Operate a word processing application

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to correctly operate word processing applications and perform basic operations including the creation and formatting of documents, creating tables, printing labels and mail merge. The following units are linked and form an appropriate cluster: • ICAU1128B Operate a personal computer • ICAU1130B Operate a spreadsheet application • ICAU1131B Operate a database application • ICAU1132B Operate a presentation package No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Create documents	1.1. Open word processing application and create/open document and add data according to ***information requirements***
	1.2. Use document templates as required
	1.3. Use simple ***formatting tools*** when creating the document
	1.4. Save document to correct directory
2. Customise basic settings to meet page layout conventions	2.1. Adjust page layout to meet information requirements
	2.2. Open and view different ***toolbars***
	2.3. Change ***font format*** to suit the purpose of the document
	2.4. Change ***alignment*** and line spacing according to

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ELEMENT	PERFORMANCE CRITERIA
	document ***information requirements***
	2.5. Modify margins to suit the purpose of the document
	2.6. Open and switch between several documents
3. Format document	3.1. Use ***formatting features*** and styles as required
	3.2. Highlight and copy text from another area in the document or from another active document
	3.3. Insert headers and footers to incorporate all necessary data
	3.4. Save document in another ***file format***
	3.5. Save and close document to ***disk***
4. Create tables	4.1. Insert a standard table into a document
	4.2. Change cells to meet information requirements
	4.3. Insert and delete columns and rows as necessary
	4.4. Use ***formatting tools*** according to style requirements
5. Add images	5.1. Insert appropriate ***images*** in a document and customise as necessary
	5.2. Position and resize images to meet the document formatting needs
6. Use mail merge	6.1. Create simple mailing list in layout suitable for merging
	6.2. Create or select another document for merging
	6.3. Mail merge list with other document
7. Print documents	7.1. Preview document in print preview mode
	7.2. Select basic print settings
	7.3. Print document or part of the document from printer

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Low-level decision making in relation to a limited range of routine areas • Problem solving skills in known areas during normal routine

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REQUIRED SKILLS AND KNOWLEDGE
• Reading and writing at a level where basic workplace documents are understood • Clear and precise communication • Interpretation of user manuals and help functions
Required knowledge
• Organisational benchmarks for minimum typing skills, including speed and accuracy • Creating and opening documents • Formatting documents • Inserting tables and images • Saving, printing and closing documents • Mail merge function

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must ensure the ability to create open and retrieve documents, customise basic settings, format documents, create tables, add objects and images, and save and print documents. To demonstrate competency in this unit the person will require access to: • Personal computer • Printer • Mouse and keyboard • Monitor • Basic software • Documents detailing organisational style guide/policy • Documents or information containing data suitable

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EVIDENCE GUIDE	
	for use with word processing packages
Context of and specific resources for assessment	Operating a word processing application is a core function for almost all businesses and is an essential skill. The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform a defined range of activities many of which may be routine and predictable. Assessment must ensure • Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment

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EVIDENCE GUIDE	
	purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAU1128B Operate a personal computer • ICAU1130B Operate a spreadsheet application • ICAU1131B Operate a database application • ICAU1132B Operate a presentation package An individual demonstrating this competency would be able to: • Demonstrate knowledge by recall in a narrow range of areas • Demonstrate basic practical skills, such as the use of relevant tools • Perform a sequence of routine tasks given clear direction • Receive and pass on messages and information Demonstration of these competencies would involve: • Demonstrating basic word processing skills in a moderate range of areas • Applying a defined range of skills to basic processing operations • Applying known processing solutions to a limited range of predictable problems • Performing a range of basic processing tasks where operating options are varied • Assessing and recording information from varied sources • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Information requirements may include:	• memos • letters • minutes • agendas • other business documents required by the organisation
Formatting tools	• Menu commands within the application, such as: help, search and replace, spell check, undo, cut, copy, paste, borders, shading.
Toolbars can contain:	• buttons • menus • a combination of both
Font format	• Font format is the combination of typeface and other attributes, such as size, pitch and spacing of the font
Alignment may be:	• left • centred • right • justified
Formatting features may include:	• italics • bold • underline • hyphenation
File format may include but is not limited to:	• html pages • pdf files • text files • doc files • sxw (star office) files • CSV files
Disk may include but are not limited to:	• CDs • CD-RW (Compact Discs-Read Write) • DVD RW • zip disks

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RANGE STATEMENT	
	• solid state hard drives
Images may include but is not limited to:	• graphics • clipart • pictures
Print settings may include:	• layout • paper size • number of copies • orientation • sides

Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAU1130B Operate a spreadsheet application

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to correctly operate spreadsheet applications and perform basic operations. The following units are linked and form an appropriate cluster: • ICAU1128B Operate a personal computer • ICAU1129B Operate a word processing application • ICAU1131B Operate a database application • ICAU1132B Operate a presentation package No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Create spreadsheets	1.1. Open spreadsheet application and create/open spreadsheet file and enter numbers, text and symbols into cells according to information requirements 1.2. Enter simple formulas using cell referencing where required 1.3. Correct formulas when error messages occur 1.4. Use a range of common ***tools*** during spreadsheet development 1.5. ***Edit*** columns and rows within the spreadsheet 1.6. Use the auto-fill function to increment ***data*** where required 1.7. Save spreadsheet to correct directory or folder
2. Customise basic settings	2.1. Adjust page ***layout*** to meet user requirements or special needs 2.2. Open and view different ***toolbars***

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Change ***font settings*** so they are appropriate for the purpose of the document 2.4. Change ***alignment*** options and line spacing according to spreadsheet ***formatting features*** 2.5. Format cell to display different styles as required 2.6. Modify margin sizes to suit the purpose of the spreadsheets 2.7. View multiple spreadsheets concurrently
3. Format spreadsheet	3.1. Use formatting features as required 3.2. Copy selected ***formatting features*** from another cell in the spreadsheet or from another active spreadsheet 3.3. Use ***formatting tools*** as required within the spreadsheet 3.4. Align information in a selected cell as required 3.5. Insert headers and footers using ***formatting features*** 3.6. Save spreadsheet in another ***format*** 3.7. Save and close spreadsheet to ***disk***
4. Incorporate object and chart in spreadsheet	4.1. Import an ***object*** into an active spreadsheet 4.2. Manipulate imported ***object*** by using ***formatting features*** 4.3. Create a chart using selected data in the spreadsheet 4.4. Display selected data in a different chart 4.5. Modify chart using formatting features
5. Print spreadsheet	5.1. Preview spreadsheet in print preview mode 5.2. Select basic printer options 5.3. Print spreadsheet or selected part of spreadsheet 5.4. Submit the spreadsheet to the ***appropriate person*** for approval or feedback

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• Low-level decision making in relation to creating and manipulating spreadsheet

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REQUIRED SKILLS AND KNOWLEDGE
data • Reading and writing at a level where basic workplace documents are understood • Clear and precise communication • Interpretation of user manuals
Required knowledge
• Logging in procedures relating to accessing a PC • Basic mathematics • Basic technical terminology in relation to reading help files and prompts

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must confirm ability to complete basic operations associated with creating, formatting, saving and printing a spreadsheet, including creating basic formulas and working with objects and charts. To demonstrate competency in this unit the person will require access to: • Personal computer • Printer • Mouse and keyboard • Monitor • Basic software • Documents or information containing data suitable for creating spreadsheets
Context of and specific resources for assessment	An individual demonstrating this competency may use pre-existing data (e.g. documents, spreadsheet data, data from database tables) or create new data when creating

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EVIDENCE GUIDE	
	and manipulating spreadsheets. The use of spreadsheets for business and mathematical applications is widespread. In some cases, spreadsheets can operate as sophisticated computerised ledgers and enable the collation, manipulation and presentation of complex data. The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform a defined range of activities many of which may be routine and predictable. Assessment must ensure • Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors,

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EVIDENCE GUIDE	
	subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAU1128B Operate a personal computer • ICAU1129B Operate a word processing application • ICAU1131B Operate a database application • ICAU1132B Operate a presentation package An individual demonstrating this competency would be able to: • Demonstrate knowledge by recall in a narrow range of areas • Demonstrate basic practical skills, such as the use of relevant tools • Perform a sequence of routine tasks given clear direction • Receive and pass on messages and information • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Tools may include:	• help • search and replace • spell check

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RANGE STATEMENT	
	• undo • simple formatting tools
Edit may include but is not limited to:	• add • select • copy • paste • delete • move
Data may include:	• text or symbols added to the document
Layout may include but is not limited to:	• display modes • orientation • size
Toolbars may contain:	• buttons • menus • a combination of both
Font settings may include:	• type • size • colour
Alignment may be:	• left • centred • right • justified
Formatting features may include:	• italics • bold • underline • hyphenation
Formatting tools	• Menu commands within the application, such as: help, search and replace, spell check, undo, cut, copy, paste.
Format	• Saving the spreadsheet as another type of document, such as: HTML, XML, comma separated values or text.
Disk may include but are not limited to:	• disks • CDs • CD-RW (Compact Discs-Read Write) • DVD RW • zip disks • solid state hard drives

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RANGE STATEMENT	
Object	• Any item that can be inserted into the spreadsheet, such as: other documents, pictures and sound.
Appropriate person may include:	• supervisor • teacher • authorised business representative • client

Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAU1131B Operate a database application

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to operate database applications and perform basic operations. The following units are linked and form an appropriate cluster: • ICAU1128B Operate a personal computer • ICAU1129B Operate a word processing application • ICAU1130B Operate a spreadsheet application • ICAU1132B Operate a presentation package No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Create database	1.1. Open a database application and design a two-table simple relational database incorporating basic ***design principles*** 1.2. Develop a table with fields and ***attributes*** according to database usage, as well as user requirements 1.3. Create a primary key and establish an index for each table 1.4. Modify table layout and field ***attributes*** as required 1.5. Create a ***relationship*** between the two tables 1.6. Add and modify data in a table according to information requirements 1.7. Add and delete records as required 1.8. Save and close down database to ***disk***
2. Customise basic settings	2.1. Adjust page layout to meet user requirements

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ELEMENT	PERFORMANCE CRITERIA
	2.2. Open and view different ***toolbars***
	2.3. Format ***font*** as appropriate for the purpose of the database entries
3. Create reports	3.1. Design reports to present data in a logical sequence
	3.2. Modify reports to include/exclude additional requirements
	3.3. Distribute reports to ***appropriate person*** in a suitable format
4. Create forms	4.1. Use a wizard to create a simple form
	4.2. Open existing database and modify records through a simple form
	4.3. Rearrange ***objects*** within the form to accommodate information requirements
5. Retrieve information	5.1. Access existing database and locate required records
	5.2. Create simple query and retrieve required information
	5.3. Develop query with multiple criteria and retrieve required information
	5.4. Select data and display appropriately

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Reading and writing at a level where basic workplace documents are understood • Clear and precise communication • Interpretation of user manuals • Ability to create a simple database
Required knowledge
• Basic database design • Knowledge of relationships between tables (cardinality) • Knowledge of forms, reports and queries for retrieving and displaying information

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must ensure a person has the ability to design and develop a simple database using a standard database package. The person must add data, use queries, and create forms and reports. To demonstrate competency in this unit the person will require access to: • Personal computer • Basic software • Documents or information containing data suitable for creating a database
Context of and specific resources for assessment	An individual demonstrating these competencies, may use pre-existing data (e.g. documents, spreadsheet data, data from database tables) or create new data when creating and manipulating databases and tables. The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform a defined range of activities many of which may be routine and predictable. • Assessment must ensure Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In

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EVIDENCE GUIDE	
	undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAU1128B Operate a personal computer • ICAU1129B Operate a word processing application • ICAU1130B Operate a spreadsheet application • ICAU1132B Operate a presentation package An individual demonstrating this competency would be able to: • Demonstrate knowledge by recall in a narrow range of areas • Demonstrate basic practical skills, such as the use of relevant tools • Perform a sequence of routine tasks given clear direction

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EVIDENCE GUIDE	
	• Receive and pass on messages and information • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Design principles may include:	• naming conventions • data layout • formatting
Attributes may include:	• name • data type • size
Relationship may be but is not limited to:	• one-to-one • one-to-many • many-to-many relationships
Disk may include but are not limited to:	• diskettes (floppy disks) • CDs • CD-RW (Compact Discs-Read Write) • DVD RW • zip disks • solid state hard drives
Page layout may include:	• landscape • portrait
Toolbars may contain:	• buttons • menus • a combination of both
Font	• The combination of typeface and other attributes, such as size, pitch, and spacing character or symbol

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RANGE STATEMENT	
Appropriate person may include:	• supervisor • teacher • authorised business representative • client
Objects may include:	• buttons • checkboxes • option buttons • text boxes • drop down lists

Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAU1132B Operate a presentation package

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to operate presentation applications and perform basic operations. The following units are linked and form an appropriate cluster: • ICAU1128B Operate a personal computer • ICAU1129B Operate a word processing application • ICAU1130B Operate a spreadsheet application • ICAU1131B Operate a database application No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Create presentations	1.1. Open a presentation package application and create a simple design for a presentation according to organisational requirements 1.2. Open a blank presentation and add text and graphics 1.3. Apply existing styles within a presentation 1.4. Use presentation template and slides to create a presentation 1.5. Use various ***tools*** to improve the look of the presentation 1.6. Save presentation to correct directory
2. Customise basic settings	2.1. Adjust display to meet user requirements 2.2. Open and view different ***toolbars*** to view options 2.3. Ensure ***font settings*** are appropriate for the purpose of the presentation

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ELEMENT	PERFORMANCE CRITERIA
	2.4. View multiple slides at once
3. Format presentation	3.1. Use and incorporate organisational charts, bulleted lists and modify as required 3.2. Add ***objects*** and manipulate to meet presentation purposes 3.3. Import ***objects*** and modify for presentation purposes 3.4. Modify slide layout, including text and colours to meet presentation requirements 3.5. Use ***formatting tools*** as required within the presentation 3.6. Duplicate slides within and/or across a presentation 3.7. Reorder the sequence of slides and/or delete slides for presentation purposes 3.8. Save presentation in another ***format*** 3.9. Save and close presentation to ***disk***
4. Add slide show effects	4.1. Incorporate preset animation and multimedia effects into presentation as required to enhance the presentation 4.2. Add slide transition effects to presentation to ensure smooth progression though the presentation 4.3. Test presentation for overall impact 4.4. Use onscreen navigation tools to start and stop slide show or move between different slides as required
5. Print presentation and notes	5.1. Select appropriate print format for presentation 5.2. Select preferred slide orientation 5.3. Add notes and slide numbers 5.4. Preview slides and spell check before presentation 5.5. Print the selected slides and submit presentation to ***appropriate person*** for feedback

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE
• Reading and writing at a level where basic workplace documents are understood • Clear and precise communication • Interpretation of user manuals • Low-level decision making in relation to creating an electronic presentation
Required knowledge
• Basic technical terminology in relation to reading help files and prompts • Organisational benchmarks for keyboarding • Different types of presentations: formal, informal; audience types • Presentation pitfalls

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must ensure the learner can create, format and prepare presentations for distribution and display. To demonstrate competency in this unit the person will require access to: • PC and printer • Documents detailing organisational style guide/policy
Context of and specific resources for assessment	Presentations are an important form of communication and marketing used by organisations to convey information; presentations may be formal or informal. An individual demonstrating this competency will be able to present a set range of data in a simple and direct format using a presentation package.

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EVIDENCE GUIDE	
	The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform a defined range of activities many of which may be routine and predictable. Assessment must ensure • Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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EVIDENCE GUIDE	
	• ICAU1128B Operate a personal computer • ICAU1129B Operate a word processing application • ICAU1130B Operate a spreadsheet application • ICAU1131B Operate a database application An individual demonstrating this competency would be able to: • Demonstrate knowledge by recall in a narrow range of areas • Demonstrate basic practical skills, such as the use of relevant tools • Perform a sequence of routine tasks given clear direction • Receive and pass on messages and information • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Tools may include:	• help • search and replace • spell check • undo • simple formatting tools
Font settings may include:	• type • size • colour
Objects may include:	• other documents • pictures • tables

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RANGE STATEMENT	
	• sound
Formatting tools	• Menu commands within the application, such as help, search and replace, spell check, undo, cut, copy, paste
Format	• Saving the presentation as another type of document, such as: HTML, XML, comma separated values or text
Disk may include but are not limited to:	• Floppy disks • CDs • CD-RW (Compact Discs-Read Write) • DVD RW • zip disks • solid state hard drives
Print format may include:	• layout • quality • number of copies • colour or black and white
Appropriate person may include:	• supervisor • teacher • authorised business representative • client
User requirements	• How the user wants an application, desktop, computer or document to appear
Toolbars can contain:	• buttons • menus • a combination of both

Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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ICAU1133B Send and retrieve information using web browsers and email

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to complete basic internet search tasks as well as send and receive emails with attachments. The following units are linked and form an appropriate cluster: • ICAS1193B Connect a workstation to the internet • ICAU1128B Operate a personal computer • ICAU1129B Operate a word processing application • ICAU1213B Conduct on line transactions • ICAS2243B Detect and protect from spam and destructive software No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Access the internet	1.1. Open an ***internet browser*** and set a home page of personal choice by setting ***internet options*** 1.2. Adjust the display of the ***internet browser*** to suit personal requirements 1.3. Modify ***toolbar*** to meet user and ***internet browser*** needs 1.4. Access a particular website, note privacy and other conditions of use and retrieve data 1.5. Enter a uniform resource locator (URL), in the address line of the ***internet browser***
2. Search the internet	2.1. Locate and select appropriate ***search engine*** and define search expressions based on the data required

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ELEMENT	PERFORMANCE CRITERIA
	2.2. Save search expression results and present them in a report according to the information requirements 2.3. Create a bookmark within the ***internet browser*** or a link for the required web page and save it in a bookmark folder 2.4. Modify the ***internet browser*** options for printing and print a web page 2.5. Close the internet browser
3. Research and apply 'netiquette' principles	3.1. Select ***search engine*** and using key word search research the concept of ***netiquette*** (or web etiquette) 3.2. Review rules of good online manners from at least two ***netiquette*** sites 3.3. Develop a personal list of ***netiquette*** principles to be applied to email and newsgroup discussions 3.4. Check that these are consistent with organisational policies
4. Send and organise messages	4.1. Open an email application package and create a new email message 4.2. Add addressee to the email message 4.3. Compose the text of an email message according to organisational guidelines 4.4. Create and add an automatic signature for the user, so that it appears automatically in every new email message that the user creates 4.5. Attach ***files*** to the email message, using the attachment feature 4.6. Determine and set a priority for an email message and spell check and edit text as required 4.7. Send the email message 4.8. Reply to received messages and forward as appropriate, using the carbon copy and forward features 4.9. Open and save an attachment to the relevant folder 4.10. Search for an email message and set a priority setting or delete as necessary 4.11. Sort inbox according to sender's name and date received 4.12. Save email messages in a folder 4.13. Compact folder to save space 4.14. Print an email message
5. Create an address	5.1. Manually add an email address to the email package

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ELEMENT	PERFORMANCE CRITERIA
book	address book 5.2. Update the address book by transferring the email address from a received message 5.3. Create a distribution list and send out email message

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Ability to implement workstation adjustment according to OH&S guidelines • Basic analysis in relation to a limited range of routine tasks • Low-level decision making in relation to a limited range of routine tasks • Problem solving skills in known areas during normal routine activities • Reading and writing at a level where basic workplace documents are understood • Clear and precise communication • Ability to interpret user manuals • Using a PC and peripherals • Cultural understanding
Required knowledge
• Makeup and structure of an internet addresses • Basic technical terminology in relation to reading help files and prompts • Log-on procedures for accessing a PC • Modem speed, traffic loads in relation to times of accessing the internet • Evaluating and assessing the authority, reliability and authenticity of information • Organisational guidelines on internet and email usage ('web etiquette' or netiquette) • Different types of search engines (eg. Google, Alta Vista, Infoseek) • Different types of messages that occur (e.g. error messages, updates, need for installing plug-ins)

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must confirm the ability to browse the internet, search for information, send and receive emails and organise the email client application on the computer. To demonstrate competency in this unit the person will require access to: • Organisational style guide/policy • Organisational policies on internet and email usage • Personal computer with internet capability
Context of and specific resources for assessment	This competency provides one of the fundamental foundation skills for interacting online. In this context, individuals must recognise their own responsibility in having access to the vast services, sites, systems and people provided by the internet. The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform a defined range of activities many of which may be routine and predictable. Assessment must ensure • Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility

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	practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAS1193B Connect a workstation to the internet • ICAU1128B Operate a personal computer • ICAU1129B Operate a word processing application • ICAU1213B Conduct on-line transactions • ICAS2243B Detect and protect from spam and destructive software An individual demonstrating this competency would be able to: • Demonstrate knowledge by recall in a narrow range of areas • Demonstrate basic practical skills, such as the use of relevant tools • Perform a sequence of routine tasks given clear direction • Receive and pass on messages and information

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	• Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Internet browser may include but is not limited to:	• Netscape Navigator • Internet Explorer • Mozilla • Opera • Galleon • Phoenix • Konqueror • Lynx
Internet options may include but are not limited to:	• configuring of the following options: home page, location of temporary files, privacy level, security level, type of connection and history
Toolbar can contain:	• buttons • menus • a combination of both
Netiquette	• Is sometimes referred to as web etiquette and is an informal code of manners governing online conduct which may include but is not limited to the use of upper and lower case letters in messages, not spamming other users, not posting commercial messages to newsgroups, learning to lurk before posting, respect for other's time, privacy and bandwidth
Search engine may include:	• Snap • Questfinder • Ask Jeeves • Google

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RANGE STATEMENT	
	• Metacrawler • Alta Vista • Excite • Infoseek • Findlink • Northern Light • AOL Netfind • Hotbot • LookSmart • Yahoo • Netscape • Lycos • Open Text • WebCrawler • Go To Dot Com • Beaucoup • Meta Search • Search.com • Go2Network • Savvy Search • Profusion • Dogpile • Metagopher
Organisational guidelines may include but are not limited to:	• personal use of emails and internet access • content of emails • downloading information and accessing particular websites • opening mail with attachments • virus risk (MS windows OS and Mac OS only)
Files may include but is not limited to:	• html pages • pdf files • text files • pictures • music • email messages

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Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAU2006B Operate computing packages

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to identify, select and correctly operate three desktop applications for a range of purposes. There may be benefit in concurrent learning with the following units: • ICAU2005B Operate computer hardware • ICAU2231B Use computer operating system The following units are linked and form an appropriate cluster: • ICAD2003B Receive and process oral and written communication • ICAI2015B Install software applications • ICAW2001B Work effectively in an IT environment No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Use appropriate software	1.1. Select ***software*** appropriate to perform activity 1.2. Use ***software*** to produce required outcome using a range of features related to the activities 1.3. Save documents in appropriate directories/folders
2. Access, retrieve and manipulate data	2.1. Select and access ***files*** 2.2. Amend and save ***files*** according to requirements 2.3. Produce documents and ***files*** that meet organisational needs 2.4. Save ***files*** in appropriate directories/folders 2.5. Exit ***software*** correctly without loss of ***data***
3. Access and use help	3.1. Identify the help resources available for basic

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ELEMENT	PERFORMANCE CRITERIA
functions within each application	difficulties with the ***software*** 3.2. Access user help documentation and other resources for basic difficulties with the ***software***
4. Use keyboard and equipment	4.1. Follow ***OH&S*** standards and regulations to avoid injury or illness 4.2. Use wrist rests and document holders where appropriate 4.3. Use monitor anti-glare and radiation reduction screens where appropriate 4.4. Ensure user ***equipment*** is maintained and free from defects that could cause injury

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Basic analysis of desktop layout, monitor and chair positioning, keyboard techniques and use of the mouse • Basic problem solving in application management and help function usage • Reading and writing at a level where basic workplace documents are understood • Clear and precise communication with team members and supervisors • Interpretation of user manuals
Required knowledge
• OH&S principles and responsibilities • Basic understanding of system usage • Basic technical terminology in relation to reading help files and responding to system help prompts • Personal computer access and log-on procedures

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must confirm the ability to produce several workplace documents utilising a minimum of three different computing packages. Learner will demonstrate the use of a wide range of features from each package. To demonstrate competency in this unit the person will require access to: • Personal computer • Basic software • Documents or information containing data suitable for use with computing packages
Context of and specific resources for assessment	This unit brings together a range of basic computer skills and knowledge consistent with general expectations around computer usage in the workplace. The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform in a range of varied activities or knowledge applications where there is a clearly defined range of contexts in which the choice of actions required is usually clear. There would generally be limited complexity in the range of operations to be applied. Assessment must ensure: • Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes would be characteristic. • Applications may include some complex or non-routine activities involving individual

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EVIDENCE GUIDE	
	responsibility or autonomy and/or collaboration with others as part of a group or team.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAU2005B Operate computer hardware • ICAU2231B Use computer operating system • ICAD2003B Receive and process oral and written communication • ICAI2015B Install software applications • ICAW2001B Work effectively in an IT environment An individual demonstrating this competency would be able to:

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EVIDENCE GUIDE	
	• Demonstrate basic operational knowledge in a moderate range of areas • Apply a defined range of skills • Apply known solutions to a limited range of predictable problems • Perform a range of tasks where choice between a limited range of options is required • Assess and record information from varied sources • Communicate with team members to clarify job requirements • Take limited responsibility for own outputs in work and learning • Maintain knowledge of industry products and services Demonstration of these competencies would involve: • Using appropriate software • Opening, amending and saving files and documents according to organisational requirements • Using help manuals and on-line help when appropriate • Applying OH&S procedures • Demonstrating basic operational knowledge in a moderate range of areas • Performing a range of tasks where choice between a limited range of options is required • Assessing and recording information from varied sources

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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RANGE STATEMENT	
Software may include but is not limited to:	• commercial software applications • organisation-specific software • It is expected that a word processing application, Database Application and Spreadsheet application will be chosen in preference to other types of applications
Files may include but is not limited to:	• html pages • pdf files • text files • pictures • music • email messages
Data may include:	• text • images • graphics • screenshots • icons added to the document
Equipment may include but is not limited to:	• workstations • personal computers • modems and other connectivity devices • printers • hard drives • DSL modems • monitors • switches • hubs • personal digital assistant (PDA) • other peripheral devices
OH&S may include:	• correct posture • lighting • type of desk • type of monitor • style of chair • typing position • repetitive strain injury prevention • ventilation • light position • length of time in front of computer

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Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAU3126B Use advanced features of computer applications

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to use computer applications employing advanced features. The following unit is linked and forms an appropriate cluster: • ICAB3018B Develop macros and templates for clients using standard products No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manipulate data	1.1. Employ advanced features of ***applications*** in the preparation and presentation of data 1.2. Efficiently transfer data between ***applications***, linking and embedding related data files as required 1.3. Create and employ ***objects***, macros and templates for routine activities 1.4. Use shortcuts and features to increase personal productivity
2. Access and use support resources	2.1. Solve routine problems using support resources 2.2. Use on-line help to overcome difficulties with ***applications*** 2.3. Solve problems with manuals and training booklets 2.4. Access and apply technical support for ***system*** problems, utilising troubleshooting results and alert messages

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• Basic analysis skills in relation to normal routine work processes • Detailed skills in using applications features • Basic skills in interpreting technical information • Problem solving skills in known areas during normal routine work processes • Plain English literacy and communication skills in relation to dealing with clients and team members
Required knowledge
• Basic understanding of operating systems software and system tools • Broad knowledge of vendor product directions • Broad knowledge of vendor applications and their features

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must confirm the ability to use at least three computer applications to their full capacity employing all advanced features and import/export capacities for efficiency and productivity purposes, using at least two industry-recognised application packages. To demonstrate competency in this unit the person will require access to: • Personal computer • Documents or information containing data suitable

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EVIDENCE GUIDE	
	for use with multiple computing packages
Context of and specific resources for assessment	The use of advanced features of computer applications is increasing as workplaces recognise the full potential and functionality of contemporary commercial applications. Individuals demonstrating this competency would be considered user experts or advanced users and would be capable of tutoring colleagues in the use of commercial applications. The breadth, depth and complexity of knowledge and skills in this competency would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available. Assessment must ensure: • Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints would be characteristic. • Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of

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EVIDENCE GUIDE	
	performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAB3018B Develop macros and templates for clients using standard products An individual demonstrating this competency would be able to: • Demonstrate some relevant theoretical knowledge • Apply a range of well-developed skills • Apply known solutions to a variety of predictable problems • Perform processes that require a range of well-developed skills where some discretion and judgement is required • Interpret available information, using discretion and judgement • Take responsibility for own outputs in work and learning • Take limited responsibility for the output of others • Maintain knowledge of industry products and services

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Applications	• May include but are not limited to commercial software applications; organisation-specific software; word processing, spreadsheet, database, graphic, communication packages and presentation functionalities. • May include presentation applications contained in: Microsoft Office, Lotus Suite, Claris Works, Star Office or other similar applications.
Objects may include:	• buttons • checkboxes • option buttons • text boxes • drop down lists
System may include but is not limited to:	• network • application • software • business • computers • financial system • management system • information system

Unit Sector(s)

Unit sector	Use

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICPMM263C Access and use the Internet

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to access and use the Internet within the printing and graphic arts industries.

Application of the Unit

Application of the unit	This unit describes the skills needed to access and use the Internet within the printing and graphic arts industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	This unit may be assessed with a range of other units relating to design and production of a multimedia product.	

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and use local resources	1.1. Installed Internet ***software applications*** and their purposes are identified 1.2. Internet software applications are used online and offline 1.3. Extracting (decompressing) software and virus scanners are used on downloaded files 1.4. Identify Internet connection and protocols 1.5. Applications and files are downloaded and installed correctly 1.6. Potential security risks are identified and avoided
2. Identify and use remote resources	2.1. Websites are navigated to locate required information 2.2. Files and documents are accessed using the Internet (world wide web) search engines 2.3. The Internet is browsed to find related sites via links 2.4. Files are retrieved from an FTP repository 2.5. Emails are sent, downloaded, read, responded and saved to 2.6. Files attached to incoming email are retrieved and attached files are sent 2.7. Newsgroups relevant to the industry are accessed

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills
• OHS in relation to operating machinery such as safely switching off machinery before cleaning is started • collecting, analysing and organising information by navigating websites to locate required information • planning and organising activities by navigating websites to locate required information • problem-solving skills by extracting files and virus scanning • use of technology by accessing and using the Internet
Required knowledge
• how to initiate and conclude an Internet connection • when a connection attempt fails, what could be the cause and what to do • appropriate uses of different Internet protocols and data types (WWW, email, etc) • WWW search engines • what a URL is • using email to respond to a newsgroup post • what shareware is • maintaining (upper/lower) case : URLs, file names, passwords • "zip" are files and why are they used • difference between Java and JavaScript • ways to you use the Internet to obtain product information and technical support • time it takes to download one megabyte of data using a fast modem • privacy and security measures related to on line tasks • information you would refuse to provide when filling out a form on a web page • what cookies are • types of files that can carry viruses • scanning for viruses before and after extracting the files from a compressed archive • copyright ownership on the types of data you retrieve • manuals, safety and other documentation that are relevant to this task and where are they kept and information that is included in these documents

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Access the Internet and retrieve data using WWW and email and newsgroups • Send emails or newsgroup posting with correctly formatted attachments • Perform a search and save the text of a web page to disk • Extract and virus-scan downloaded files • Demonstrate an ability to find and use information relevant to the task from a variety of information sources.
Context of and specific resources for assessment	Assessment must ensure: • assessment may take place on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
Method of assessment	The following assessment method is appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFMEM12A Update web pages.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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RANGE STATEMENT	
Software applications may include:	• a wide range of programs, some current examples of which may be Eudora, Netscape.
Relevant terminology used may include:	• ISDN, PPP, TCP/IP, URL, Java, JavaScript, HTML, Download, WWW, cookies, zip files and others.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Multimedia

Co-requisite units

Co-requisite units		

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MEM50008B Carry out trip preparation and planning

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers undertaking the required steps to plan and prepare for a safe boating trip. It includes maintenance of the boat and safety equipment as well as mooring and berthing apparatus. This unit was developed by the National Marine Safety Committee (NMSC).

Application of the Unit

Application of the unit	This unit is one of three core competencies that have been adopted by all government marine safety authorities to contribute to and promote the safe use of waterways and awareness of boating safety. The unit applies specifically to mechanical powered recreational boats including personal watercraft. However, it is recognised that some aspects of this competency apply to any recreational vessel. This unit applies to checking the vessel and planning for a particular boating trip. All work and work practices are undertaken to regulatory and legislative requirements. General operational checks and basic assessment of the condition of a vessel are covered by Units MEM50006B (Check operational capability of marine craft) and MEM50007B (Check operational capability of sails and sail operating equipment). Unit MEM50009B (Safely operate a mechanically powered recreational boat) and Unit MEM50010B (Respond to boating emergencies and incidents) are the other two NMSC core units.

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	Band: **E** **Unit Weight**: **0**

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Maintain the boat	1.1. Boat is maintained/serviced on a regular basis.

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ELEMENT	PERFORMANCE CRITERIA
and safety equipment	1.2. Safety equipment complies with relevant legislation. 1.3. Safety equipment is serviceable and accessible, and its location is identified and securely and appropriately stowed.
2. Maintain mooring and berthing apparatus	2.1. Mooring and berthing apparatus is maintained/serviced on a regular basis. 2.2. Mooring apparatus is appropriate to the vessel and location.
3. Plan trip	3.1. Weather conditions, vessel and personnel are checked for suitability for planned trip. 3.2. Trip activity plan takes into account area and type of operation and emergency contact. 3.3. Adequate provisions, including fuel, for trip are carried out. 3.4. Trip details are communicated to appropriate person. 3.5. Check is made to ensure the number of passengers does not exceed boat design limitations and/or legislative requirements. 3.6. Check is made to ensure equipment, stores and personal items are securely stowed and do not adversely affect the boat's stability. 3.7. Appropriate person is informed of safe return from the activity.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Look for evidence that confirms skills in: • interpreting weather forecasts
Required knowledge
Look for evidence that confirms knowledge of: • weather information

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REQUIRED SKILLS AND KNOWLEDGE
• vessel maintenance and service schedule requirements • capabilities of boat • safety equipment required on-board boat • safety procedures • marine legislation, regulations and rules • area of activity • legislative requirements regarding the use of safety equipment

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competency in this unit must be able to undertake the required steps to plan and prepare for a safe boating trip, including undertaking simple maintenance.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality and communication, associated with a marine environment, or other units requiring the exercise of the skills and knowledge covered by this unit.

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EVIDENCE GUIDE	
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Boat is maintained/serviced	Oil levels and mix, belts, spark plugs, regular running and flushing of cooling system where appropriate, manual starting, raw water intake filters, fuel lines, fillers and tanks, hoses, maintenance history and compliance with maker recommendations, electrical wiring, battery and master switch/Dead Man's switch, steerage, propeller and shaft condition
Safety equipment	Life jackets, bailers, dinghy/life raft, paddles/oars, bilge pumps, bucket and line, first aid kit, fire extinguisher, distress signalling equipment, marine radio, waterproof torch, charts, anchor/sea anchor, lifebuoy, compass, sound signal, drinking water, towing harness, isolating switches, tow

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RANGE STATEMENT	
	rope, local emergency procedures book, sounding equipment, EPIRB, GPS, divers flag, suitable clothing, alternative means of propulsion
Mooring and berthing apparatus is maintained/serviced	Appropriateness of mooring/berthing, regularity of checks, services by recognised contractor, serviceable mooring and berthing lines, fenders, anchors and ground tackle
Weather conditions	Current forecast, wind, latest weather and conditions information, source of weather information, tides (flood and ebb tides), rips and bars, wave height, visibility, day/night
Area and type of operation	Hazards, local knowledge, rules and protocols, events, emergency response, access and exit points, safe havens, launching ramps, destination port
Adequate provisions	Suitability of the vessel for the activity, adequate fuel for the distance, water, food, ice, sun protection, wet weather gear, first aid kit, personal medications, batteries, gas, emergency (reserve) fuel and method of fuel transfer
Trip details	Trip departure and return time, number of people in the boat, area and nature of operation, way points, radio used and frequency, call signs, details of vessel including description and registration number, shore contact details, fuel capacity and usage, trailer registration number
Appropriate person	Family member or relative, neighbour(s), police - water or local, marine rescue services, club or organisation, harbour master, costal radio station, note in car (if appropriate)
Pre-start check	Fuel is connected, battery is charged and connected, kill switch, fumes, petrol, fuel and water leaks, open hatches/windows/doors, ventilation, sea-cock opening, secure loose gear, turn on marine radio, check bilge water levels, navigation lights, raise radio aerials

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Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	Boating services

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MEM50009B Safely operate a mechanically powered recreational boat

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers safely handling/operating a powered recreational boat on coastal and inland waters. It includes manoeuvring and handling the boat as well as safe navigation and anchoring. This unit was developed by the National Marine Safety Committee (NMSC).

Application of the Unit

Application of the unit	This unit is one of three core competencies that have been adopted by all government marine safety authorities to contribute to and promote the safe use of waterways and awareness of boating safety. The unit applies specifically to mechanical powered recreational boats including personal watercraft. However, it is recognised that some aspects of this competency apply to any recreational vessel. All work and work practices are undertaken to regulatory and legislative requirements. Unit MEM50008B (Carry out trip preparation and planning) and Unit MEM50010B (Respond to boating emergencies and incidents) are the other two NMSC core units. **Band**: **A** **Unit Weight**: **2**

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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Manoeuvre and handle the boat	1.1. A pre-start check is undertaken. 1.2. Motor is prepared and started. 1.3. Boat is manoeuvred safely according to conditions and in accordance with water traffic regulations. 1.4. Performance of the boat and personnel is monitored at all times. 1.5. Impact of boat use on others and the environment is considered.

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ELEMENT	PERFORMANCE CRITERIA
	1.6. Safety equipment is used, stowed and, if required, worn in accordance with legislation and recognised regulations and rules.
2. Navigate safely	2.1. Aids to small craft navigation are identified. 2.2. Collision avoidance techniques are applied when required in accordance with relevant legislation, recognised regulations and rules. 2.3. Operation of the boat is carried out at all times in accordance with relevant legislation, recognised regulations and rules. 2.4. Navigational aids and landmarks are used to determine and monitor boat position. 2.5. Hazards and conditions are taken into account in navigating the boat.
3. Anchor the boat	3.1. Anchorage site is selected in accordance with prevailing and forecast conditions and in accordance with legislation. 3.2. Type of anchor used is suitable for location. 3.3. Anchor is lowered, set and monitored according to prevailing conditions. 3.4. Anchor is retrieved and securely stowed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
Look for evidence that confirms skills in: • adequately preparing and checking • manoeuvring and handling a boat safely and accurately • monitoring performance and being aware • navigating safely and taking hazards into account • anchoring techniques
Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
Look for evidence that confirms knowledge of: • boating and other relevant legislation, rules and regulations • legislative requirements regarding the use of safety equipment • area of activity hazards and prevailing conditions • boating information resources • environmental awareness

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competency in this unit must be able to safely handle/operate a powered recreational boat on coastal and inland waters, including basic navigation and anchoring.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling associated with a marine environment, or other units requiring the exercise of the skills and knowledge covered by this unit.

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EVIDENCE GUIDE	
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifi-cations, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Pre-start check	Pre-start check may include: • fuel is connected • battery is charged and connected • kill switch • fumes, petrol • fuel and water leaks • hatches/windows/doors are open • ventilation • sea-cock opening • loose gear is secured • marine radio is turned on and radio aerials raised • bilge water levels checked

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RANGE STATEMENT	
	• navigation lights

Manoeuvred safely according to conditions	• Manoeuvring conditions may include:
	  • from or to a ramp, pontoon, wharf, mooring, anchor, confined areas such as narrow channels, marinas, moorings, obstructions
	  • sea-states such as bars, waves, rips, high seas, tidal surges, choppy conditions, wakes
	  • low speed/high speed
	  • poor visibility
	  • effect of wind
	  • large vessels
	• Safe manoeuvring may include:
	  • steer straight line
	  • astern
	  • figure-eight
	  • right of way
	  • port-starboard
	  • throttle control
	  • emergency stop
	  • trim and stability of vessel
	  • towing or being towed
	  • berthing
	  • standing-on/stemming the tide
	  • retrieval of person overboard

Monitored	Monitoring may include: • cooling system • bilge • portholes and hatches • location and welfare of persons on board • oil, fuel and water • radio • position of boat • other water users • battery and electrical systems
Environment	Impact of boat use on others/environment may include: • noise • wake

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RANGE STATEMENT	
	• safety of others • disturbance or injury to wildlife • disposal of waste and bilge water • effects of detergent and anti-foul • fuelling arrangements
Aids to small craft navigation	Aids to navigation may include: • IALA Buoyage System 'A' • charts • compasses • GPS • sounder • tide tables • passage plan • marine references • notices to mariners • radio navigational warnings

Relevant legislation, **recognised regulations and rules**	• Collision regulations such as:
	  • navigating in narrow channels
	  • giving way to other vessels
	  • overtaking, proper lookout
	  • sound signals
	  • lights and shapes
	  • responsibilities and duty of care
	  • use of buoyage system
	  • speed
	  • recognition of lights and markers
	  • rules of road
	  • recognition of operation areas
	  • specific activity rules, e.g. PWCs, water skis, equipment requirements
	  • accident/incident reporting
	• Marine regulations such as:
	  • safety regulations
	  • licensing and registration
	  • speed limit restrictions
	  • distance off requirements
	  • port limits/rules
	  • marine incident reporting

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RANGE STATEMENT	
	• carrying capacity • drug and alcohol limits/effects • age of operators • Environmental and wildlife regulations as relevant and applicable to the operation of boats
Hazards and conditions	Hazards and conditions may include: • weather • set and drift • effect of wind, tide and currents • submerged objects • other boats and wash • restricted waters • crossing bars
Type of anchor	• Types of anchor may include: • Danforth • Grapnel/Reef • Bruce • Plough • Admiralty • Sarca • sea anchor • Anchoring systems may include: • multiple anchors • bow and stern anchors • mooring buoy

Unit Sector(s)

Unit sector	

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Co-requisite units

Co-requisite units		

Competency field

Competency field	Boating services

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MEM50010B Respond to boating emergencies and incidents

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers dealing with boating emergencies and incidents including the use of safety equipment and the provision of assistance to others in distress. It also includes raising alarms and dealing with on-board emergencies. This unit was developed by the National Marine Safety Committee (NMSC).

Application of the Unit

Application of the unit	This unit is one of three core competencies that have been adopted by all government marine safety authorities to contribute to and promote the safe use of waterways and awareness of boating safety. The unit applies to all recreational boats including personal watercraft. All work and work practices are undertaken to regulatory and legislative requirements. Unit MEM50008B (Carry out trip preparation and planning) and Unit MEM50009B (Safely operate a mechanically powered recreational boat) are the other two NMSC core units. **Band**: **E** **Unit Weight**: **0**

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Use safety equipment	1.1. Nature, type, location, accessibility and serviceability of safety equipment is known and understood by all personnel on board. 1.2. Briefing of personnel is conducted before departure. 1.3. Safety equipment is used in a manner appropriate to the emergency or incident. 1.4. Safety equipment is used for the purpose for which it was designed.
2. Raise alarms	2.1. Nature of emergency is identified. 2.2. Alarm is communicated to on-board personnel. 2.3. Recognised distress signals are used to indicate need of assistance.

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ELEMENT	PERFORMANCE CRITERIA
3. Deal with on-board emergency	3.1. On-board personnel are informed of actions required to deal with the emergency. 3.2. Procedures are implemented to combat emergency and protect persons on board. 3.3. Position is identified, recorded and communicated. 3.4. Injured persons are provided with assistance. 3.5. Communication with rescuers is maintained. 3.6. Preparation for abandoning the boat is undertaken, if required. 3.7. Cessation of emergency is communicated to appropriate personnel.
4. Assist others in distress	4.1. Distress signals from others are recognised. 4.2. Nature of assistance required is identified. 4.3. Capability to safely assist or relay emergency is determined taking into account own safety and physical proximity to the emergency incident. 4.4. Appropriate response to the emergency is prepared for and implemented. 4.5. Cessation of emergency incident is communicated to appropriate personnel.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Look for evidence that confirms skills in: • correctly using safety equipment • delegating skills • communicating • using leadership skills • applying first aid
Required knowledge
Look for evidence that confirms knowledge of:

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REQUIRED SKILLS AND KNOWLEDGE
• range of safety equipment • common emergency actions • types of boating emergency incidents and situations • boating legislation, regulations and rules

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competency in this unit must be able to deal with boating emergencies and incidents including the use of safety equipment, raising alarm and assisting others in distress.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling associated with a marine environment, or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct

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EVIDENCE GUIDE	
	observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Briefing	Briefing information may include: • vessel operation • personnel assessment such as swimming skills, boating knowledge, medication and dietary requirements • location and use of safety equipment • emergency procedures • abandoning procedures
Emergency	Emergencies may include: • fire (smoke or heat) • grounding • person overboard • person retrieval from water • capsize • swamping • sinking

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RANGE STATEMENT	
	• engine/motor breakdown or malfunction • fouled propeller • anchoring • flooding • lost • injuries/illness • hypothermia • lack of fuel • contaminated fuel
Distress signals	Distress signals may include: • pyrotechnic distress flares • flags • radio • hand signals • dye markers • International Code Signal of Distress • sound signal including voice • EPIRB • V-sheet • reflective mirror • light signals • mobile phone
Preparation for abandoning	Preparation for abandoning includes: • brief on-board personnel • take drinking water • don of life jackets • identify location of vessel • communicate to rescuers actions taken or to be taken • assess and ensure readiness of life rafts/life rings • activate EPIRB • identify and collect emergency equipment, provisions and clothing • deploy anchor or sea anchor

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Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	Boating services

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PSPPROC410A Administer contracts

Modification History

Unit Descriptor

This unit covers the administration of contracts by officers who administer contracts as part of their role, rather than as their primary role. They are not specialist contract managers.

Specialist contract managers are catered for by the units PSPPROC501A - 504A, added to the **Procurement&Contract Management** Competency field of the Training Package in 2004, which address in depth the aspects of contract management performed by specialist contract managers.

NB: **PSPPROC404A Manage contracts** (from PSP99) is equivalent to the three units:

PSPPROC502A Establish contract management arrangements + PSPPROC503A Manage contract performance + PSPPROC504A Finalise contracts

This unit includes undertaking preparations, establishing and maintaining contract administration arrangements, monitoring and maintaining contract performance, and completing and reviewing contracts.

In practice, administration of contracts overlaps with other public sector generalist and specialist work activities such as acting ethically, complying with legislation, applying government processes, working with diversity, using resources, etc.

This is a new unit of competency added to the **Procurement&Contract Management** Competency field of the Training Package in 2004.

Application of the Unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in **bold italics** is explained in the Range Statement following.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Prepare to administer a contract**	1.1 **Contract** requirements, approvals and funding arrangements are confirmed and clarified where necessary, and obligations and limits of authority as contract administrator are identified in line with contractual and organisational requirements
	1.2 Operational elements of the contract are confirmed and contact is made with **specialists** to clarify and assist with contract administration issues
	1.3 **Key contract clauses** are identified and their content is clarified as necessary to ensure contract requirements are understood
	1.4 The process, timings, and key performance indicators are identified from the contract and confirmed with stakeholders
	1.5 **Risks** are confirmed and a risk management plan is developed in line with contract requirements and organisational policy and procedures
	1.6 A **contract administration strategy** is developed or **obtained** and key details are entered from the contract
2 **Establish and maintain contract administration arrangements**	2.1 Start-up or transition arrangements are confirmed and implemented in accordance with contract requirements and organisational procedures
	2.2 **Communication**/information strategies are established to meet contractor and organisational needs
	2.3 Risks management plan is monitored for effectiveness and adapted as necessary during the life of the contract
	2.4 Relationship with contractor is established and managed in accordance with organisational policy and procedures
	2.5 Specialist expertise is obtained as necessary for progress meetings and for advice on/resolution of

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		contract issues
	2.6	Contract information/documentation is maintained for organisational purposes in accordance with organisational policy and procedures
3 **Monitor and maintain the performance of a contract**	3.1	Obligations to the contractor are met in accordance with contractual arrangements and the organisation's financial management requirements
	3.2	Performance of the contract is monitored against performance indicators to ensure all obligations under the agreement are being met
	3.3	Contract **variations** are managed in accordance with the contract and organisational policy and procedures
	3.4	**Disputes**/complaints are investigated and **resolved** or referred in accordance with contractual requirements
	3.5	**Negotiation** of issues relating to the contract is managed and approvals are obtained in accordance with stipulations in the contract proper
	3.6	Communication/reporting on the performance of the contract is maintained with all stakeholders in accordance with organisational protocols and public sector standards
4 **Complete and review contract**	4.1	Contracts are finalised, amended, cancelled or terminated in accordance with contractual arrangements
	4.2	Strategies to manage close-out, renewal of the contract or transition to a new contract meet organisational guidelines and public sector standards
	4.3	**Review** is undertaken of contract administration, contractor performance relevant to measures at each stage of the contract, user satisfaction and audit results, when necessary
	4.4	Where measures or outcomes are not met in full, variances are documented and explained
	4.5	Information from the review (and audit) is used to report on contractor performance, to review

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contract administration practice and make recommendations for improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

using communication and negotiation with contractors and other stakeholders involving oral and written exchanges

networking with diverse clients, contractors and end users

responding to diversity, including gender and disability

reading and applying complex documents such as contracts, legislation and guidelines

applying occupational health and safety and environmental requirements in the context of contract administration

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

Commonwealth/State/Territory Government legislation, policies, practices and guidelines relating to contract administration, including environmental purchasing guidance

contract performance management

privacy and confidentiality issues

probity principles and issues

whole-of-life considerations

equal employment opportunity, equity and diversity principles

financial and accounting issues relevant to the contract

public sector legislation including occupational health and safety and environment

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit

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of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together	**Pre-requisite units** that **must** be achieved **prior** to this unit: **Nil** **Co-requisite units** that **must** be assessed **with** this unit: **Nil** **Co-assessed units** that **may** be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to: PSPETHC401A Uphold and support the values and principles of public service PSPGOV404B Develop and implement work unit plans PSPGOV408A Value diversity PSPGOV411A Deal with conflict PSPGOV412A Use advanced workplace communication strategies PSPGOV422A Apply government processes PSPLEGN401A Encourage compliance with legislation in the public sector PSPPOL404A Support policy implementation
Overview of evidence requirements	In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms: the knowledge requirements of this unit the skill requirements of this unit application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework) administration of contracts in a range of (3 or more) contexts (or occasions, over time)
Resources required to carry out assessment	These resources include: legislation, policy, procedures and protocols relating to contract administration case studies and workplace scenarios to capture the range of contract administration

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	situations likely to be encountered
Where and how to assess evidence	Valid assessment of this unit requires: a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when administering contracts, including coping with difficulties, irregularities and breakdowns in routine administration of contracts in a range of (3 or more) contexts (or occasions, over time) Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as: people with disabilities people from culturally and linguistically diverse backgrounds Aboriginal and Torres Strait Islander people women young people older people people in rural and remote locations Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of: case studies portfolios questioning scenarios authenticated evidence from the workplace and/or training courses
For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in **italics** in the Performance Criteria is explained here.

Contracts may also include	memoranda of understanding/memoranda of agreement
	in-house option directives
	common use arrangements/standing offers
	inter/intra-government agreements
	letters of intent
	licensing agreements
Specialists may include	procurement and/or contracting area
	corporate finance area
	outsourced procurement/contracting advisers
	legal advisers
	functional/business area
	business owner of the contract
	appropriate cross-government department experts
Key contract clauses may include	variation
	insurances
	notices
	disputes
	intellectual property
	privacy
	confidentiality
	milestones
	payments
	breaches
	penalties

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Risks might include	contractor inability to meet agreements end user or buyer inability to meet obligations limited number of suppliers
Contract administration strategy may include	formal contract administration plan contract administration check list setting up routines checking quality assurance systems transfer of legal responsibility avoiding implied acceptance of varied conditions through non-enforcement of contractual obligations
Contract administration strategy may be obtained from	procurement/contracting area specialist contract managers central agencies such as state supply boards, contract and management services finance area legal advisers outsourced providers of contracting services
Effective communication strategies may include	setting regular times to talk, meet or check on progress protocols for dealing with other stakeholders emergency contact arrangements a diary system to monitor milestones, timeframes, receipt of deliverables etc strategies for ensuring information flow at critical stages of the contract
Variation to agreements may include	change of scope negotiation of new terms and conditions dissolution of contracts in writing verbal variations, confirmed in writing variations by action/inaction
Disputes may include	disputes over:

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	requirements delivery schedules price changes additional tasking payment schedules complaints from third parties
Techniques available to resolve disputes include	conference negotiation mediation arbitration resort to contractual agreements legal considerations
Negotiation of issues may include	contract variations continuous improvement innovations non-compliance consequences
Review may include	planning process evaluation considerations at each stage of the contract sources and methods of gathering data role of audit trails, where applicable measuring outputs meeting client needs innovation strategies for continuous improvement

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Unit Sector(s)

Competency field

Procurement&Contract Management

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PUAEME001B Provide emergency care

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers the competency to provide emergency care pending the arrival of appropriately qualified personnel.

Application of the Unit

Application of the Unit The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s PUAFIR201B Prevent injury (Fire specific)

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Identify need for emergency care**	1.1 Initial assessment is made of extent and nature of emergency care required 1.2 Initial assessment is communicated to appropriate personnel in accordance with ***organisation's policies and procedures***
2. **Ensure personal safety of carer and casualty**	2.1 Hygiene is maintained for protection of self and casualty 2.2 ***Hazards*** to the carer are identified and ***appropriate action*** taken to safeguard against injury
3. **Reassure casualty**	3.1 A calm, ***caring*** and reassuring ***manner*** is adopted in interaction with the casualty and others at the scene 3.2 Casualty is made comfortable using available resources
4. **Assess casualty and implement emergency care procedures**	4.1 Casualty assessed for DRABC 4.2 Vital signs are continually monitored, recorded and any changes considered in planning ***treatment*** and reported as appropriate 4.3 Treatment appropriate to the casualty's injuries is provided in line with approved ***first aid techniques and standards*** 4.4 First aid ***equipment*** is operated in accordance with manufacturer's procedures and instructions,

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ELEMENT	PERFORMANCE CRITERIA
	and organisational standards, policies, procedures and protocols
	4.5 Casualty's condition is monitored and reported in accordance with organisation's policies and procedures and treatment modified as necessary
	4.6 Treatment is maintained until qualified medical help takes over
5. **Work cooperatively with personnel from other organisations**	5.1 Clear and comprehensive reports are provided to personnel involved in ongoing casualty care
	5.2 Members of other emergency services are assisted in their tasks in accordance with organisation's standards and personal level of responsibility and competence
6. **Recover and restore first aid equipment**	6.1 First aid equipment is recovered, cleaned, inspected/tested, stored, restocked and resupplied and medical waste disposed of safely according to organisation's polices and procedures
	6.2 First aid equipment faults are rectified and/or reported in accordance with organisation's policies and procedures
7. **Complete documentation**	7.1 ***Documentation*** is completed and processed in line with legislative, regulatory and organisation's requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicating verbally with casualties and others
- completing forms
- following procedures
- providing verbal reports to paramedical personnel
- remaining calm under time pressures and in difficult situations
- working with others in a team situation
- writing reports

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REQUIRED SKILLS AND KNOWLEDGE

Required Knowledge

- Occupational Health and Safety guidelines for lifting and carrying
- systems of the body:
- respiratory
- skeletal
- digestive
- circulatory
- nervous
- urinary
- skin
- causes and management of unconsciousness
- priorities for life support in emergencies including the DRABC (danger, response, airway, breathing ventilation and circulation assessments) model
- Health Department guidelines for personal hygiene
- Australian Resuscitation Council resuscitation guidelines
- applying resuscitation techniques
- controlling bleeding
- casualty assessment
- principles of initial casualty management
- management of fractures and soft tissue injuries
- management of burns
- personal level of responsibility
- limitations
- competency

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competency in this unit must be established through the practical demonstration of first aid skills, maintaining universal precautions and safety awareness Accurate documentation and a caring approach to injured persons during first aid activities are critical

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EVIDENCE GUIDE

	Consistency in performance Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence **Specific resources for assessment** Access to first aid equipment used in general operations is essential
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Conditions under which this competency may be required include	operating during any rescue or response situation including specialist rescue hazardous environmental conditionsadverse weather after dark operations difficult terrain debris traffic time pressures varying time framesshort term sudden impacts protracted response operations limited access to equipment necessitating the use of

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RANGE STATEMENT

	improvised techniques
Equipment may include	first aid kit
	personal protective equipment
	stretchers including improvised
Details of incident obtained from	casualty
	visual assessment of scene
	others at scene
Maintaining personal safety may include	washing hands
	using gloves
Caring manner may include	personal introduction and identification consistent with other priorities
	showing empathy
	communication with casualty
	voice tone and volume
	reassurance and gentle treatment all in a culturally appropriate manner
Hazards may include	bodily fluids
	traffic
	environmental hazards
	downed wires
	bystanders
	drugs
	sharps
First aid techniques and standards may include	Guidelines to Australian Resuscitation Council resuscitation standards
	State and Territory regulations
Others may include	family
	friends at scene
Appropriate action may include	protecting scene
	isolating scene
	relocating casualty

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RANGE STATEMENT

Reporting as appropriate may include	team leader supervisor medical personnel paramedical personnel emergency medical technician
Treatment includes	applying resuscitation techniques controlling bleeding managing fractures managing soft tissue injuries dressing burns and scalds
Qualified health care personnel may include	specialist personnel medical personnel
Organisation's standards, policies, procedures and protocols may include	legislation relevant to the provision of emergency care legislation relevant to the organisation operational Standard Operating Procedures operational performance standards
Reporting casualty's condition may include	need for confidentiality status on arrival treatment provided history observations made changes in conditions timeframes
Documentation may include	written reports casualty details approved forms verbal report personal notes
Moving casualty may include	individually or with assistance observing decency in regard to culture

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RANGE STATEMENT

	a range of manual handling techniques and lifts and carries
Processing documentation may include	providing reports to authorised personnel
	filing reports
	diary entries
	logs

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

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PUAEME003C Administer oxygen in an emergency situation

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers competency in advanced techniques for management of the administration of oxygen and ventilation of the lungs in line with the requirements of the Australian Resuscitation Council and State and Territory regulatory bodies. Expired air resuscitation is covered in the Pre-requisite unit *Provide emergency care*.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

PUAEME001B Provide emergency care

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Assess casualty and develop management plan**	1.1 Assessment of casualty is undertaken including vital signs, details of incident, medical/casualty history, physical appearance and other signs and symptoms 1.2 Management plan is developed taking into account available equipment, condition of patient and special requirements of certain conditions 1.3 Where possible casualty is assisted to a comfortable position suitable for implementation of management plan 1.4 Casualty is encouraged and reassured as necessary to facilitate effective treatment 1.5 Medical aid is arranged as soon as possible consistent with maintaining casualty safety
2. **Check equipment**	2.1 ***Pre-use check*** of safety and potential effectiveness of equipment is undertaken in accordance with operating procedures, Australian standards and ***regulatory requirements*** 2.2 Minor faults are diagnosed and repairs are carried out in accordance with organisation procedures to restore equipment to working order 2.3 ***Faults and defects are reported/recorded***

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ELEMENT	PERFORMANCE CRITERIA
	according to organisational procedures
3. **Maintain unobstructed airway**	3.1 Airway is cleared and maintained using non-intervention techniques where possible
	3.2 Appropriate steps are taken to reduce risk to self or others of contamination by the casualty's body fluids
	3.3 Where carried, suction apparatus is safely ***inserted into pharynx*** and suction initiated using approved techniques to avoid injuring casualty
4. **Resuscitate casualty**	4.1 Where appropriate face masks and other ***barriers*** are used according to ARC standards
5. **Use oxygen to provide therapy**	5.1 Where indicated, oxygen therapy is used in the ventilation of casualty
6. **Recover and restore equipment**	6.1 Equipment is cleaned, and discarded or disinfected, restocked and/or replenished and stored safely according to organisation procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- determining oxygen pressure and volume content of cylinders
- reading oxygen content gauges
- use of resuscitation equipment

Required Knowledge

- air passages
- Australian Resuscitation Council standards
- Australian Standards relevant to resuscitation equipment
- causes of hypoxia and hypoxic hypoxia
- correct use of oxygen cylinders and devices
- disease and chronic airways lesions (COAD/CAL)
- estimation of duration of oxygen supply
- importance of oxygen to the body

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REQUIRED SKILLS AND KNOWLEDGE

- indicators of obstructed breathing
- lower airways diseases
- management of COAD/CAL casualties
- possible causes of hypoventilation
- precautions for safe storage and handling of oxygen cylinders
- principles of operation and troubleshooting
- respiratory systemlungs
- resuscitation and kitsspecifications
- significance of respiratory noises
- signs and symptoms of chronic obstructed airways
- techniques for maintenance of unobstructed airway
- the mechanism of respiration

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Use of oxygen equipment in accordance with relevant standards and guidelines **Consistency in performance** Evidence will need to be gathered over time across a range of variables
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated work environment **Specific resources for assessment** determining oxygen pressure and volume content of cylinders reading oxygen content gauges use of resuscitation equipment
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Advanced techniques for management of administration of oxygen and/or ventilation of the lungs are	oxygen therapy, ventilation of the lungs by expired air resuscitation without oxygen added using ancillary device ventilation with ambient air by an operator powered resuscitationbag valve or mask ventilation by an oxygen powered resuscitator
Oxygen equipment is	equipment which is used for storage and delivery of oxygen for medical purposes
Resuscitation may be performed on	adults small children under eight years newborn babies or infants
Regulatory requirements may include	Australian Resuscitation Council relevant State and Territory regulatory bodies
Reporting/recording faults and damage may include	verbal filling out and processing standard form
Pre-use check may include	checking existence of suitable prominent warnings about precautions to be observed checking for damage to replenish and/or restore
Barriers may include	facemasks unidirectional valves bidirectional valves filters
Non-intervention techniques for maintenance of	head tilt

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RANGE STATEMENT

unobstructed airway may include	jaw support jaw thrust
Inserted into pharynx	no further than the back teeth

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	Nil

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PUAOPE002B Operate communications systems and equipment

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers the competency to transmit and receive communications in routine and operational situations using the organisation's communication systems and equipment.

Application of the Unit

Application of the Unit The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s Nil

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Use communication systems and equipment**	1.1 Equipment is used and operated safely to support communications consistent with organisation's policies and procedures 1.2 ***Communication equipment*** and techniques are selected to best meet the task, context and needs of the situation 1.3 The ***communication system*** is correctly utilised to facilitate transmission and reception 1.4 Communication systems are operationally maintained according to organisation's policies and procedures
2. **Transmit and receive communications**	2.1 Information is transmitted concisely and clearly to facilitate accurate reception of the message in accordance with organisation's policy and procedures 2.2 Contact is acknowledged, communication is confirmed and action initiated 2.3 Communication faults and deficiencies are reported according to organisation's policy and procedures 2.4 Alternative communication strategies are employed according to organisational procedures to address identified faults and deficiencies in communication

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Communication is processed and recorded in accordance with organisation's policies and procedures
3. **Maintain communications equipment**	3.1 Fault finding techniques are applied and basic maintenance conducted according to organisational policies and procedures
	3.2 Faulty equipment is identified and noted for repair

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- clean and service communication equipment according to organisational procedures
- report communication faults and deficiencies according to organisational procedures
- use verbal communication procedures consistent with the organisation's communication system
- utilise the organisation's communication processes and systems

Required Knowledge

- organisational policy and procedures relevant to the operation of communication equipment
- range of communication equipment available to the organisation
- the organisation's communication system

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence	It is essential for this unit that competency be demonstrated in accurately transmitting and receiving

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EVIDENCE GUIDE

required to demonstrate competency in this unit	communications using the organisation's communication system and equipment **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Observation of the use of a range of communication equipment under non-operational and operational conditions or in a simulated environment **Specific resources for assessment** Access to relevant communication equipment
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Communication equipment may include	personal computers and modems radio facsimiles signalling devices mobile landline and satellite telephones pagers
Communication systems may include	organisation's networks communication protocols verbal communication procedures

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RANGE STATEMENT

	geographical information systems relevant legislation such as Telecommunications Act
Verbal communication procedures may include	pro-words phonetic alphabet call signs coded messages use of abbreviations emergency procedures
Voice procedures may include	rhythm speed volume pitch sentences correcting mistakes repetitions

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

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RGRPSH401A Relate anatomical and physiological features to the care and treatment of horses

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to identify basic anatomy and physiology of horses, relate anatomy and body systems to the performance of racehorses, and follow illness and injury management plans for racehorses.

This unit also requires the practical care and management of harness or thoroughbred racehorses and application of OHS standards in the workplace.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

Application of the Unit

Application of the unit

This unit of competency supports trainers and others authorised to relate anatomical and physiological features to the care and treatment of horses.

Competencies attained in this unit apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Identify basic anatomy and physiology of horses.	1. Key features and functions of ***skeletal system*** and ***muscular system*** are identified. 2. Key features and functions of ***respiratory system*** are identified. 3. Key features and functions of ***circulatory system*** are identified. 4. Key features and functions of ***digestive system*** are identified.

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ELEMENT	PERFORMANCE CRITERIA
	5. Key features and functions of ***reproductive system*** are identified.
Relate anatomy and body systems to performance of racehorses.	6. ***Common illnesses and injuries*** of skeletal and muscular system of racehorses are identified. 7. Common illnesses and injuries of respiratory system of racehorses are identified. 8. Common illnesses and injuries of circulatory system of racehorses are described. 9. Common illnesses and injuries of digestive system of racehorses are described.
Follow illness and injury management plans.	10. ***Healing processes*** following illness or injury are recognised. 11. Impact of ***medications*** on body systems is understood. 12. Impact of ***therapies*** is understood. 13. Care and treatment of injured or sick horse are provided according to ***directions*** and animal welfare principles.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- administering or supervising administration of prescribed medication
- applying safe handling and work practices when caring for and treating horses
- assessing and responding to illnesses or injuries in horses
- caring for and treating horses
- communicating with stable staff, horse health specialists and others using assertive communication techniques to gather and relay information related to relating anatomical and physiological features of horses to their care and treatment
- evaluating risks associated with catching and handling horses
- giving and receiving instructions
- identifying and correctly using different therapies or medications
- identifying features and functions of body systems
- identifying common illnesses and injuries

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REQUIRED SKILLS AND KNOWLEDGE

- reading and interpreting workplace documentation, including relevant rules of racing and material safety data sheets
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- using or supervising use of technology related to therapy.

Required knowledge

- communication procedures within stable and wider racing industry
- common horse behaviour, social traits and vices
- common illnesses and injuries in horses
- handling and restraining techniques for horses
- impact of medications or therapies
- industry terminology related to caring for and treating racehorses
- key features and functions of horses' body systems
- prohibited substances
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- signs and symptoms of illnesses and injuries
- types of medications and therapies.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following: • knowledge of key features and functions of the skeletal, muscular, respiratory, circulatory, digestive and reproductive systems of horses • knowledge of common illnesses and injuries of the skeletal, muscular and respiratory systems of horses • implementation of procedures and timely techniques

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EVIDENCE GUIDE

	to relate anatomical and physiological features to the care and treatment of horses that meet required outcomes • working with others to undertake and complete care and treatment tasks that meet required outcomes. Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable and track environments.
Context of and specific resources for assessment	Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements. Assessment of the practical components of this unit will be by observation of relevant skills. The following resources must be available: • a variety of harness or thoroughbred horses • materials and equipment relevant to assessing candidate's ability to relate anatomical and physiological features to the care and treatment of horses • safe handling areas, such as racing stables, yards, and training and racetracks • work instructions and related documentation.
Method of assessment	Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package. The suggested strategies for the assessment of this unit are: • written and/or oral assessment of candidate's required knowledge • observed, documented and firsthand testimonial evidence of candidate's application of practical tasks • simulation exercises conducted in a State Principal Racing Authority approved simulated environment. Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by

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EVIDENCE GUIDE

	supervisors or other appropriate persons. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • RGRPSH408A Manage horse health and welfare.
Guidance information for assessment	Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to relate anatomical and physiological features to the care and treatment of horses. Workplaces include harness and thoroughbred stables and racecourses, training tracks and public areas.

Components of ***skeletal*** and ***muscular systems*** will include:	• bones • joints • ligaments • muscles • tendons.
Components of ***respiratory system*** will include:	• alveolus • diaphragm • larynx • lungs • nostrils • pharynx • trachea.
Components of ***circulatory***	• arteries

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RANGE STATEMENT

system will include:	• blood cells • heart • lungs • veins.
Components of ***digestive system*** will include:	• caecum • diaphragm • intestines • kidneys • mouth • oesophagus • pharynx • stomach.
Components of ***reproductive system*** will include:	• endocrine glands • male and female genital organs • oestrous cycle • pregnancy and foaling.

Common illnesses and injuries may include:	• skeletal and muscular systems, including:
	  • bone chips
	  • bone spavin
	  • bowed tendon
	  • navicular disease
	  • sesamoiditis
	  • shin soreness
	  • splints
	  • stifle joint lameness
	  • suspensory ligament injury
	  • tendonitis
	• respiratory system, including:
	  • air passage inflammation
	  • equine influenza
	  • heaves
	  • pneumonia
	  • roaring
	  • strangles
	• circulatory system, including:
	  • cardiac abnormalities
	  • epistaxis
	  • myocardial disease
	• digestive system, including:

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RANGE STATEMENT

- botulism
- colic
- colitis x
- dysphagia
- enteritis
- hepatitis.

Healing processes may include:

- blood vessels
- cartilage and bone
- connective tissue
- muscle tissue
- nerves
- skin and mucosal membrane.

Medications may include:

- anabolic steroids
- antibiotics
- anti-inflammatories
- bronchodilators
- hormones
- injections:
  - intra-articular
  - intramuscular
  - intravenous
  - subcutaneous
- muscle relaxants
- poultices
- sedatives
- vasodilators
- vitamins.

Therapies may include:

- acupuncture
- bandaging
- chiropractic
- counter irritation
- electromagnetic
- exercise, for example walking or swimming
- hydrotherapy
- ice and heat
- immobilisation
- laser
- magnetic
- massage

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RANGE STATEMENT

Directions related to care and treatment of racehorses will include:	• pharmaceutical • rest • ultrasound. • adhering to rules of racing in administration of treatments • adhering to medication material safety data sheet directions • administering prescribed treatments • advice from veterinary surgeons, farriers or other horse health specialists.

Unit Sector(s)

Unit Sector Harness and thoroughbred racing codes

Co-requisite units

Co-requisite units

Functional Area

Functional Area Racing performance services

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RTC1301A Operate basic machinery and equipment

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the use and maintenance of basic machinery and equipment. Competency requires the application of skills and knowledge to a limited range of tasks including pre-operational checks, and the cleaning and storage of tools and equipment. In addition, competency requires an awareness of workplace safety and positive environmental practices associated with equipment operation. The work in this standard is likely to be under direct supervision with regular checking.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare basic machinery and equipment for use	1.1 **Machinery and equipment** are identified and selected in accordance with supervisor's instructions.
	1.2 Routine **pre-operational checks** of machinery and equipment are carried out to manufacturers specifications and/or **enterprise procedures**.
	1.3 Unsafe or faulty machinery and equipment are identified and segregated for repair or replacement in line with enterprise requirements**.**
	1.4 **OHS hazards** in the workplace are identified and reported to the supervisor.
2 Operate basic machinery and equipment	2.1 Suitable **personal protective clothing and equipment** is selected, used, maintained and stored in accordance with OHS requirements.
	2.2 Machinery and equipment are operated to manufacturers specifications and in accordance with supervisor's instructions.
	2.3 Work is completed to supervisor's satisfaction and in accordance with OHS requirements.
	2.4 **Environmental implications** associated with operation and maintenance are identified and reported verbally to the supervisor.
3 Check, clean and store basic machinery and equipment	3.1 Machinery and equipment use is detailed and recorded in accordance with enterprise requirements.
	3.2 Machinery and equipment are cleaned, secured and stored to manufacturers specifications and supervisors instructions.
	3.3 Malfunctions, faults, wear or damage to machinery and equipment are identified and reported in line with enterprise requirements.
	3.4 Workplace areas are cleaned and maintained in line

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with OHS and enterprise requirements.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in the operation of basic machinery and equipment requires evidence of the ability to select, maintain and utilise a range of machinery and equipment to complete designated work tasks. It involves the ability to carry out pre-operational checks, recognise and report equipment faults and workplace hazards, interpret and follow instructions, maintain equipment usage records, and clean, secure and store equipment after use. Evidence must also be demonstrated in safe workplace and environmentally responsible practices. The skills and knowledge required to operate basic machinery and equipment must be **transferable** to a different work environment. For example, this could include different machinery, equipment, tools and workplaces.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

Pre-operational and safety checks for basic machinery and equipment.

Hazards associated with the operation of basic machinery and equipment.

Operating principles and operating methods for basic machinery and equipment.

Procedures for cleaning, securing and storing basic machinery and equipment.

Risks associated with the operation of machinery and equipment in different weather and difficult terrain conditions.

Relevant State/Territory legislation, regulations and Codes of Practice with

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regard to workplace OHS requirements, and the use and control of hazardous substances.

Environmental impacts and minimisation measures associated with the operation of basic machinery and equipment.

Personal protective clothing and equipment and when and how it should be used, maintained and stored.

Enterprise policies with regard to machinery and equipment use, recording and reporting routines.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These include the ability to:

Perform pre-operational checks on basic machinery and equipment.

Operate basic machinery and equipment to industry standards.

Clean, secure and store basic machinery and equipment to industry standards.

Demonstrate safe handling of hazardous substances (fuels, fertiliser).

Demonstrate safe and environmentally responsible workplace practices.

Recognise and report damage, faults or malfunctions in basic machinery and equipment.

Read and interpret task instructions, communicate with work team and supervisor, and record and report equipment faults, workplace hazards and accidents.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work

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functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Ideas and information with regard to basic machinery and equipment operation, safety procedures and their application may be discussed with work colleagues or the supervisor.
2. How can **information be collected**, **analysed and organised** (**1**)?	Information with regard to the performance of machinery, equipment, identified faults, and OHS concerns may be reported for repair and organised by records.
3. How are **activities planned and organised** (**1**)?	Activities involving use of basic machinery and equipment may be planned and coordinated around work schedules or sequenced as required.
4. How can **team work** (**1**) be applied?	Team work may be applied in methods and procedures to complete maintenance and job functions to achieve work plan requirements.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Basic mathematical techniques may be applied in the calculation and measurement of volumes, weights and consumption, particularly in relation to pre-operational checks.
6. How can **problem-solving skills** (**1**) be applied?	Machinery and equipment breakdown, faults or malfunctions will need to be reported to supervisor for repair or replacement to achieve work plan requirements.
7. How can the **use of technology** (**1**) be applied?	To communicate, measure and record information with regard to machinery and equipment maintenance, usage and performance.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

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There is critical information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts

What **machineryand equipment** may be applicable to this standard?	Small engine machinery such as mowers, brushcutters, pumps, Gurneys, air compressors and generators, and equipment such as handtools, wheelbarrows, spades, shovels and forks. This unit excludes ride-on machinery, electrically powered tools, vehicles and chainsaws.
What may be involved in routine **pre-operational checks**?	Pre-operational checks on machinery and equipment may include checking: fuels, fuel lines and oils battery electrolyte levels, wheels and tyre pressure air filters safety guards. Preparation and pre-operational checks on equipment may include: cleaning, lubricating identifying and segregating unsafe or faulty equipment for repair or replacement.
What **enterprise requirements** may be relevant to this standard?	Standard Operating Procedures (SOPs), industry standards, production schedules, Material Safety Data Sheets (MSDSs), work notes, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), OHS procedures, supervisors oral or written

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	instructions, work and routine maintenance plans could be included in enterprise requirements.
What **OHS** requirements may be relevant to this standard?	Requirements may include systems and procedures for: the safe operation and maintenance of machinery and equipment including guarding of exposed moving parts manual handling, including safe lifting and carrying techniques handling and storage of hazardous substances, and the appropriate use, maintenance and storage of personal protective clothing and equipment outdoor work including protection from solar radiation, hazardous noise and organic and other dusts identifying and reporting hazards projection of people in the workplace.
What OHS **hazards** may be associated with equipment operation?	Exposure to loud noise and fumes, solar radiation, dust, ergonomic hazards associated with posture and vibration, hazardous substances (fuel, oils, fertiliser), oil and grease spills, the presence of bystanders, livestock and wildlife, uneven and varying terrain gradients, potholes, ditches, gullies, embankments, obstacles (rocks, logs, fences, debris, buildings), extreme weather conditions, electricity, overhead hazards such as powerlines, mechanical malfunctions and exposed moving parts, and other machinery including hydraulics.
What **personal protective clothing and equipment** may be relevant to this standard?	Boots, hat/hard hat, overalls, gloves, protective eyewear, hearing protection, safety harness, respirator or face mask, and sun protection (sun hat, sunscreen).
What **environmental implications** may be associated with the operation of tools and equipment?	Negative environmental impacts may result from excessive noise and exhaust emissions, the incorrect use and disposal of maintenance debris (oil containers, chemical residues), hazardous substances (fuel, fertiliser), and damage to fauna and flora in natural areas.

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	Impacts may also include run-off flows of water and cleaning agents from servicing, maintenance and cleaning activities, soil disturbance and dust problems from high activity traffic (including irrigation equipment).

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTC1701A Follow basic chemical safety rules

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the functions of a person working in an enterprise which uses chemicals and who needs to be aware of their use. Skills and knowledge include awareness of the use of chemicals, how they are handled, stored and transported, recognition of safety issues surrounding chemical use, and the ability to use personal protective equipment when instructed. It requires awareness of the duty of care to self, to others, and to the environment concerning chemicals. This person will be under close supervision in the workplace and will be required to follow instructions at all times.

This competency standard covers the functions of a person working in an enterprise which uses chemicals and who needs to be aware of their use. Skills and knowledge include awareness of the use of chemicals, how they are handled, stored and transported, recognition of safety issues surrounding chemical use, and the ability to use personal protective equipment when instructed. It requires awareness of the duty of care to self, to others, and to the environment concerning chemicals. This person will be under close supervision in the workplace and will be required to follow instructions at all times.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Follow workplace requirements and instructions concerning chemicals	1.1 **Roles and responsibilities** of people in the workplace are identified.
	1.2 **Safety procedures** involved in chemical handling and use are recognised and followed as required.
	1.3 OHS hazards are identified and reported to the supervisor.
	1.4 **Organisational procedures** are followed with regard to chemicals.
2 Recognise risks associated with chemicals	2.1 **Functions** of chemicals in the workplace are recognised.
	2.2 Chemical labels and symbols are recognised and hazards identified.
	2.3 Chemical storage locations are identified.
	2.4 Instructions for transport, handling and storage of chemicals are recognised and observed.
	2.5 Instructions for use, maintenance and storage of **personal protective equipment** and **application equipment** are identified and observed.
3 Follow chemical handling and storage rules	3.1 Chemical handling and storage instructions on labels are followed.
	3.2 Safety rules are followed when working in areas where chemicals are stored.
	3.3 Appropriate personal protection equipment is obtained and used when working in areas where chemicals are used or stored.
	3.4 **Procedures** are followed in the event of an accident or spillage.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Overall competence in this standard requires evidence that a person working in an agricultural or horticultural environment is aware of the use of chemicals in the workplace, why they are used, where they are stored and how they are transported, and the safety requirements for handling chemicals. Evidence must demonstrate the ability to follow instructions and report concerns if unsafe practices, equipment or environmental conditions are observed. The skills and knowledge covered must be **transferable** to other work environments. For example, a person who has been inducted into the use of chemicals in a particular workplace should be able to transfer that knowledge and skill to another workplace, although different chemicals may be present.

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below: Basic Occupational Health&Safety rules required to work near and around chemicals. Level of hazard and the Poisons Schedule in the relevant State or Territory. Chemicals being used for the control of pests and weeds. Personal protection equipment and when and how it should be used, stored and maintained. Correct wearing/fit of personal protective equipment. Environmental impacts of chemical use.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are

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	required. These include the ability to: Communicate information about spillages, accidents or deficiencies in procedures and practice. Accurately interpret labels and instructions. Follow workplace instructions and directions from the chemical label or Material Safety Data Sheets (MSDSs).

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Information about procedures or safety may be communicated in the workplace.
2. How can **information be collected**, **analysed and organised** (**1**)?	Information on labels and Material Safety Data Sheets (MSDSs) may be collected, analysed and interpreted.
3. How are **activities planned and organised** (**0**)?	Organising activities may not be relevant to this standard.
4. How can **team work** (**1**) be applied?	Working with others when dealing with chemicals.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Interpreting volumes and measurement requirements on labels may require mathematical ideas to be applied.
6. How can **problem-solving skills** (**1**) be applied?	Action to take in the event of an accident or spillage may require problem solving.
7. How can the **use of technology** (**1**) be applied?	Using relevant personal protection equipment may require the use of technology.

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Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

What **roles and responsibilities** may be relevant in the workplace with regard to chemicals?	Roles will include own role and may include the supervisor, farm manager, team leader, owner or external contractor, and external emergency contact organisations.
What **safety procedures** are relevant to this standard?	Safety procedures may include compliance with safety instruction on the label, information contained in Material Safety Data Sheets (MSDSs) such as use, maintenance and storage of personal protective equipment, first aid, systems of transport, storage and handling, procedures for the protection of environment and protection of others.
What **organisational procedures** are relevant to this standard?	Procedures must include storage, transport, mixing, loading, application, emergencies, recording, cleaning and disposal of chemicals.
What **legislation and regulations** are relevant to this standard?	Legislation may include Pesticides Acts, Occupational Health and Safety Acts and associated Hazardous Substances Regulations/ Codes of Practice, Dangerous Goods Acts, Poisons Act or Protection of the Environment Acts.

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What **personal protective equipment** may be relevant to this standard?	Equipment may include hats, face shields, goggles, respirators, overalls, aprons, chemical resistant gloves and footwear.
What **application equipment** may be relevant to this standard?	Knapsacks or hand held pneumatic sprayers, drench guns and spot on applicators.
What **procedures** must be in place in the event of an accident or spillage?	Procedures may involve reporting the spillage and assisting with clean up.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTC2012A Plant trees and shrubs

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the manual planting of trees, shrubs and other containerised and bare-rooted plants, and related tasks such as site preparation and pre- planting treatments. It applies to planting activities in parks and gardens, domestic and commercial landscapes, sporting facilities, planting of windbreaks and shelter belts, programmed environmental maintenance, rehabilitation of natural areas, and the reversal of environmental degradation. Work is usually done under routine supervision and with intermittent checking. Competency is demonstrated by the application of knowledge and skills to a range of planting tasks and roles usually within established enterprise guidelines.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

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Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare for planting operations	1.1 Planting plan/instructions are obtained and confirmed with supervisor.
	1.2 **OHS hazards** are identified, risks assessed and reported to the supervisor.
	1.3 **The environmental implications** associated with the planting program are identified and the likely outcomes assessed and reported to the supervisor.
	1.4 **Tools and equipment** are selected that are appropriate to the task being undertaken.
	1.5 Suitable **personal protective equipment (PPE)** is selected, used, maintained and stored according to best practice.
2 Prepare planting site	2.1 Tools and equipment for planting are used and maintained according to enterprise work procedures.
	2.2 Site is marked out according to planting plan and/or **enterprise work procedures.**
	2.3 Competing plants are **controlled** according to supervisor's instructions.
	2.4 Soil is **modified** where necessary according to the requirements of the trees to be planted and supervisor's instructions.
	2.5 Planting holes are **excavated** according to the needs of the plant and enterprise guidelines.
3 Prepare **trees and shrubs** for planting	3.1 Trees and shrubs are watered prior to planting to ensure entire root ball is damp.
	3.2 Trees and shrubs are removed from containers without damage or dehydration.

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		3.3 Examine plant and root ball and assess suitability for purpose and reject if unsuitable.
		3.4 **Root treatments** are applied according to supervisor's instructions.
4	Install trees, shrubs and/or other plants	4.1 Plants are placed in hole according to enterprise guidelines.
		4.2 Planting hole is back-filled and soil consolidated.
		4.3 Plants are watered in where required to eliminate air pockets.
5	Complete planting operations	5.1 **Post planting treatment** is applied according to the requirements of the species and supervisor's instructions.
		5.2 Tools and equipment are cleaned, maintained and stored according to enterprise and OHS requirements.
		5.3 **Waste** is collected and disposed of or recycled to minimise damage to the external environment.
		5.4 **Records** of planting operations are maintained in the appropriate format.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in planting trees and shrubs requires evidence that a person can prepare a planting site according to a planting plan, excavate a planting hole, prepare trees and shrubs for planting, install trees and shrubs, and apply post-planting treatments according to species requirements. The skills and knowledge required to plant trees and shrubs must be **transferable** to a different work environment. For example, this could include different species for planting, locations, and times of the year.

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What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

Chemical use, toxicity and mode of action of chemicals used.

Awareness of the impact of planting activities on the surrounding environment.

Planting techniques relating to specific species.

Factors affecting the timing and method of tree or shrub planting.

Initial establishment needs of juvenile plants.

Soil amelioration techniques.

Principles relating to the application of mulches and fertilisers.

Basic plant structure and the physical and nutritional requirements of plants.

OHS legislative requirements and Codes of Practice.

Manual handling techniques.

The effect of adverse outdoor climatic conditions (e.g., rain, hail, or very high ultraviolet radiation), which may prevent or impede planting trees and shrubs.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

Interpret work procedures including planting plans and site map.

Communicate with team members and supervisor.

Participate in teams and contribute to team objective.

Calibrate tools and equipment.

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	Measure distance. Calculate area, planting and seeding rates, volumes and treatment application rate.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Ideas and information relating to planting activities and problems encountered should be discussed with other members of the work team and the supervisor.
2. How can **information be collected**, **analysed and organised** (**1**)?	Enterprise work procedures and planting plan should be consulted, interpreted and applied to coordinate revegetation activities with further clarification sought from the supervisor where necessary.
3. How are **activities planned and organised** (**1**)?	Equipment, materials and work procedures for planting activities will need to be arranged before and between work periods, and there will be some responsibility for coordinating work with others.
4. How can **team work** (**1**) be applied?	Planting trees and shrubs may involve working with other members of a team to complete the planting program within given timelines.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Measuring distance, calculating areas, calibrating tools and equipment, estimating quantities of materials, measuring treatment volumes and rates, and the depth and volume of planting holes will require mathematical application.
6. How can **problem-solving skills** (**1**) be applied?	Problems relating to planting techniques, processes, the planting area, workplace safety, tools and equipment, environmental issues and other team members may arise

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	when planting trees and shrubs.
7. How can the **use of technology** (**1**) be applied?	Technology may be applied in the preparation, use and maintenance of horticultural tools and equipment.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function RUH.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available

What **OHS hazards** may be associated with the planting of trees and shrubs?	Hazards may include, solar radiation, dust, noise, air and soil-borne microorganisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, holes, slippery and uneven surfaces, and spider and insect bites.
What **environmental implications** may be associated with planting trees and shrubs?	Environmental implications associated with the planting program may be beneficial to the external environment (particularly in regard to planting of windbreaks and shelter belts, programmed environmental maintenance, and the reversal of environmental degradation), when the trees and shrubs planted are consistent with the needs of the flora and fauna indigenous to the geographic region. However, work activities undertaken may have immediate detrimental effects on the surrounding environment, including misuse of chemicals,

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	contamination of ground water or stormwater from excess run-off, levels of noise, dust, and inappropriate waste disposal.
What **tools andequipment** may be used to complete tree and shrub planting works?	Tools and equipment may include secateurs, knives, spades, forks, trowels, rakes, hoes, spray equipment, augers, buckets, brooms, wheelbarrows, hoses and hose fittings, ancillary equipment such as stabilising materials, weed mats, stakes, tree guards.
What **PPE** may be required to carry out tree planting works?	PPE may include hat, boots, overalls, gloves, goggles, respirator or facemask, face guard, hearing protection and sunscreen lotion.
What **enterprise work procedures** are appropriate for this standard?	These may include supervisors instructions and orders, planting plans and specifications, client's instructions, sketches, work schedules, manufacturers guidelines, company Standard Operating Procedures (SOP), Material Safety Data Sheets (MSDSs), waste disposal, recycling and re-use guidelines, and OHS procedures.
How might competing plants be **controlled** to reduce competition?	Competing plants may be controlled by the application of herbicide to weeds by spray, wick, cut and paint or injection, hand grubbing of seedlings, trimming or removal of whole plants or seed heads.
How might soil be **modified** to make it suitable for the planting program?	Soil modifications may include tilling, deep ripping, addition of nutrition/fertiliser or other organic compounds, conditioning additives to effect a change in the water holding capacity of the soil, soil structure, soil texture, and pH, such as gypsum, sand, lime, dolomite, chemicals, mulches.
What specifications may apply to the **excavation** of planting holes?	Specifications for planting holes may include dimensions to match plant size and root depth, gouging sides of planting hole to remove glazing of sidewalls.
What **trees and shrubs** may be relevant to this standard?	Trees and shrubs may include container grown, tube grown or bare rooted plants across a range of species and growth habits (e.g., groundcovers, climbers, bulbs, annuals, grasses, lilies, etc.) that do not require mechanised lifting devices.

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What **root treatments** may be required prior to planting?	Root treatment may include trimming diseased or damaged roots, cutting off lower section of root ball, separating bound roots, teasing out roots to fit planting hole, removing excess potting media, dips (fungicides, bacterial, hormone).
What **post-planting treatments** may be required to maintain plant health and quality?	Post-planting treatments may include weed and disease control, mulching, fertilising, watering, pruning (formative pruning, removal of damaged or dead materials, canopy reduction, thinning, lifting), securing (tying, staking, bracing, anchoring, guying) and installation of tree guards and protective materials.
What **waste material** may be relevant to this standard?	Waste material may include unused work material, plant debris, litter and broken components. Plant-based material may be mulched or composted, plastic, metal, paper-based materials may be recycled, re-used, returned to the manufacturer or disposed of according to enterprise work procedures.
What **records** may be relevant to this standard?	Records may include number and type of plants and materials used in the planting program, injury and dangerous occurrence reports, treatments and/or amendments applied, chemical use, date, problems encountered.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTC2306A Operate vehicles

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of maintaining and operating vehicles in a rural, horticultural or land management setting. Competency requires the application of basic driving skills to safely utilise various controls and features of a range of vehicles, and demonstrate safe driving techniques. Competency requires knowledge of legislative requirements with regard to licensing, and an awareness of duty of care to self, others and the environment. The work is likely to be carried out under minimal supervision within enterprise guidelines.

This competency standard covers the process of maintaining and operating vehicles in a rural, horticultural or land management setting. Competency requires the application of basic driving skills to safely utilise various controls and features of a range of vehicles, and demonstrate safe driving techniques. Competency requires knowledge of legislative requirements with regard to licensing, and an awareness of duty of care to self, others and the environment. The work is likely to be carried out under minimal supervision within enterprise guidelines.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare vehicle for use	1.1 **OHS hazards** in the work area are identified and reported to the supervisor.
	1.2 **Routine checks and maintenance** of **vehicle** are conducted prior to use according to manufacturers specifications and **enterprise requirements.**
	1.3 Faults or malfunctions are identified and reported for repair according to enterprise requirements.
	1.4 Loads are secured according to safe operational specifications, OHS, legislative and enterprise requirements.
2 Drive vehicle	2.1 Suitable **personal protective equipment** is selected, used, maintained and stored according to OHS and enterprise requirements.
	2.2 Vehicle is driven in a **safe and controlled manner** and monitored for performance and efficiency.
	2.3 Driving hazards are identified, anticipated and controlled through the application of safe and defensive driving techniques.
	2.4 **Environmental implications** associated with vehicle operation are recognised and positive enterprise environmental procedures applied where relevant.
3 Complete and record vehicle performance	3.1 **Shut-down procedures** are conducted according to manufacturers specifications and enterprise requirements.
	3.2 Malfunctions, faults, irregular performance or damage to vehicle is detailed and reported according to enterprise requirements.
	3.3 Vehicle is cleaned and decontaminated (where necessary), secured and stored according to enterprise and OHS requirements.
	3.4 Vehicle operational **reports** are maintained to industry standards according to enterprise

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requirements.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in the operation of vehicles requires evidence of the ability to use basic driving skills to drive effectively, with or without loads, in different terrain, weather conditions and emergency situations, carry out routine checks and maintenance, and record performance details. Evidence must be demonstrated with regard to safe workplace and positive environmental practices associated with vehicle operation. The skills and knowledge required to operate vehicles must be **transferable** to a different work environment. For example, this could include different vehicles, conditions and workplace situations.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

Components, controls and features of vehicles and their functions.

Operating principles and operating methods.

Load limits and the principles of weight distribution with regard to load shifting and vehicle movement.

Effects of adverse weather and terrain conditions on the operation of vehicles.

OHS legislative requirements and Codes of Practice.

Environmental Codes of Practice with regard to the operation of vehicles.

Relevant State/Territory legislation and regulations with regard to licensing, road and traffic requirements.

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What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: Steer, manoeuvre and position vehicles in a smooth and controlled manner in on and off-road conditions. Demonstrate safe and environmentally responsible workplace practices. Obtain relevant licences and permits. Demonstrate emergency procedures and safe driving techniques. Read and comprehend operator manuals. Effectively communicate faults, malfunctions and workplace hazards. Interpret and apply task instructions, report and maintain operational records.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Information with regard to hazards and unsafe work practices associated with vehicle operation may be reported to the supervisor and work team.
2. How can **information be collected**, **analysed and organised** (**1**)?	Information with regard to vehicle performance, faults and maintenance carried out may be detailed and recorded for reference and organised by reports.
3. How are **activities planned and organised** (**1**)?	Maintenance and repairs may be planned and coordinated around work schedules or

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	sequenced as required.
4. How can **team work** (**1**) be applied?	Team work may be applied in the application of methods and procedures to complete maintenance procedures and complete records.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Mathematics may be applied in the calculation and measurement of load and weight, servicing requirements, and distance and fuel consumption.
6. How can **problem-solving skills** (**2**) be applied?	Breakdown, faults or malfunctions will require arrangements for repair or replacement to achieve work schedules.
7. How can the **use of technology** (**1**) be applied?	To communicate, measure and record information with regard to maintenance, usage and performance of vehicle.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available

What **OHS** requirements may be relevant to this standard?	Safe systems and procedures for: the safe operation and maintenance of vehicles checks to ensure loads are secure and within

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	working specifications hazard and risk control manual handling including lifting and carrying the application of emergency/defensive driving techniques handling, application and storage of hazardous substances outdoor work including protection from solar radiation, dust and noise the appropriate use, maintenance and storage of personal protective equipment passengers only carried when there is a seat approved by the manufacturer.
What **hazards** may be associated with the operation of vehicles?	Hazards may include exposure to loud noise and fumes, hazardous substances (fuel, oils), solar radiation and organic and other dusts. It may also include ergonomic hazards associated with posture and mechanical vibration. Other hazards may include bystanders, livestock and wildlife, difficult terrain and varying gradients, broken ground, potholes, ditches, gullies, embankments, obstacles, adverse weather conditions, electricity, overhead hazards including powerlines, loose clothing, speed and fatigue, load shifts, mechanical malfunctions, exposed moving parts including hydraulics, run over by vehicle, crushed by roll over, loads being carried, and other machinery.
What **routine checks and maintenance** might be carried out prior to operation?	This may include cabin drills, pre-start and safety checks including an assessment of tyres, wheels, controls and cables, lights, safety mirrors, electrics, safety restraints, chain/driveshaft, chassis and suspension. Service and maintenance of cooling system, fuel, oils and lubricants, battery levels; tyre pressure, fan belts, leads, lines, connections, air filters, air conditioning, brakes, clutch, gearbox, steering, lighting and transmission.
What **vehicles** might be covered in this standard?	This may include utilities, four wheel drive vehicles, motorcycles (2 and 4 wheel), and

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	light trucks.
What **enterprise requirements** may be applicable to this standard?	Standard Operating Procedures (SOPs), industry standards, production schedules, Material Safety Data Sheets (MSDSs), work notes and plans, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), and supervisors oral or written instructions.
What **personal protective equipment** may be relevant to this standard?	This may include boots, overalls, gloves, protective eyewear, hearing protection, respirator or facemask, and sun protection (sun hat, sunscreen).
How might the operation of a vehicle be demonstrated in a **safe and controlled** manner?	Appropriate selection and use of controls, features, settings and operational techniques for the terrain and weather conditions without causing damage to machinery, equipment, person, property or environment.
What **environmental implications** may be associated with the operation of vehicles?	Negative environmental impacts may result from excessive noise and exhaust emissions, the unsafe use and disposal of maintenance debris (oil containers, chemical residues) and hazardous substances (fuel, oils). High traffic activity, particularly the repeated use of tracks, may negatively impact in soil disturbance, dust problems and increased run-off flows from unsafe cleaning and servicing activities.
What may be involved in shut **down procedures** for vehicles?	This may include turning the engine off, safe dismounting and securing the vehicle. It may also include parking away from hazards, maintaining a clear thoroughfare, refuelling and cleaning the vehicle of soil, plant and animal material.
What vehicle **reports** may be maintained?	This may include routine checks and maintenance, scheduled maintenance activities, mandatory or statutory inspections, faults, malfunctions, and damage details, hazard and incident reports.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

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Unit Sector(s)

Not applicable.

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RTC2307A Operate machinery and equipment

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the maintenance and operation of machinery and equipment. A practical application of skills and knowledge is required to carry out pre-operational checks, calibrate equipment, report faults and maintain operational records. In addition, an awareness of workplace safety and positive environmental practices associated with machinery and equipment operation is essential. This work is likely to be carried out under routine supervision within enterprise guidelines.

This competency standard covers the maintenance and operation of machinery and equipment. A practical application of skills and knowledge is required to carry out pre-operational checks, calibrate equipment, report faults and maintain operational records. In addition, an awareness of workplace safety and positive environmental practices associated with machinery and equipment operation is essential. This work is likely to be carried out under routine supervision within enterprise guidelines.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare machinery and equipment for use	1.1 **Machinery and equipment** is selected appropriate to job requirements and confirmed against a **work plan.**
	1.2 Routine **pre-operational checks** of machinery and equipment are carried out to manufacturers specifications and **enterprise requirements.**
	1.3 Equipment is securely attached and calibrated for operation to manufacturers specifications.
	1.4 Faulty machinery and equipment is identified, safety tagged, and reported to supervisor according to enterprise requirements.
	1.5 **OHS hazards** in the workplace are identified, risk assessed and reported according to enterprise requirements.
2 Operate machinery and equipment	2.1 Machinery and equipment is operated in a **safe and controlled** manner, and monitored for performance and efficiency.
	2.2 Risks to self, others and the environment are recognised and minimised according to enterprise and OHS requirements.
	2.3 Suitable **personal protective clothing and equipment** is selected, used, maintained and stored according to OHS requirements.
	2.4 **Environmental implications** associated with machinery operation are identified, assessed and reported to the supervisor.
3 Check and complete machinery and equipment operation	3.1 Machinery and equipment **shut-down** procedures are carried out to manufacturers specifications and enterprise requirements.
	3.2 Machinery and equipment operational records are maintained according to enterprise requirements.
	3.3 Machinery and equipment damage, malfunctions or irregular performance are recorded and/or reported

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according to enterprise requirements.

3.4 Machinery and equipment is cleaned, secured and stored according to manufacturers specifications and enterprise requirements.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in the operation of machinery and equipment requires evidence of the ability to select and utilise various features and controls of a range of machinery and equipment to carry out tasks. It involves the ability to carry out work and maintenance plans, determine appropriate operating methods, carry out routine maintenance and basic repairs, report faults and workplace hazards, monitor operation, and maintain records. Evidence must also be demonstrated in safe workplace and environmentally responsible practices. The skills and knowledge required to operate machinery and equipment must be **transferable** to a different work environment. For example, this could include different machinery and equipment, workplaces and conditions of use.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

Manufacturers specifications for servicing of machinery and equipment.

Operating principles and operating methods for machinery and equipment.

Principles of weight distribution with regard to load shifting and machinery movement.

Procedures for cleaning, securing and storing machinery, equipment and materials.

Potential risks and hazards associated with the operation of machinery and equipment.

Legislation, regulations and Codes of

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	Practice with regard to workplace OHS, and the use and control of hazardous substances. Relevant State/Territory legislation, regulations and Codes of Practice with regard to licensing, roads and traffic requirements. Environmental impacts and minimisation measures associated with the operation of machinery and equipment.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: Operate machinery and equipment to industry standards. Demonstrate safe and environmentally responsible workplace practices. Read and interpret manufacturers specifications, work and maintenance plans, and Material Safety Data Sheets. Interpret and apply instructions, communicate with work team and supervisor, record and report equipment faults, workplace hazards, and accidents. Measure and calculate volumes, consumption and servicing requirements.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Information and ideas with regard to machinery and equipment, safety procedures

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	and their application may be discussed with colleagues and the supervisor.
2. How can **information be collected**, **analysed and organised** (**1**)?	Information with regard to the performance and efficiency of machinery and equipment may be observed and recorded for analysis and organised by reports.
3. How are **activities planned and organised** (**1**)?	Activities involving maintenance and repairs to machinery and equipment may be planned and coordinated around work schedules or sequenced as required.
4. How can **team work** (**1**) be applied?	Team work may be applied in methods and procedures to complete maintenance and job functions to achieve work plan requirements.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Mathematics may be applied in the calculation and measurement of load weights, distance, consumption and oil and fuel requirements.
6. How can **problem-solving skills** (**1**) be applied?	Machinery and equipment breakdown, faults or malfunctions will need to be arranged for repair or replacement to achieve work plan requirements.
7. How can the **use of technology** (**1**) be applied?	To communicate, measure and record information with regard to maintenance, usage and performance of machinery and equipment.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

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Range Statement

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available

What range of **machinery** and **equipment** may be applicable to this standard?	Hydraulic equipment, stationary engines, spraying equipment, stump grinders, mulchers and chippers equipment, powered trailer and three point linkage equipment. Excludes chainsaws, tractors, vehicles and earth moving equipment.
What may be included in a **work plan**?	Pre-operational and safety checks, routine maintenance procedures, designated job tasks, equipment, resources and materials for use, supervisors instructions, timeframe for work completion and reporting requirements.
What may be involved in routine **pre-operational checks** of machinery and equipment?	Pre-start and safety checks including the service and maintenance of cooling system. Checking fuel, oils and lubricants, electrolyte levels, wheels, tyre pressure, fan belts, leads, lines, connections, air filters, brakes, clutch, gearbox, steering, lighting, and transmission. Inspection of safety guards, PTO stubs and shafts, and hitch and towing points. Checking and confirming equipment calibration settings and operating methods for turbo-charged engines. Observing and monitoring noise levels for correct operation. Preparation of independently powered tools may include cleaning, priming, tightening, basic repairs and adjustments. Identify and segregate unsafe or faulty equipment for repair or replacement.
What **enterprise requirements** may apply to this standard?	Standard Operating Procedures (SOPs), industry standards, production schedules, Material Safety Data Sheets (MSDSs), work notes, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste

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	disposal, recycling and re-use guidelines), OHS procedures, supervisors oral or written instructions, work and routine maintenance plans.
What **OHS** requirements may be relevant to this standard?	Systems and procedures for: the safe operation and maintenance, machinery and equipment including hydraulics, and guarding of exposed moving parts. hazard identification, assessment and reporting. emergency operating and defensive driving procedures. ensuring working loads are secure and within working specifications. safe lifting, carrying and handling. appropriate use, maintenance and storage of personal protective equipment. outdoor work including protection from solar radiation. passengers only been carried where there is a seat provided by manufacturer. protection of people in the workplace. protection from hazardous noise, mechanical vibration, and organic and other dusts.
What OHS **hazards** may be encountered in the workplace?	This may include exposure to loud noise and fumes, solar radiation, dust, ergonomic hazards associated with posture and vibration, hazardous substances (fuel, oils, fertiliser), oil and grease spills. It may also include the presence of bystanders, livestock and wildlife, difficult terrain and varying gradients, potholes, ditches, gullies, embankments, obstacles (rocks, logs, fences, debris, buildings), extreme weather conditions, electricity, overhead powerlines, mechanical malfunctions and exposed moving parts, and other machinery including hydraulics.
How might **safe and controlled** operation of machinery and equipment be demonstrated?	This may include: Appropriate selection and use of machinery

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	and equipment. Using operational techniques for the specific terrain (on and off-road environments) and weather conditions. Maintaining working loads within specifications including ensuring hitch-points are operated at the correct height..
What **personal protective clothing and equipment** may be relevant to this standard?	Boots, hat/hard hat, overalls, gloves, protective eyewear, hearing protection, respirator or facemask, and sun protection (sun hat, sunscreen).
What **environmental implications** may be associated with the operation of machinery and equipment?	Negative environmental impacts may result from excessive noise and exhaust emissions, the incorrect use and disposal of maintenance debris (oils containers, chemical residues), and hazardous substances (fuel, fertiliser). Impacts may also include run-off flows of water and cleaning agents from servicing, maintenance and cleaning activities, soil disturbance and dust problems from high speed and frequent traffic (including irrigation equipment).
What procedures may be included in the **shut-down** of machinery and equipment?	Safe dismount procedures (including turning engine off), maintaining a clear thoroughfare, parking away from hazards, securing, engaging handbrake, removing keys, refuelling and cleaning.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTC2309A Operate tractors

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the operation of tractors with or without attached equipment. It requires the application of skills to safely utilise the various components and controls of tractors, check and confirm operational status, and set and secure equipment for operation. It also requires knowledge of the distinguishing characteristics of individual tractors including rated power, steering systems, and operational complexities. In addition, competence in tractor operation requires an awareness of licensing and legislative requirements, duty of care to self, others and the environment. The work in this standard is likely to be carried out under some supervision with regular checking within enterprise guidelines.

This competency standard covers the operation of tractors with or without attached equipment. It requires the application of skills to safely utilise the various components and controls of tractors, check and confirm operational status, and set and secure equipment for operation. It also requires knowledge of the distinguishing characteristics of individual tractors including rated power, steering systems, and operational complexities. In addition, competence in tractor operation requires an awareness of licensing and legislative requirements, duty of care to self, others and the environment. The work in this standard is likely to be carried out under some supervision with regular checking within enterprise guidelines.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

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Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare tractor for operation	1.1 **OHS hazards** in the work area are identified, risk assessed and reported to the supervisor.
	1.2 **Routine checks of tractors** are conducted prior to use according to manufacturers specifications and **enterprise requirements.**
	1.3 **Attached equipment** is identified and selected appropriate to work requirements, checked for safety and set for operation.
	1.4 Tractor and attached equipment faults or malfunctions are identified and reported for repair according to enterprise requirements.
2 Operate tractor	2.1 **Risks** to self, others and the environment are recognised and avoided according to OHS and enterprise requirements.
	2.2 Suitable **personal protective equipment** is selected, used, maintained and stored according to OHS and enterprise requirements.
	2.3 Tractor is operated in a **safe and controlled manner** and monitored for performance and efficiency.
	2.4 Hazards are identified, anticipated and controlled through the application of safe and defensive driving techniques.
	2.5 **Environmental implications** associated with tractor operation are recognised and positive enterprise environmental procedures applied where relevant.
3 Complete and check tractor operation	3.1 **Shut-down procedures** are conducted according to manufacturers specifications and enterprise requirements.

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3.2 Malfunctions, faults, irregular performance or damage to tractor and attached equipment is detailed and reported according to enterprise requirements.

3.3 Tractor and attached equipment is cleaned and decontaminated where necessary, secured and stored according to enterprise and OHS requirements.

3.4 Tractor operational **reports** are maintained to industry standards according to enterprise requirements.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability to safely operate tractors with or without attached equipment relative to operating conditions. This includes the application of skills to match and attach equipment appropriate to work requirements, secure loads within working specifications, perform routine pre-operational checks, recognise and control hazards and risks, demonstrate emergency procedures, and monitor and maintain operational records. Evidence must also be demonstrated in safe workplace and positive environmental practices. The skills and knowledge required to operate tractors must be **transferable** to a different work environment. For example, this could include different tractors, terrain and weather conditions.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

Tractor components, controls and features and operational functions.

Tractor steering systems and features.

Attached equipment, features and operational

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functions and procedures.

Operating principles and operating methods.

Load limits and the principles of weight distribution with regard to load shifting and tractor movement.

Effects of adverse weather and difficult terrain conditions on tractor operation.

Environmental Codes of Practice with regard to machinery operation.

OHS legislative requirements, hazard identification and risk assessment.

Relevant legislation with regard to machinery operation and licensing requirements.

OHS Codes of Practice including the use and control of hazardous substances.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

Calculate and measure distance, volumes and weights.

Steer, manoeuvre and position tractor in a smooth and controlled manner.

Safely and effectively operate tractors in adverse weather and difficult terrain conditions.

Demonstrate safe and environmentally responsible workplace practices.

Interpret manufacturers specifications, work and maintenance plans, and MSDS.

Effectively communicate faults and hazards, interpret and apply task instructions, report and maintain operational records.

What processes should be applied to this competency standard?

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There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Information with regard to hazards and unsafe work practices associated with the operation of tractors may be reported to the supervisor and work team.
2. How can **information be collected**, **analysed and organised** (**1**)?	Information with regard to tractor performance, faults and maintenance requirements may be detailed and recorded for reference and organised by reports.
3. How are **activities planned and organised** (**1**)?	Tractor operation may be planned and coordinated around work schedules.
4. How can **team work** (**1**) be applied?	Team work may be applied in the application of methods and procedures to complete operating procedures and maintain records.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Mathematics may be applied in the calculation and measurement of load and weight, servicing requirements, and distance and fuel consumption.
6. How can **problem-solving skills** (**1**) be applied?	Breakdown, faults or malfunctions will require arrangements for repair or replacement to achieve work schedules.
7. How can the **use of technology** (**1**) be applied?	To communicate, measure and record information with regard to maintenance, usage and performance of tractor.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for

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this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available

What **OHS** requirements may be relevant to this standard?	Safe systems and procedures for: the safe operation of tractors and attached equipment including the fitting of guards and shields hazard and risk control safe mounting and dismounting manual handling including lifting and carrying the application of emergency/defensive driving techniques handling, application and storage of hazardous substances outdoor work including protection from solar radiation, dust and noise the appropriate use, maintenance and storage of personal protective equipment roll over protection secured if required wearing a seatbelt passengers only been carried when there is a seat approved by manufacturer.
What **hazards** may be associated with the operation of tractors?	Hazards may include exposure to loud noise and fumes, hazardous substances (fuel, oils), solar radiation and organic and other dusts. It may also include ergonomic hazards associated with posture and mechanical vibration. Other hazards may include bystanders, livestock and wildlife, difficult terrain and varying gradients, broken ground, potholes, ditches, gullies, embankments, obstacles, adverse weather conditions,

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	electricity, overhead hazards including powerlines, loose clothing, speed and fatigue, load shifts, mechanical malfunctions, exposed moving parts including hydraulics, run over by tractor, crushed by roll-over, and other machinery.
What **routine checks** might be carried out prior to operation?	This may include cabin drills, pre-start and safety checks including an assessment of tyres, wheels, controls and cables, lights, safety mirrors, electrics, safety restraints, chain/driveshaft, chassis, seatbelts, suspension, power take-off equipment and guards, roll-over protection, spark arresters, pneumatic and hydraulic systems. It may also include checking of cooling system, fuel, oils and lubricants, battery levels; tyre pressure, fan belts, leads, lines, connections, air filters, air conditioning, brakes, clutch, gearbox, steering, lighting and transmission. Inspection of hitch and towing points.
What operational characteristics may vary in **tractors**?	Tractors may be two wheel drive, four wheel drive, front wheel assist, articulated tractors including scrapers, track or crawler driven. Steering systems may include conventional front-wheel steering, all wheel steering and articulated. Variational characteristics also include rated horsepower and complexities of operations and controls.
What **enterprise requirements** may be applicable to this standard?	Standard Operating Procedures (SOPs), industry standards, production schedules, Material Safety Data Sheets (MSDSs), work notes and plans, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), and supervisors oral or written instructions.
What range of operations may be conducted using **attached equipment**?	Tractors may be set up and operated for blade, belt pulley, drawbar, front-end loader, power-take-off, remote hydraulics, linkage mounted equipment.
What **risks** may be associated with the operation of tractors?	Tractor rollover, which may be caused by traversing a steep slope or cornering too sharply at speed. Tractor back flip which

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	may be caused by driving off in low gear but with high engine speed, rapid acceleration (particularly when driving uphill or pulling a heavy load), attempting to drive forward when the wheels are unable to move forward (bogged), rapid engagement of the clutch of the tractor. Power-take-off entanglement (loose clothing).
What **personal protective equipment** may be relevant to this standard?	Boots with non-slip soles, overalls, seatbelts, gloves, protective eyewear, hearing protection, respirator or facemask, and sun protection (sun hat, sunscreen).
How might the operation of a tractor be demonstrated in a **safe and controlled** manner?	Appropriate selection and use of tractor controls, features, settings and operational techniques for the terrain and all weather conditions without causing damage to tractor, equipment, person, property or environment.
What **environmental implications** may be associated with the operation of tractors?	Negative environmental impacts may result from excessive noise and exhaust emissions, the unsafe use and disposal of maintenance debris (oil containers, chemical residues), and hazardous substances (fuel, oils). High traffic activity, particularly the repeated use of tracks, may negatively impact in soil disturbance, dust problems and increased run-off flows from unsafe cleaning and servicing activities.
What may be involved in shut **down procedures** for tractors?	This may include turning the engine off, safe dismounting and securing the tractor, and ensuring hydraulic equipment is lowered to a safe position. It may also include parking away from hazards, maintaining a clear thoroughfare, refuelling and cleaning the tractor, engaging handbrake and removing keys.
What **reports** may be relevant to this standard?	This may include routine checks and maintenance, scheduled maintenance activities, mandatory or statutory inspections, log books, faults, malfunctions and damage details, and hazard and incident reports.

For more information on contexts, environment and variables for training and assessment,

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refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTC2401A Treat weeds

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of treating weeds using cultural, biological and chemical methods. Treatment will follow strict work instructions and will be under supervision. Competency involves the application of knowledge and skills in recognising common weeds, monitoring and recording the severity of the weed problem, applying a range of treatments, and recording relevant information.

This competency standard covers the process of treating weeds using cultural, biological and chemical methods. Treatment will follow strict work instructions and will be under supervision. Competency involves the application of knowledge and skills in recognising common weeds, monitoring and recording the severity of the weed problem, applying a range of treatments, and recording relevant information.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

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Element	Performance Criteria
1 Prepare to treat weeds	1.1 Weeds which impact on commercial crops, gardens and turf, and natural areas are recognised by common name.
	1.2 **Details** of the weed occurrence are recorded and reported to the supervisor.
	1.3 **Treatment methods** are selected in consultation with the supervisor.
	1.4 **Equipment** is selected and prepared for use according to enterprise guidelines and manufacturers specifications.
	1.5 **OHS hazards** are identified, **risks** assessed and reported to the supervisor.
2 Treat weed	2.1 Suitable **personal protective equipment** (PPE) is selected, used, maintained and stored.
	2.2 Treatments are prepared according to supervisor's instructions and manufacturers guidelines.
	2.3 Treatments are applied in such a way that non-target damage is minimised.
	2.4 Treatments are applied according to **OHS** and **regulatory requirements**.
3 Carry out post treatment operations	3.1 Equipment is shut down and cleaned with full consideration of **environmental impacts** and OHS requirements.
	3.2 Treatment waste is disposed of causing minimal environmental damage.
	3.3 **Records** are maintained according to enterprise guidelines.

Required Skills and Knowledge

Not applicable.

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Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in treating weeds requires evidence that the common weeds have been recognised and appropriately treated. The skills and knowledge required to treat weeds must be **transferable** to a different work environment. For example, this could include different weed species, locations and treatment techniques.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

Recognition of common weeds for a particular enterprise/situation.

Weed growth characteristics.

Different types of control measures, treatments and their principles.

Modes of action of different chemicals.

Equipment capability and limitations.

Legislation relation to the use of chemicals for weed control.

OHS responsibilities of employees.

OHS legislative requirements and associated hazardous substances regulations and Codes of Practice.

Correct wearing/fit of personal protective equipment.

Environmental considerations when using chemicals for weed control.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

Read and interpret chemical labels, Material Safety Data Sheets (MSDSs), manufacturers specifications for setting up equipment, and maintain spray records.

Prepare to treat weeds.

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	Apply weed treatments.
	Carry out post treatment operations.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Ideas and information relating to applying weed treatments should be discussed with other members of the work team and the supervisor.
2. How can **information be collected**, **analysed and organised** (**1**)?	Information will be collected by inspecting the weed and the information gained will be recorded and discussed with the work team and supervisor. Enterprise work procedures and weed control programs should be consulted, interpreted and applied with clarification from the supervisor where necessary.
3. How are **activities planned and organised** (**1**)?	Equipment, materials and work procedures for applying treatments will need to be arranged before and between work periods, and there may be some responsibility for coordinating work with others.
4. How can **team work** (**1**) be applied?	The application of treatments may involve working with other members of a team to complete the program and ensuring other activities are scheduled around the application of weed treatments.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Mathematical ideas in relation to calculating rates, and areas, will be required.
6. How can **problem-solving skills** (**1**) be applied?	Problems solving may be demonstrated in cases of machinery malfunctions or chemical spillage.

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7. How can the **use of technology** (**1**) be applied?	Technology may be applied in the preparation, use and maintenance of spray equipment.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is critical information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts

What type of **details** about the weed might be required?	Details might include location of weeds, area covered by the weed, possibility of off target damage, and potential threats that the weed may present to surrounding areas.
What **treatments** might be applied?	Treatments may include hand weeding, herbicides, release of biological agents, cultivation, slashing, cutting, burning and ripping.
What **equipment** is appropriate for treatment application?	Equipment may include backpack sprayers, spray tanks, fertiliser spreaders, ladders, tractor drawn cultivation equipment, rippers, weedicide applicators, handsaws, chainsaws and brushcutters.
What **OHS hazards** might apply to this standard?	OHS hazards may include use of hazardous chemicals, use of tractors and machinery, solar radiation, manual handling, falls, tripping and noise.

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What or who may be at **risk** from OHS hazards?	Hazard may cause risk to workers, equipment, people and animals external to the workplace (such as members of the public, wildlife, pets, bees, fish, birds), and the environment.
What **personal protective equipment** (**PPE**) may be required to apply treatments?	Personal protective equipment may include hat, rubber boots, chemical resistant overalls, face protection, hearing protection, gloves, goggles, respirator or facemask, sunscreen lotion.
What **OHS requirements** might apply to this standard?	OHS requirements may include identifying hazards, assessing and reporting risks, safety procedures involved in chemical handling and use, weather conditions, safety procedures for protecting others, cleaning, maintaining and storing tools and equipment, appropriate use, maintenance and storage of personal protective equipment including sun protection, drinking to avoid dehydration, safe operation of tools and equipment, personal hygiene and reporting problems to supervisors.
What **regulatory requirements** might apply to this standard?	Regulatory requirements may include the use and disposal of chemicals, record keeping, transport of chemicals, access to area, use of chainsaws, reporting accidents and dangerous goods.
What **environmental impacts** may apply to this standard?	Environmental impacts may include leaching and contamination of the water table, soil contamination, spray drift, damage to off target organisms, contaminated produce, surface run off, changes in soil structure.
What **records** need to be kept when treating weeds?	Records may include accident and dangerous occurrence reports, name of operator, treatments applied, rate, date, settings of equipment, weed numbers, numbers of beneficial organisms.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

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Unit Sector(s)

Not applicable.

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RTC2404A Treat plant pests, diseases and disorders

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of treating plant pests, diseases and disorders using cultural, biological and chemical methods. Treatment will follow strict work instructions and will be under supervision. Competency involves the application of knowledge and skills in recognising common plant pests, diseases and disorders, monitoring and recording the severity of the plant pest or disease problem, applying a range of treatments, and recording relevant information.

This competency standard covers the process of treating plant pests, diseases and disorders using cultural, biological and chemical methods. Treatment will follow strict work instructions and will be under supervision. Competency involves the application of knowledge and skills in recognising common plant pests, diseases and disorders, monitoring and recording the severity of the plant pest or disease problem, applying a range of treatments, and recording relevant information.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare to treat plant pests, diseases and disorders	1.1 Plant pests, diseases and disorders which impact on commercial crops, gardens and turf, and natural areas are recognised by common name.
	1.2 **Details** of the plant pest, disease and disorder occurrence are recorded and reported to the supervisor.
	1.3 **Treatment methods** are selected in consultation with the supervisor.
	1.4 **Equipment** is selected and prepared for use according to enterprise guidelines and manufacturers specifications.
	1.5 **OHS hazards** are identified, **risks** assessed and reported to the supervisor.
2 Apply treatments to plant pests, diseases and disorders	2.1 Suitable **personal protective equipment** (PPE) is selected, used, maintained and stored.
	2.2 Treatments are prepared according to supervisor's instructions and manufacturers guidelines.
	2.3 Treatments are applied in such a way that non-target damage is minimised.
	2.4 Treatments are applied according to **OHS** and **regulatory requirements**.
3 Carry out post treatment operations	3.1 Equipment is shut down and cleaned with full consideration of **environmental impacts.**
	3.2 Treatment waste is disposed of causing minimal environmental damage.
	3.3 **Records** are maintained according to enterprise guidelines.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in treating plant pests, diseases and disorders requires evidence that the common plant pests, diseases and disorders have been recognised and appropriately treated. The skills and knowledge required to treat plant pests, diseases and disorders must be **transferable** to a different work environment. For example, this could include different plant pest and diseases, locations and treatment techniques.

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below: Recognition of common plant pests, diseases and disorders for a particular enterprise/situation. Different types of control measures and their principles. Modes of action of different chemicals. Legislation relation to the use of chemicals for plant pest, disease and disordercontrol. OHS responsibilities of employees. Environmental considerations when using chemicals for plant pest, disease and disorder control. OHS legislative requirements and Codes of Practice. Correct wearing/fit of personal protective equipment.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: Read and interpret chemical labels, Material Safety Sata Sheets (MSDSs), manufacturers

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	specifications for setting up equipment, and maintain spray records. Prepare to treat plant pests and diseases. Apply plant pest, disease and disorder treatments. Carry out post treatment operations. Wear personal protective equipment appropriate to task.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Ideas and information relating to applying plant pest, disease and disorder treatments should be discussed with other members of the work team and the supervisor.
2. How can **information be collected**, **analysed and organised** (**1**)?	Information will be collected by inspecting the plant pest or disease and the information gained will be recorded and discussed with the work team and supervisor. Enterprise work procedures and control programs should be consulted, interpreted and applied with clarification from the supervisor where necessary.
3. How are **activities planned and organised** (**1**)?	Equipment, materials and work procedures for applying treatments will need to be arranged before and between work periods, and there may be some responsibility for coordinating work with others.
4. How can **team work** (**1**) be applied?	The application of treatments may involve working with other members of a team to complete the program and ensuring other activities are scheduled around the application of plant pest or disease

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	treatments.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Mathematical ideas in relation to calculating rates, and areas, will be required.
6. How can **problem-solving skills** (**1**) be applied?	Problems solving may be demonstrated in cases of machinery malfunctions or chemical spillage.
7. How can the **use of technology** (**1**) be applied?	Technology may be applied in the preparation, use and maintenance of spray equipment.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is critical information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts

What may be included under **plant pests**, **diseases and disorders**?	Plant pests and diseases may include chewing, sucking and boring invertebrates, nematode, fungi, viruses, and bacteria. Disorders include toxic soil, air and water. This unit excludes vertebrate pests, nutrient deficiencies and extreme environmental conditions.
What type of **details** about the plant pest or disease might be required?	Details might include location and occurrence of plant pests, diseases and disorders, possibility of off target damage and potential threats that the plant pest or

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	disease may present to surrounding areas.
What **treatments** might be applied?	Treatments may include use of fertilisers, foliar nutrients, insecticides, fungicides, dips, release of biological agents, pheromone traps, baits, hormones, cultivation, slashing, cutting, burning and ripping.
What **equipment** is appropriate for treatment application?	Equipment may include backpack sprayers, spray tanks, fertiliser spreaders, ladders, rippers, pesticide applicators and handsaws.
What **OHS hazards** might apply to this standard?	OHS hazards may include use of hazardous chemicals, use of tractors and machinery, solar radiation, and working from ladders.
What or who may be at **risk** from OHS hazards?	Hazard may cause risk to workers, equipment, people and animals external to the workplace (such as members of the public, wildlife, pets, bees, fish, birds), and the environment.
What **personal protective equipment** (**PPE**) may be required to apply treatments?	Personal protective equipment may include hat, rubber boots, chemical resistant overalls, gloves, goggles, respirator or facemask, sunscreen lotion.
What **OHS requirements** might apply to this standard?	OHS requirements may include identifying hazards, assessing and reporting risks, cleaning, maintaining and storing tools and equipment, appropriate use of personal protective equipment including sun protection and drinking to avoid dehydration, safe operation of tools and equipment, personal hygiene and reporting problems to supervisors, appropriate use, maintenance and storage of personal protective equipment, safety procedures in chemical handling and use, safety procedures for the protection of others.
What **regulatory requirements** might apply to this standard?	Regulatory requirements may include the use and disposal of chemicals, record keeping, transport of chemicals, and access to area.
What **environmental impacts** may apply to this standard?	Environmental impacts may include leaching and contamination of the water table, soil contamination, spray drift, damage to off target organisms, contaminated produce,

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	surface run off, changes in soil structure.
What **records** need to be kept when treating plant pests, diseases and disorders?	Records may include name of operator, treatments applied, rate, date, settings of equipment, plant pest's numbers, numbers of beneficial organisms.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTC2706A Apply chemicals under supervision

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of applying chemicals and biological agents for the control of weeds, pests and diseases using workplace specific application equipment. The work functions in this standard will be carried out under supervision. A thorough knowledge and the application of safety procedures and regulations when using chemicals is required.

NB: This competency standard may be deemed to have a time limit when used as part of an accreditation or licence to purchase or use chemicals.

This competency standard covers the process of applying chemicals and biological agents for the control of weeds, pests and diseases using workplace specific application equipment. The work functions in this standard will be carried out under supervision. A thorough knowledge and the application of safety procedures and regulations when using chemicals is required.

NB: This competency standard may be deemed to have a time limit when used as part of an accreditation or licence to purchase or use chemicals.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Follow instructions to check and maintain application and personal protective equipment	1.1 Pre and post operational checks and maintenance on **application equipment** are carried out according to manufacturers specifications and enterprise procedures.
	1.2 **Application and personal protective equipment** are prepared and adjusted for use appropriate to the situation and in accordance with OHS requirements.
	1.3 Instructions are followed to identify and maintain damaged, non-functioning or worn equipment.
	1.4 OHS hazards are identified and reported to the supervisor.
2 Use application and personal protective equipment	2.1 **Chemical** label is interpreted.
	2.2 Application and personal protective equipment appropriate to the task are recognised and used, maintained and stored according to enterprise procedure and OHS requirements.
	2.3 Measurement and decanting of substances comply with directions.
	2.4 **Safe working practices** relevant to the situation are followed.
	2.5 Procedures in the event of a chemical spill are identified and followed.
3 Apply chemicals	3.1 **Hazards** are identified and associated risks recognised.
	3.2 Requirements for application equipment to accurately and effectively apply the required dose of the chemical to the target are followed.
	3.3 Safe working practices relevant to the situation are followed.
4 Follow instructions to empty	4.1 Instructions for clean-up are identified.

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	and clean equipment and containers according to directions	4.2 Equipment and clean up methods using appropriate **tools** are followed.
		4.3 Instructions for disposal of containers and unused chemical or biological agents are identified.
5	Complete chemical records	5.1 Chemical inventory is recorded as instructed and as required by regulations.
		5.2 Chemical **application details** are reported as instructed and as required by regulations.
6	Transport, handle and store chemicals according to instructions and legislative requirements	6.1 Transport, handling and storage requirements for chemicals used are recognised and followed.
		6.2 Requirements for storage of chemicals at the workplace are recognised and followed.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Overall competence in this standard requires evidence that a person using chemicals in the workplace can use the correct equipment, apply the chemical correctly, record application, identify safety hazards and how to avoid them, and interpret and follow directions. The ability to use chemicals in one workplace should be **transferable** to another workplace.

For example, if a chemical is applied under close supervision on a property growing grain crops, it should be evident that a chemical could be applied on a property where fruit is grown following induction to the new workplace.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

Environmental effects of selected chemicals and how to minimise damaging effects of chemicals.

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Different broad chemical types, e.g., insecticides, herbicides and fungicides and their mode of action symbols on the label.

Principles of Integrated Pest Management.

Paths of entry of poisons into the body and methods of limiting exposure.

Methods of minimising risk during application.

Personal protective equipment and how, when and why it should be used and stored.

Maintenance of personal protective equipment.

Relevant State or territory legislation, regulations and Codes of Practices with regard to hazardous substances or the use of chemicals.

Occupational Health and Safety concerning personal safety and safety of others in the workplace.

Use of chemicals as one tool of pest management.

Possible effects on health of bystanders/public in addition to applicators.

Weather conditions and means of assessing them in line with risks, and recognising when they become unsuitable for application to continue.

Correct wearing/fit of personal protective equipment.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

Accurately interpret labels, record relevant information and measure application amounts

Work using a variety of chemical application tools and pieces of equipment that are suitable for the particular application task

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	using safe and environmentally responsible work practices. Respond to emergencies and apply first aid in the event of pesticide poisoning.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Information about chemicals and how they will be applied and recorded may be communicated to work colleagues or the supervisor.
2. How can **information be collected**, **analysed and organised** (**1**)?	Information may be collected and analysed from chemical labels, MSDSs, operators manuals or from Codes of Practice and advisory materials outlining regulations relevant to chemical use.
3. How are **activities planned and organised** (**1**)?	Recognising and using equipment, application and cleaning up of chemicals will require coordination of activities.
4. How can **team work** (**1**) be applied?	Applying chemicals with others in the workplace or in conjunction with other team functions.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Correctly measuring volume of chemical to apply, recording information and working out time periods before work can continue in the area.
6. How can **problem-solving skills** (**1**) be applied?	Taking action concerning faulty equipment may require problem solving.
7. How can the **use of technology** (**1**) be applied?	Recording information may require technology to be used.

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What are the special assessment conditions for this competency standard?

Where this competency standard is being used as part of an accreditation or licence for purchase or use of chemicals the assessor must meet the requirements of the issuing body. This may include:

1. Accreditation with that issuing body
2. Maintenance of current competency in this and the following standards:

RTC3704A - Prepare and apply chemicals

RTC3705A - Transport, handle and store chemicals

RTC4702A - Minimise risks in the use of chemicals

RTC4703A - Plan and implement a chemical use program

3. Involvement in professional development programs comprising technical and legislative updates on an annual basis.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

What **pre and post operational checks** might be relevant to this standard?	Checks may be made to weather conditions (e.g., wind), nozzles, hoses, regulators/gauges, respirator cartridges, drench, and protective clothing and equipment.
What types of **application equipment** are	Knapsacks or hand held pneumatic sprayers,

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relevant to this standard?	drench guns, spot on applicators, syringes, or other equipment relevant to the workplace.
What **personal protective equipment** might be relevant to this standard?	Personal equipment may include boots, overalls, chemical resistant gloves, aprons, face shields, respirators or hats.
Which **chemicals** may be relevant to this standard?	Chemicals may include herbicides, insecticides, fungicides, algaecides, growth regulators, growth promotants, bio-agents or vaccines. Excludes application of S6 and S7 chemicals.
What **safe working practices** may be relevant to this standard?	Safe working practices may include procedures for handling, transporting and storing chemicals, selecting and using personal protective clothing and equipment, safe operation of machinery and equipment, safe procedures for applying chemicals and following manufacturers instructions.
What **legislation or regulations** may be relevant to this standard?	Legislation may include Pesticides Acts, Occupational Health and Safety Acts and associated Hazardous Substances Regulations/ Codes of Practice, Dangerous Goods Acts, Poisons Schedule or Protection of the Environment Acts.
What **procedures** may be followed in the event of a spill?	May include procedures according to the label, Material Safety Data Sheets (MSDSs) or legislation.
What **hazards** may be relevant to this standard?	Hazards will be listed on labels and the MSDSs for the chemical concerned and may include flammability, toxicity, health hazards, damage to non-target organisms, environmental damage or residues in food or feedstuffs.
What **tools** may be relevant to this standard?	Tools may include hand tools, measuring jugs and cylinders, scales, syphoning equipment, drum rinse, and batching tank.
What **application details** may be recorded as part of this standard?	Details such as time, date, quantity and type of chemical, weather, application equipment, host and pest, accidents or dangerous occurrences may be recorded or must be recorded where required by legislation.

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For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTC3218A Undertake a site assessment

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of undertaking a site assessment as part of preliminary tasks leading to the development of a landscape or project design. It requires the ability to identify the purpose for site assessment, collect and collate base information, prepare for the site visit, undertake a site inspection, and document information. Undertaking a site assessment requires knowledge of map reading, soil properties, plant recognition, and environmental threats and problems. Undertaking a site assessment is likely to occur under limited supervision from others with checking only related to overall progress.

This competency standard covers the process of undertaking a site assessment as part of preliminary tasks leading to the development of a landscape or project design. It requires the ability to identify the purpose for site assessment, collect and collate base information, prepare for the site visit, undertake a site inspection, and document information. Undertaking a site assessment requires knowledge of map reading, soil properties, plant recognition, and environmental threats and problems. Undertaking a site assessment is likely to occur under limited supervision from others with checking only related to overall progress.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify purpose for site assessment	1.1 Client brief is prepared and agreed.
	1.2 Project objectives are outlined.
2 Collect and collate base information	2.1 Existing resources are identified and acquired.
	2.2 Local or site maps and plans are sourced.
	2.3 Base plan is prepared of the site.
3 Prepare for site visit	3.1 **OHS hazards** associated with undertaking a site visit are assessed for potential risks and controls implemented accordingly.
	3.2 Location, ownership and site boundaries are verified.
	3.3 **Covenants** that could affect the project design are identified and recorded.
	3.4 Climate and weather conditions are ascertained from historical data.
	3.5 Where required, formal approval is sought to visit site.
4 Undertake site inspection	4.1 **Site orientation** is undertaken.
	4.2 Existing on-site and adjacent site features that may impact upon the project objectives are identified and recorded.
	4.3 Site grades are visually identified and recorded.
	4.4 Soil characteristics are identified from soil identification reference chart guidelines and soil maps, and recorded on site inventory report.
	4.5 The species, health and location of vegetation is recorded on site inventory report.
	4.6 The presence, location and/or extent of **other site features** are recorded on site inventory report.

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	4.7 Where required, soil samples for **testing** by others are gathered and forwarded for analysis according to enterprise guidelines.
5 Document information	5.1 Site information is **documented** in accordance with enterprise procedures.
	5.2 Documents are completed and forwarded to supervisor/manager according to enterprise procedures.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in undertaking a site assessment requires evidence that information on site features, soil type and vegetation is collected, analysed and accurately recorded on a base plan. The skills and knowledge required to undertake a site assessment must be **transferable** to a different work environment. For example, this could include different sites, environments and reasons for assessing the site.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

Plant recognition.

Map reading.

Soil pH, texture and type.

Current land use and environrmental threats and problems to site.

OHS hazards associated with undertaking a site assessment.

Protocols of accessing and visiting the site.

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What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: Identify purpose for site assessment. Collect and collate base information. Prepare for site visit. Undertake site inspection. Document information.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**2**) be applied?	Ideas and information may need to be communicated to the client via a site inventory report and other site plans.
2. How can **information be collected**, **analysed and organised** (**2**)?	Information on existing site features may need to be collected, analysed and organised from visual inspections and/or inspections of existing plans and maps.
3. How are **activities planned and organised** (**2**)?	A logical sequence of events may need to be implemented in the form of a checklist when undertaking a site assessment, and all details of that assessment need to be recorded.
4. How can **team work** (**2**) be applied?	Team work may be required when visiting a site and recording information.
5. How can the use of **mathematical ideas and techniques** (**2**) be applied?	Mathematical ideas and techniques such as the reading of measurements and site levels may be required.
6. How can **problem-solving skills** (**2**) be applied?	Problems may arise when assessing site boundaries and caveats

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7. How can the **use of technology** (**2**) be applied?	Technology may be applied when using levelling equipment and when using computers to generate plans and record information.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available

What are the existing **features** likely to be found on site?	Features may include topography, vegetation, hydrology, services above and below ground, amenities, buildings and structures, access points, site modifications, fauna, location of boundaries, aspect, watercourses and paths.
What **covenants** are likely to be taken into consideration?	Covenants may include easements, right of ways, altered boundaries, council regulations or restrictions.
What is covered by **site orientation**?	Compass bearings and magnetic north, points of access, utility service locations, physical constraints of site, safety threats and hazards, environmental problems.
What **OHS hazards** may apply to undertaking a site assessment?	Hazards may include solar radiation, uneven surfaces, tapes, strings and levelling equipment that may be tripped over, and

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	existing on-site obstacles.
What may be included under **other site features**?	Other site features may include structures, buildings, cultural elements, historical features, fauna and animal habitats, services, access to and across site, environmental problems, safety hazards and risks.
What soil **testing** is likely to be undertaken?	Soil tests may include tests for PH, salinity, texture and soil type. Samples for testing may include plugs and core samples.
How will information be **documented**?	Through plans, maps, reports, schedules and field notes.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTC3310A Operate specialised machinery and equipment

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the functions involved in operating specialised machinery and equipment. It requires particular skills and knowledge to operate specialised agricultural, horticultural or conservation and land management machinery. An ability to perform pre-operational checks on machinery, assess work requirements, determine work plans, monitor performance and maintain records is also required. In addition, it requires knowledge of licensing requirements, workplace safety, and positive environmental practices associated with the operation of machinery. Judgement and discretion combined with the ability to work under minimal supervision is necessary.

This competency standard covers the functions involved in operating specialised machinery and equipment. It requires particular skills and knowledge to operate specialised agricultural, horticultural or conservation and land management machinery. An ability to perform pre-operational checks on machinery, assess work requirements, determine work plans, monitor performance and maintain records is also required. In addition, it requires knowledge of licensing requirements, workplace safety, and positive environmental practices associated with the operation of machinery. Judgement and discretion combined with the ability to work under minimal supervision is necessary.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

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Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Select and prepare specialised machinery and equipment for use	1.1 **Specialised machinery and equipment** is selected and prepared to job requirements and confirmed against **work plan.**
	1.2 Routine **pre-operational checks** of specialised machinery and equipment are completed to manufacturers specifications and **enterprise requirements.**
	1.3 **OHS hazards** in the workplace are recognised, risk assessed and minimised according to enterprise requirements.
2 Operate specialised machinery and equipment	2.1 Machinery and equipment is operated in a **safe and controlled** manner and monitored for performance and efficiency.
	2.2 Risks to self, others and the environment are anticipated and minimisation strategies implemented accordingly.
	2.3 Suitable **personal protective clothing and equipment** is selected, used, maintained and stored according to OHS requirements.
	2.4 **Environmental implications** associated with machinery operation are identified, assessed and reported to the supervisor.
3 Complete and report on specialised machinery and equipment operation	3.1 **Shut-down** procedures for specialised machinery and equipment are completed to manufacturers specifications and enterprise requirements.
	3.2 Specialised machinery and equipment operational records are completed and maintained according to enterprise requirements.
	3.3 Malfunctions, faults, irregular performance and damage to specialised machinery and equipment

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	are detailed and reported according to enterprise requirements.
3.4	Specialised machinery and equipment is cleaned, secured and stored according to OHS and enterprise requirements.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in the operation of specialised machinery and equipment requires evidence of the ability to effectively utilise their respective various components, controls and features to perform specific tasks. It involves selecting the appropriate machinery and equipment for the job, determine operating methods, provide solutions for faults or breakdowns, demonstrate emergency operating procedures, evaluate performance and maintain records. Evidence must also be demonstrated in safe workplace and environmentally responsible practices. The skills and knowledge required to operate specialised machinery and equipment must be **transferable** to a different work environment. For example, this could include different machinery, equipment, workplaces and environments.

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below: Components, controls and features of specialised machinery and equipment and their functions. Risks associated with the operation of machinery and equipment in different weather and difficult terrain conditions. Relevant State/Territory legislation, regulations and Codes of Practice with regard to workplace OHS, and the use and control of hazardous substances, chemical and biological agents.

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Relevant State/Territory legislation, regulations and Codes of Practice with regard to licensing, roads and traffic requirements, and the use and control of specialised machinery and equipment.

Environmental impacts and minimisation measures associated with the operation of specialised machinery and equipment.

Personal protective equipment and when and how it should be used.

Enterprise policies with regard to specialised machinery and equipment use, recording and reporting routines.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

Operate specialised machinery and equipment in normal and adverse conditions to industry standards.

Demonstrate emergency operating procedures in normal and adverse conditions.

Attach and detach a range of three point linkage implements, front-mounted and PTO operated equipment.

Demonstrate safe and environmentally responsible workplace practices.

Obtain relevant licences and permits.

Interpret manufacturers specifications, work and maintenance plans, and MSDS.

Communicate faults, malfunctions and workplace hazards, report and maintain operational records.

Measure and calculate volumes, load weights, consumption and servicing requirements.

What processes should be applied to this competency standard?

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There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Information and ideas with regard to specialised machinery and equipment, their components and application to complete work tasks may be discussed with colleagues and the supervisor.
2. How can **information be collected**, **analysed and organised** (**1**)?	Information with regard to performance, faults and maintenance may be observed and monitored for analysis and organised by records and reports.
3. How are **activities planned and organised** (**1**)?	Activities involving maintenance and repairs to specialised machinery and equipment may be planned and coordinated around work schedules or sequenced as required.
4. How can **team work** (**1**) be applied?	Team work may be applied in communication, methods and procedures to complete maintenance and repairs to complete work tasks.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Mathematics may be applied in the calculation and measurement of load weights, distance, consumption, and oil and fuel requirements.
6. How can **problem-solving skills** (**1**) be applied?	Specialised machinery and equipment breakdown, faults or malfunctions will need to be arranged for repair or replacement to meet work plan requirements.
7. How can the **use of technology** (**1**) be applied?	To access, communicate, measure and record information with regard to maintenance, usage and performance of specialised machinery and equipment.

Are there other competency standards that could be assessed with this one?

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This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available

What range of **specialised machinery** and **equipment** may be covered in this standard?	Skidsteer loaders, self-propelled harvesters and pickers, front end loaders, irrigation equipment, scissor lifts, excavators, forklifts, land levellers, feed mixers, milking machinery, specialised turf equipment, specialised nursery equipment, livestock feeding systems, watering systems, filtering and pumping equipment, poultry performance monitoring equipment, cultivation equipment, fertilising application and grain handling equipment. **This unit does not include machinery and equipment covered under RTC2306A - Operate vehicles**, **RTC2307A - Operate machinery and equipment and RTC2309A - Operate tractors**.
What may be included in a **work plan**?	Pre-operational checks and maintenance procedures, designated job tasks, equipment, resources and materials for use, supervisors instructions, timeframe for work completion and reporting requirements.
What may be involved in routine **pre-operational checks** of machinery and equipment?	Pre-start and safety checks including the service and maintenance of cooling system. Checking fuel, oils and lubricants, electrolyte levels, wheels, tyre pressure, fan belts, leads, lines, connections, air filters, brakes, clutch,

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	gearbox, steering, lighting, and transmission. Inspection of safety guards, PTO stubs and shafts, and hitch and towing points. Checking and confirming equipment calibration settings and operating methods for turbo-charged engines. Observing and monitoring noise levels for correct operation. Preparation of independently powered tools may include cleaning, priming, tightening, basic repairs and adjustments. Identify and segregate unsafe or faulty equipment for repair or replacement.
What **enterprise requirements** may apply to this standard?	Standard Operating Procedures (SOPs), industry standards, production schedules, Material Safety Data Sheets (MSDSs), work notes, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), OHS procedures, supervisors oral or written instructions, work and routine maintenance plans.
What **OHS** requirements may be relevant to this standard?	Systems and procedures for - the safe operation and maintenance of specialised machinery and equipment. - hazard and risk identification. - emergency operating and defensive driving procedures ensuring working loads are secure and within specifications. - appropriate use, maintenance and storage of personal protective equipment. outdoor work include protection from solar radiation, hazardous noise, mechanical vibration and organic and other dusts. protection of people in the workplace. passengers are carried only when there is a seat approved by the manufacturer.
What **hazards** may be encountered in the workplace?	Exposure to loud noise and fumes, solar radiation, heat stress, fatigue, crushed by a

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	roll over, dust, ergonomic hazards associated with posture and vibration, hazardous substances (fuel, oils, fertiliser), oil and grease spills, the presence of bystanders, livestock and wildlife, difficult terrain and varying gradients, potholes, ditches, gullies, embankments, obstacles (rocks, logs, fences, debris, buildings), extreme weather conditions, electricity, overhead hazards including powerlines, mechanical malfunctions and exposed moving parts, and other machinery including hydraulics.
How might **safe and controlled** operation of machinery and equipment be demonstrated?	This may include: Appropriate selection and use of machinery and equipment. Using operational techniques for the specific terrain (on and off-road environments) and weather conditions. Maintaining working loads within specifications including ensuring hitch-points are operated at the correct height.
What **personal protective equipment** may be relevant to this standard?	Boots, hat/hard hat, overalls, gloves, protective eyewear, hearing protection, high visibility clothing, respirator or face mask, and sun protection (sun hat, sunscreen).
What **environmental implications** may be associated with the operation of machinery and equipment?	Negative environmental impacts may result from excessive noise and exhaust emissions, the incorrect use and disposal of maintenance debris (oil containers, chemical residues), and hazardous substances (fuel, fertiliser). Impacts may also include run-off flows of water and cleaning agents from servicing, maintenance and cleaning activities, soil disturbance and dust problems from high activity traffic (including irrigation equipment).
What procedures may be included in the **shut-down** of machinery and equipment?	Safe dismount procedures (including turning engine off), maintaining a clear thoroughfare, parking away from hazards, securing, refuelling, cleaning, engaging handbrake and removing vehicle keys.

For more information on contexts, environment and variables for training and assessment,

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refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTC3311A Perform specialised machinery maintenance

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of maintaining specialised machinery and equipment. Specialised machinery and equipment refers to machinery and equipment used principally in agriculture, horticulture, and conservation and land management work where there is high wear and tear on components. It requires the ability to carry out engine and equipment checks, undertake transmission checks, maintain high wear components and attachments, and record maintenance work. Performing specialised machinery maintenance requires knowledge of general machine function principles and maintenance, and operational replacement wear component requirements and procedures.

This competency standard covers the process of maintaining specialised machinery and equipment. Specialised machinery and equipment refers to machinery and equipment used principally in agriculture, horticulture, and conservation and land management work where there is high wear and tear on components. It requires the ability to carry out engine and equipment checks, undertake transmission checks, maintain high wear components and attachments, and record maintenance work. Performing specialised machinery maintenance requires knowledge of general machine function principles and maintenance, and operational replacement wear component requirements and procedures.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

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Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Carry out **engine/equipment** checks	1.1 Timed and regular **engine equipment** checks are carried out on **specialised machinery and equipment** as specified in operator's manual.
	1.2 All relevant grease or lubricant points are lubricated according to manufacturers' specifications.
	1.3 Oils and filters are changed at intervals prescribed in operator's manual.
	1.4 Hydraulic hoses and systems checked for deterioration and defects actioned in line with supervisor's instructions.
	1.5 **OHS hazards** in the workplace are identified, risk assessed and reported according to enterprise requirements.
2 Carry out **transmission** checks	2.1 Drive and steering clutches are checked for operation and adjustment in line with operator manual.
	2.2 Transmission oil levels are checked in line with operator manual.
	2.3 Tracks/wheels and undercarriage are checked for oil leaks and wear.
	2.4 Faulty seals or leaks are identified and corrective actions taken according to operator's instructions.
	2.5 Machine is regularly cleaned as an integral part of maintenance checks.
3 Maintain components **and attachments**	3.1 Suitable **personal protective equipment** is selected, used, maintained and stored according to **OHS requirements.**

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	3.2 **Machine operational replacement wear components** are checked for wear and condition.
	3.3 Worn or unserviceable replacement components are replaced as part of daily routines.
	3.4 Component inspection and replacement activities are completed safely following enterprise and industry guidelines.
	3.5 **Moving operational components** are checked for wear and condition and adjusted to the tolerances specified in the operator's manual where applicable.
	3.6 Work areas are cleaned, returned to operating condition and maintained according to enterprise and OHS requirements.
4 Record maintenance	4.1 Identified faults and defects are recorded in machine record.
	4.2 Maintenance procedures including duplicates usage are recorded in workshop record.
	4.3 Service or repair requirements are reported and actioned according to prescribed procedures.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in maintaining specialised machinery and equipment requires evidence that specialised machinery and equipment has been properly maintained according to enterprise guidelines and industry best practice. The skills and knowledge required to maintain specialised machinery and equipment must be **transferable** to a range of work environments and contexts. For example, this could include different machinery and equipment, operational systems, maintenance procedures and working environments.

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What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

Engine function principles.

Turbo charging and after cooling.

Assessing engine specifications in line with power requirements.

All engine electric and hydraulic indicators and gauges.

Transmission and drive systems.

Safety including relevant OHS issues, OHS legislative requirements and Codes of Practice.

Machinery and equipment operation principles.

OHS responsibilities of employees and employers.

Hazard identification and control.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

Carry out engine/equipment checks.

Carry out transmission checks.

Maintain machinery and equipment components.

Record maintenance.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the

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key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	By discussing verbally specialised machinery and equipment maintenance with supervisors.
2. How can **information be collected**, **analysed and organised** (**1**)?	Maintaining specialised machinery and equipment will require basic maintenance information to be gathered and organised accordingly.
3. How are **activities planned and organised** (**1**)?	Maintaining specialised machinery and equipment requires limited planning and organising.
4. How can **team work** (**1**) be applied?	Maintaining specialised machinery and equipment may require participation with others in a maintenance team.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Basic mathematical techniques associated with machinery and equipment servicing and maintenance can be applied.
6. How can **problem-solving skills** (**1**) be applied?	While maintaining specialised machinery and equipment, technical problems may arise requiring simple solutions.
7. How can the **use of technology** (**1**) be applied?	Technology may be required to maintain specialised machinery and equipment.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, refer to the Assessment Guidelines for this Training Package.

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Range Statement

Range of Variables

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts

Which **specialised machinery and equipment** may be covered by this standard?	Heavy earthmoving equipment, skid steer loaders, self-propelled harvesters and pickers, front end loaders, irrigation equipment, scissor lifts, forklifts, land levellers, feed mixers, milking machinery and equipment, specialised turf equipment, specialised nursery equipment, livestock feeding systems, watering systems, filtering and pumping equipment, poultry performance monitoring equipment, cultivation equipment, fertilising application and grain handling equipment.
What **engine equipment** may be included?	Fuel filters, crankcase vents, air cleaners.
What **hazards** may be associated with maintenance activities?	Workplace hazards may include exposure to loud noise and fumes, solar radiation, dust, and hazardous substances. It may also include oil and grease spills, electricity, mechanical malfunctions and entanglement with machinery and equipment from exposed moving parts including hydraulics.
What **personal protective equipment** may be relevant to this standard?	This may include boots, hat/hard hat, overalls, gloves, protective eyewear, safety harness, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).
What **OHS** requirements may be relevant to this standard?	Safe systems and procedures for: operating and maintaining machinery and equipment including hydraulics and guarding of exposed moving parts. hazard and risk control. manual handling including lifting and carrying. the provision of safety decals and signage. handling, application and storage of hazardous substances.

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	outdoor work including protection from solar radiation, dust and noise. lock out or danger tag procedures. protection of people in the workplace. the appropriate use, maintenance and storage of personal protective clothing and equipment.
Which **regular maintenance checks** may be included?	Gauges, fan, engine oil, air cleaners (wet and dry), visible gaskets, exhaust colour, tyres, tracks, track rollers and carriers, fuel and oil filters, crankcase ventilation, cooling systems, belts and chains, transmission, gearbox, hydraulic hoses, hydraulic systems, final drives, oilers, batteries and electrical systems, level linkage wear, oil and fuel leaks, brakes, Rollover Protection Systems/safety guards, guards over exposed parts, sources of hazardous noise.
Which **machinery and equipment maintenance** may this standard relate to?	Operating checks, daily checks, programmed maintenance, breakdown maintenance, prescribed lubrication.
Which **transmission** checks may be included?	Clutches, gearbox, direct drive and power shaft transmission, torque converter, final drives.
Which **tracks**/**wheels and undercarriage** wear and tear checks may be included?	Sprockets, idler wheels, track roller frames, track rollers, carrier rollers, track chains, track shoes and grousers, tyre pressure and abnormal wear patterns.
Which **engine equipment** checks may be included?	Oil/coolant levels, filters, oil, air, fuel, and air conditioner.
Which **machine operational replacement wear components** may be included?	Ground engaging components, buckets, blades, cutter teeth and forks.
Which **moving operational components** may be included?	Elevator and loading chains, cutters/knives.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

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Unit Sector(s)

Not applicable.

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RTC3401A Control weeds

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of controlling weeds, taking into consideration integrated pest management options. Implementation is likely to be under limited supervision from others with checking only related to overall progress. Responsibility for and limited organisation of the work of others may be involved. Implementation requires the application of knowledge in areas such as weed recognition, biology and control, and the lifecycles of weed predators and hosts.

This competency standard covers the process of controlling weeds, taking into consideration integrated pest management options. Implementation is likely to be under limited supervision from others with checking only related to overall progress. Responsibility for and limited organisation of the work of others may be involved. Implementation requires the application of knowledge in areas such as weed recognition, biology and control, and the lifecycles of weed predators and hosts.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess **weed** infestation	1.1 Scope and size of the infestation is assessed.
	1.2 **Weeds and beneficial organisms** are identified and reported or recorded in field notes.
	1.3 Levels of weed infestations tolerated by the client, market or environment are identified from the integrated pest management (IPM) strategy.
	1.4 Infestation levels, above which plant health or growth objectives are compromised are identified.
	1.5 Professional advice is obtained as required according to enterprise guidelines.
2 Plan the implementation of control measures	2.1 **Control measures** suitable for the infestation are selected from IPM strategy.
	2.2 **Tools, equipment and machinery** are selected for each work activity according to enterprise work procedures.
	2.3 **OHS hazards** are identified, risks assessed, controls implemented and reported to the supervisor.
	2.4 Suitable safety equipment and **personal protective equipment (PPE)** are selected, used, maintained and stored.
	2.5 Control measures selected need to be in full consideration of **environmental implications**.
3 Implement control measures	3.1 Enterprise work team, contractors and IPM product suppliers are coordinated in a sequential, timely and effective manner in consultation with the supervisor.
	3.2 Control measures are implemented according to the **IPM standards** or industry Code of Practice.
	3.3 Implementation of IPM activities is undertaken according to **OHS requirements**.

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	3.4	A **clean and safe work area** is maintained throughout and on completion of each work activity.
	3.5	**Records** are maintained as required by legislation and enterprise guidelines.
4 Monitor control methods	4.1	Control methods are monitored to identify side effects to other plants, animals or external environment.
	4.2	Effectiveness of control methods are assessed in reference to specified industry and enterprise standards.
	4.3	Adjustments to IPM control methods are implemented where necessary to meet enterprise specifications.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in controlling weeds requires evidence that weed control measures have been successfully planned, implemented and monitored according to enterprise guidelines and industry best practice. The skills and knowledge required to control weeds must be **transferable** to a different work environment. For example, this could include different weed species, enterprise situations and control methods.

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below: Weed recognition. Economic, aesthetic or environmental thresholds for a range of weeds. Chemical, biological and cultural control

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methods and treatments available to the enterprise within the parameters of an IPM program.

Range and use of tools, equipment and machinery available to the enterprise for implementing the control measures.

Range of site monitoring and analysis techniques that may be used to implement an IPM program.

Association of IPM methods with site limitations, environmental implications, end market and horticultural objectives for the site.

OHS issues and legislative requirements associated wth hazardous sunbstances. regulations and Codes of Practice.

OHS responsibilities of employers and employees.

Correct wearing/fit of personal protective equipment.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

Recognise of a range of weeds and beneficial organisms within a particular enterprise.

Communicate with work team members, supervisors, contractors and consultants.

Utilise proforma reporting, analysis and work procedure documents.

Understand IPM symbols and information.

Interpret and apply IPM program spatial and logistical specifications.

Correct fitting, cleaning and storage of personal protective equipment.

Interpret and apply test results and calculate the quantities and applications rates of control materials.

Coordinate work group, contractors and own

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	activities to sequentially and effectively complete IPM activities in a timely and cost effective manner.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**2**) be applied?	Written, oral and telecommunication of ideas and information relating to IPM implementation, activities and problems encountered will be required with the supervisor, work group, contractors or consultants.
2. How can **information be collected**, **analysed and organised** (**2**)?	Enterprise work procedures and IPM program should be consulted, interpreted and applied to coordinate weed control activities with further clarification sought from the supervisor, contractors or consultants where necessary.
3. How are **activities planned and organised** (**3**)?	Work activities for the work group, contractors and self will be planned prior to and adjusted during implementation of the IPM program.
4. How can **team work** (**2**) be applied?	Implementation of the IPM program will involve facilitating and leading members of a team to complete IPM activities, and meet IPM standards and specifications on time and budget.
5. How can the use of **mathematical ideas and techniques** (**2**) be applied?	Mathematical application will be required to implement the spatial and logistical and quantitative requirements of the IPM program.
6. How can **problem-solving skills** (**3**) be	Site contingencies, personnel difficulties and control and timeline failures may require

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applied?	problem-solving techniques.
7. How can the **use of technology** (**3**) be applied?	Technological understanding will be required to access and apply IPM specifications to work activities, undertake IPM activities, communicate and keep records.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is critical information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

What **weeds** may be relevant to this standard?	These may include weeds which: present a potential risk for the enterprise, industry or environment. are notifiable to authorities. are part of a local, regional, State or national strategy.
What **beneficial organisms** may be relevant to this standard?	These may include volunteer or cultivated plants that out-compete the weed, insects and other non-vertebrates, and microorganisms that attack the weed.
What **control measures** may be employed as part of an IPM program?	These may include targeted chemical application, the application of non-chemical controls including organically or naturally ingredient based sprays, controlled release of

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	predatory organisms, or the application of cultural control methods including removal and disposal of weeds.
What **tools**, **equipment and machinery** may be required?	Standard horticultural tools such as gardening implements, mechanised and manually operated spray applicators and cultivators, tractors and trailed equipment may be required. Monitoring equipment for the implementation of an IPM program may include insect traps, soil, fertiliser and plant tissue test kits and sampling equipment.
What **OHS hazards** may be associated with this standard?	Hazards may include chemicals and hazardous substances, manual handling, operating machinery tools and equipment, noise, dust, solar radiation, falls and tripping.
What **PPE** may be included?	PPE may include hat, boots, overalls, gloves, goggles, respirator or face mask, hearing protection, sunscreen lotion.
What **environmental implications** may be associated with controlling weeds?	Beneficial environmental impacts may occur where reduced and informed targeting of chemicals, fertilisers and water to the site and recycling within the system, result in minimal escape of contaminants to the external environment. Beneficial impacts may also result from improved production, healthier ecosystems, more efficient water and nutrient utilisation and reduced weed numbers. Detrimental environmental impacts may arise where IPM activities produce excess noise, dust or water, or the systems do not function effectively because of inadequate implementation techniques.
What **IPM Standards** may be specified?	Standards may include those established by registered industry associations, clients or markets of the enterprise, land management agencies or quality assurance program.
What **OHS requirements** may be relevant to this standard?	OHS requirements may include identifying hazards, assessing risks and implementing controls, cleaning, maintaining and storing tools, equipment and machinery, appropriate use, maintenance and storage of PPE including sun protection, safe operation of

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	tools, equipment and machinery, safe handling, use and storage of chemicals, organically based materials and hazardous substances, correct manual handling, basic first aid, safety procedures for protection of others, personal hygiene, and reporting problems to supervisors.
How may a **clean and safe work area** be maintained?	Tasks may include disabling unused tools, equipment and machinery and storing neatly out of the way of IPM activities, correct storage of personal protective equipment, safely storing materials on site, and swiftly and efficiently removing and processing debris and waste from the work area.
What **records** may apply to controlling weeds?	Records may include types of weeds and beneficial organisms present, numbers of weeds and beneficials present, treatments applied, date of application, application rates, success of treatments, economic thresholds.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTC3404A Control plant pests, diseases and disorders

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of controlling plant pests, diseases and disorders taking into consideration integrated pest management options. Implementation is likely to be under limited supervision from others with checking only related to overall progress. Responsibility for and limited organisation of the work of others may be involved. Implementation requires the application of knowledge in areas such as pests and disease recognition, lifecycles, biology and control, and predators and hosts.

This competency standard covers the process of controlling plant pests, diseases and disorders taking into consideration integrated pest management options. Implementation is likely to be under limited supervision from others with checking only related to overall progress. Responsibility for and limited organisation of the work of others may be involved. Implementation requires the application of knowledge in areas such as pests and disease recognition, lifecycles, biology and control, and predators and hosts.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess **pests and disease** infestation	1.1 Scope and size of the infestation is assessed.
	1.2 **Plant pests, diseases and disorders** and **beneficial organisms** are identified and reported or recorded in field notes.
	1.3 Levels of pest infestations tolerated by the client, market or environment are identified from the integrated pest management (IPM) strategy.
	1.4 Infestation levels, above which plant health or growth objectives are compromised, are identified.
	1.5 Professional advice is obtained as required according to enterprise guidelines.
2 Plan the implementation of control measures	2.1 **Control measures** suitable for the infestation are selected from IPM strategy.
	2.2 **Tools, equipment and machinery** are selected for each work activity according to enterprise work procedures.
	2.3 **OHS hazards** are identified, risks assessed, controls implemented and reported to the supervisor.
	2.4 Suitable safety equipment and **personal protective equipment (PPE)** are selected, used, maintained and stored.
	2.5 Control measures selected need to be in full consideration of OHS and **environmental implications**.
3 Implement control measures	3.1 Enterprise work team, contractors and IPM product suppliers are coordinated in a sequential, timely and effective manner in consultation with the supervisor.
	3.2 Control measures are implemented according to the **IPM standards** or industry Code of Practice.
	3.3 Implementation of IPM activities is undertaken

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		according to **OHS requirements**.
	3.4	A **clean and safe work area** is maintained throughout and on completion of each work activity.
	3.5	**Records** are maintained as required by legislation and enterprise guidelines.
4 Monitor control methods	4.1	Control methods are monitored to identify side effects to other plants, animals or external environment.
	4.2	Effectiveness of control methods are assessed in reference to specified industry, OHS and enterprise standards.
	4.3	Adjustments to IPM control methods are implemented where necessary to meet enterprise specifications.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in implementing an integrated pest management (IPM) program requires evidence that the person is able to prepare for IPM activities, coordinate work activities, and monitor and apply control methods to pests or diseases within the parameters of IPM standards and specifications. The skills and knowledge required to control plant pests, diseases and disorders must be **transferable** to a different work environment. For example, this could include different plant pests, diseases and disorders, enterprise situations and control methods.

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard

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	are listed below: Pests and disease recognition. Economic, aesthetic or environmental thresholds for a range of plant pests, diseases and disorders. Chemical, biological and cultural control methods and treatments available to the enterprise within the parameters of an IPM program. Range and use of tools, equipment and machinery available to the enterprise for implementing the control measures. Range of site monitoring and analysis techniques that may be used to implement an IPM program. Association of IPM methods with site limitations, environmental implications, end market and production or environmental objectives for the site. OHS responsibilities for employees and employers. OHS procedures. OHS legislative requirements including hazardous substances regulations and Codes of Practice. Correct wearing/fit of personal protective equipment.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: Recognise of a range of pests, diseases and beneficial organisms within a particular enterprise. Communicate with work team members, supervisors, contractors and consultants. Interpret and apply the Integrated Pest Management Program. Utilise proforma reporting, analysis and

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	work procedure documents. Understand IPM symbols and information. Interpret and apply IPM program spatial and logistical specifications. Interpret and apply test results, and calculate the quantities and applications rates of control materials. Coordinate work group, contractors and own activities to sequentially and effectively complete IPM activities in a timely and cost effective manner.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**2**) be applied?	Written, oral and telecommunication of ideas and information relating to IPM implementation, activities and problems encountered will be required with the supervisor, work group, contractors or consultants.
2. How can **information be collected**, **analysed and organised** (**2**)?	Enterprise work procedures and IPM program should be consulted, interpreted and applied to coordinate plant pest, disease and disorder control activities with further clarification sought from the supervisor, contractors or consultants where necessary.
3. How are **activities planned and organised** (**3**)?	Work activities for the work group, contractors and self will be planned prior to and adjusted during implementation of the IPM program.
4. How can **team work** (**2**) be applied?	Implementation of the IPM program will involve facilitating and leading members of a team to complete IPM activities, and meet

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	IPM standards and specifications on time and budget.
5. How can the use of **mathematical ideas and techniques** (**2**) be applied?	Mathematical application will be required to implement the spatial and logistical and quantitative requirements of the IPM program.
6. How can **problem-solving skills** (**2**) be applied?	Site contingencies, personnel difficulties, control and timeline failures and identifying, assessing and controlling hazards may require problem solving techniques.
7. How can the **use of technology** (**2**) be applied?	Technological understanding will be required to access and apply IPM specifications to work activities, undertake IPM activities, communicate and keep records.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is critical information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

What **plant pests**, **diseases and disorders** may be relevant to this standard?	These may include plant pests, diseases and disorders which: present a potential risk for the enterprise, industry or environment. are notifiable to authorities.

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	are part of a local, regional, State or national strategy.
What **beneficial organisms** may be relevant to this standard?	These may include volunteer or cultivated plants, insects, spiders and microorganisms that out-compete, parasitise or predate on the pests and disease relevant to the IPM program.
What **control measures** may be employed as part of an IPM program?	These may include targeted chemical application, the application of non-chemical controls including organically or naturally ingredient based sprays, controlled release of predatory organisms, or the application of cultural control methods including removal and disposal of plant pests, diseases and disorders.
What **tools**, **equipment and machinery** may be required?	Standard tools, such as gardening implements, mechanised and manually operated spray applicators and cultivators, tractors and trailed equipment may be required. Monitoring equipment for the implementation of an IPM program may include insect traps, soil, fertiliser and plant tissue test kits and sampling equipment.
What **OHS hazards** may be associated with this standard?	Hazards may include chemicals and hazardous substances, manual handling, falling branches, overhead powerlines, operating machinery tools and equipment, noise, dust, solar radiation.
What **PPE** may be included?	PPE may include hat, boots, overalls, gloves, goggles, respirator or face mask, hearing protection, sunscreen lotion.
What **environmental implications** may be associated with controlling plant pests, diseases and disorders?	Beneficial environmental impacts may occur where reduced and informed targeting of chemicals, fertilisers and water to the site and recycling within the system, result in minimal escape of contaminants to the external environment. Beneficial impacts may also result from improved production, healthier ecosystems, more efficient water and nutrient utilisation, and reduced pest numbers. Detrimental environmental impacts may arise where IPM activities produce excess

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	noise, dust or water, or the systems do not function effectively because of inadequate implementation techniques.
What **IPM Standards** may be specified?	Standards may include those established by registered industry associations, clients or markets of the enterprise, land management agencies or quality assurance program.
What **OHS requirements** may be relevant to this standard?	OHS requirements may include identifying hazards, assessing risks and implementing controls, cleaning, maintaining and storing tools, equipment and machinery, appropriate use, maintenance and storage of PPE including sun protection, safe operation of tools, equipment and machinery, safe handling, use and storage of chemicals, organically based materials and hazardous substances, correct manual handling, basic first aid, personal hygiene, and reporting problems to supervisors and safety procedures for the protection of others.
How may a **clean and safe work area** be maintained?	Tasks may include disabling unused tools, equipment and machinery and storing neatly out of the way of IPM activities, safely storing materials on site, and swiftly and efficiently removing and processing debris and waste from the work area.
What **records** may apply to controlling plant pests, diseases and disorders?	Records may include types of plant pests, diseases and disorders and beneficial organisms present, numbers of pests and beneficials present, treatments applied, date of application, application rates, success of treatments, economic thresholds, accident and dangerous occurrence records.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

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Unit Sector(s)

Not applicable.

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RTC3704A Prepare and apply chemicals

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of preparing and applying chemicals for the control of weeds, pests and diseases. It requires knowledge of the chemicals related to the workplace, the hazards and risks involved in their use, and the specific safety procedures prescribed for working unsupervised within organisational guidelines. It requires the ability to handle and apply chemicals ensuring minimum risk to self, others and environment and accurately record their use.

NB: This competency standard may be deemed to have a time limit when used as part of an accreditation or licence to purchase or use chemicals.

This competency standard covers the process of preparing and applying chemicals for the control of weeds, pests and diseases. It requires knowledge of the chemicals related to the workplace, the hazards and risks involved in their use, and the specific safety procedures prescribed for working unsupervised within organisational guidelines. It requires the ability to handle and apply chemicals ensuring minimum risk to self, others and environment and accurately record their use.

NB: This competency standard may be deemed to have a time limit when used as part of an accreditation or licence to purchase or use chemicals.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

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Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Determine the need for **chemical** use	1.1 Nature and level of the pest, weed infestation or disease is identified.
	1.2 Need for action is assessed.
	1.3 Assess the requirement for chemical use as an option within an integrated pest management strategy.
	1.4 Hazard and risk analysis of different chemical options is undertaken.
	1.5 Requirement for chemical application including coverage by appropriate insurance is identified and confirmed.
2 Prepare appropriate chemical	2.1 Chemical label and Material Safety Data Sheets (MSDS) are read and understood.
	2.2 Labels are checked to ensure chemicals meet user requirements and specifications.
	2.3 Chemicals are prepared from those registered for the intended purpose, and to suit the organisation's chemical use strategy.
	2.4 **Legislation and regulations** concerning chemical use are identified and followed.
	2.5 Occupational Health and Safety **(OHS) hazards and risks** and **risk control requirements** associated with use of the chemical are identified.
3 Prepare to use chemicals according to the label and MSDS	3.1 **Personal protective equipment** is selected and checked for use according to the product label and MSDS.
	3.2 Requirements for **pre and post-operative checks** on equipment are followed.

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		3.3 Damage, wear or malfunctions of any equipment is identified and reported or repaired.
		3.4 Requirements for the selection, preparation and adjustment of **application equipment and tools** for the appropriate chemicals are followed.
		3.5 Mixing rates are defined and calculated.
		3.6 **Directions, standards** and legislative requirements for mixing chemicals are followed.
4	Apply chemicals	4.1 **Meteorological conditions** and forecasts are assessed prior to and during application.
		4.2 **Hazards** of particular chemicals are identified.
		4.3 **Risks** to others and the environment are assessed and controlled.
		4.4 Application equipment calibration procedures are followed.
		4.5 Procedures and precautions for the use of the chemicals are interpreted from labels and accreditation requirements.
		4.6 Requirements for chemical handling and application are determined from directions, standards and legislative requirements.
		4.7 Chemicals are applied safely and effectively according to directions.
		4.8 Chemical spills or accident procedures are followed.
		4.9 First aid equipment is made available on site.
5	Clean up following chemical application	5.1 **Tools or equipment** required to clean up chemicals are selected.
		5.2 Requirements for cleaning equipment and sites are defined and followed according to directions and standards.
		5.3 Requirements for disposing of unused chemicals, empty containers or spilled material are defined from directions and standards.

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	5.4 Procedures for reporting chemical spills are followed.
6 Record application details	6.1 Application of chemicals is recorded according to **organisation procedures**, label directions and legislation.
	6.2 Details of the specific chemical concerned are recorded correctly in the chemical inventory according to regulations.
	6.3 Inventory of personal protective equipment and application equipment is recorded.
	6.4 Procedures and requirements for reporting application details to senior management or client are followed.
	6.5 Records of injury or poisoning associated with application of chemical are made and provided to the **appropriate person.**

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this preparing and applying chemicals requires evidence that a person can work unsupervised to prepare the correct chemical for the problem, apply the chemical according to safe work practice and legislation and ensure minimal effects on the environment and others.

The skills and knowledge required to prepare and apply chemicals must be **transferable** to a different work environment. For example, this could include different chemicals, application methods and workplaces

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

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	Chemical free options for pest control. Use, maintenance and storage of equipment to prepare and apply chemicals. OHS issues, legislative requirements and Codes of Practice relevant to chemical use and hazardous substances. Use, maintenance and storage of personal protective equipment, including how, when and why it should be used. Licensing requirements and relevant State authorities. Modes of chemical absorption and paths of entry associated with risks to bystanders/public and applicators. Environmental effects of chemicals. Drift management. Calibration and adjustments. Integrated Pest Management and Integrated Resistance Management principles. Cost effective use of chemicals. Hazard identification, assessment and control, and emergency response. Correct wearing/fit of personal protective equipment.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: Communicate orally and in writing. Read and interpret labels. Measure quantities, application rates and calibrate equipment. Report on and record activities. Use safe and environmentally responsible work practices.

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What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**2**) be applied?	Reporting and recording information about chemical application.
2. How can **information be collected**, **analysed and organised** (**2**)?	Information in labels, directions, standards and accreditation conditions (in the case of 'prescribed chemicals), need to be interpreted and analysed.
3. How are **activities planned and organised** (**2**)?	Planning the application of chemicals in conjunction with other workplace activities.
4. How can **team work** (**2**) be applied?	A chemical strategy may be implemented in a team through health and safety meetings.
5. How can the use of **mathematical ideas and techniques** (**2**) be applied?	Calibration of equipment, mixing chemicals and calculations.
6. How can **problem-solving skills** (**2**) be applied?	Matching the correct chemical to the problem and ensuring the all accreditation conditions are met.
7. How can the **use of technology** (**1**) be applied?	Recording information may require the use of appropriate technology.

What are the special assessment conditions for this competency standard?

Where this competency standard is being used as part of an accreditation or licence for purchase or use of chemicals, the assessor must meet the requirements of the issuing body. This may include:

1. Accreditation with that issuing body.
2. Maintenance of current competency in this and the following standards:

RTC3705A -.Transport, handle and store chemicals

RTC4702A -.Minimise risks in the use of chemicals

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RTC4703A -.Plan and implement a chemical use program.

3. Involvement in professional development programs comprising technical and legislative updates on an annual basis.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

What **chemicals** may be considered for use?	Chemicals may include insecticides, fungicides, herbicides, bactericides, algaecides, bio-agents, nematacides, rodenticides, antimicrobial agents, anthelmintics, hormone growth promotants or a range of veterinary chemicals used to treat animals for disease.
What **legislation and regulations** may be relevant to this standard?	Legislation may include Pesticides Acts, Occupational Health and Safety Acts and associated Hazardous Substances Regulations/ Codes of Practice, Dangerous Goods Acts, Poisons Act or Protection of the Environment Acts.
What **OHS hazards and risks** are relevant to this standard?	OHS hazards include exposure of the operators and others in the workplace to the absorption of chemicals through the skin and by inhalation and ingestion. Risks may include acute poisoning, chronic or long-term health effects, and lack of appropriate insurance coverage.

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What **OHS risk control requirements** are relevant to this standard?	OHS risk control measures may include safe application techniques, use and maintenance of personal protective equipment, safe wash down procedures, safe procedures for container rinsing and management.
What **personal protective equipment** might be relevant to this standard?	Personal equipment may include boots, overalls, chemical resistant gloves, aprons, face shields, respirators or hats.
What **pre and post operational checks** might be relevant to this standard?	Checks may be made to weather conditions (e.g., wind), nozzles, hoses, regulators/gauges, respirator cartridges, drench and protective clothing and equipment.
What **application equipment** may be relevant to this standard?	Include knapsacks or hand held pneumatic sprayers, drench guns, spot on applicators, CDA and air assisted units, self-propelled sprayers, controllers or power operated equipment like boomsprays, pressure wands, jetting race, shower/plunge dips, hand jetting or air blast sprayer.
What **directions and standards** may be relevant to this standard?	May include the instructions on the chemicals label, in an operator's manual, on a MSDS, in an industry standard, or from Codes of Practice and advisory material explaining legislation relevant to chemical use.
What **hazards** may need to be addressed in this standard?	Hazards will be listed on labels and the MSDS for the chemical concerned and may include flammability, toxicity, health hazards, damage to non-target organisms, uneven surfaces, trip points, solar radiation, manual handling, faulty equipment, environmental damage or residues in foods.
What **risks** may need to be assessed in this standard?	Risks that may be assessed include spillage, contact of chemical with skin or eyes, accidental ingestion, incorrect concentrations in mixtures, faulty or inappropriate storage containers, incorrectly calibrated equipment, spray drift, contamination of waterways, incorrect disposal of unused chemicals or faulty equipment
What **meteorological conditions** might be	Rain, wind, temperature, relative humidity,

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assessed?	inversion or stable air conditions.
What **tools and equipment** may be used for cleaning up after chemical application or spill?	Include washing soda, chlorine, containers for disposal of chemicals, non-flammable absorbent materials and shovels, booms, sausages and sandbags.
What **organisational procedures** may be in place for recording?	Written journal or computer record may be used for recording.
Who may be the **appropriate person** to receive reports about accidents and spills?	Include relevant authorities, supervisor, manager, business owner or colleague.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTC3705A Transport, handle and store chemicals

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of transporting, handling and storing chemicals safely without supervision. It requires minimising risks, including avoiding spills and accidents, and following procedures, safety and environmental regulations, and Occupational Health and Safety (OHS) requirements to protect the health and safety of everyone in the workplace when handling chemicals. It requires knowledge of the chemicals used in a particular environment and the hazards involved in their handling and storage.

NB: This competency standard may be deemed to have a time limit when used as part of an accreditation or licence to purchase or use chemicals.

This competency standard covers the process of transporting, handling and storing chemicals safely without supervision. It requires minimising risks, including avoiding spills and accidents, and following procedures, safety and environmental regulations, and Occupational Health and Safety (OHS) requirements to protect the health and safety of everyone in the workplace when handling chemicals. It requires knowledge of the chemicals used in a particular environment and the hazards involved in their handling and storage.

NB: This competency standard may be deemed to have a time limit when used as part of an accreditation or licence to purchase or use chemicals.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

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Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Transport and handle chemicals and biological agents	1.1 Transport methods according to label and Material Safety Data Sheets (MSDSs) are identified and confirmed to safely transport the **chemical.**
	1.2 **Risks** involved in transport and handling are identified and minimised.
	1.3 **Personal protective equipment (PPE)** is used to transport and handle chemicals where required.
	1.4 Requirements for **safe working procedures** and **legislation** are recognised and followed during transport.
	1.5 **Procedures** and risk control measures are in place and followed in the event of a spill or accident.
	1.6 Reports of injury or poisoning associated with transport of chemicals are made to the manager.
2 Store chemicals in the workplace	2.1 **Storage method** selected is appropriate for the chemical concerned.
	2.2 OHS hazards in the **storage area** are identified and risks controlled.
	2.3 Storage method selected is appropriate to prevent contact with people or animals, and contamination of produce or the environment.
	2.4 Requirements to maintain storage area in accordance with **directions and standards** related to chemicals are defined.
	2.5 Safe working procedures for the storage of chemicals are defined.
3 Record storage details	3.1 Chemical store inventory is maintained.

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3.2 Storage of chemicals is recorded in accordance with OHS and enterprise requirements.

3.3 Records of injury or poisoning associated with transport and storage of chemicals are made and provided to the manager.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in transporting, handling and storing chemicals requires evidence that a person can safely and securely transport, handle and store chemicals in the workplace without harming people, foodstuffs or the environment. The skills and knowledge required to transport and store chemicals must be **transferable** to other workplaces. For example, this could include different transport methods, storage structures and workplaces.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

Australian Standards Association (ASA) levels and standards.

Risks to the environment.

Different methods of transport.

OHS risks management principles as they apply to hazardous substances.

Hazards and risks involved in the transport of the specific chemical concerned and related control measures.

Relevant OHS legislative requirements and Codes of Practice with regards to hazardous substances and the use of chemicals.

Correct wearing/fit of personal protective

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	equipment.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: Accurately read and interpret instructions for transporting and handling chemicals. Accurately read and interpret instructions for action to be taken to control and minimise the effects of a spillage of chemicals. Communicate with others regarding transport and storage processes.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**2**) be applied?	Information about the transport arrangements for chemicals will need to be communicated to relevant authorities, supervisor and colleagues.
2. How can **information be collected**, **analysed and organised** (**2**)?	Information about hazards and risks associated with transporting chemicals will be collected and analysed.
3. How are **activities planned and organised** (**2**)?	Transport and storage will need to occur without harming or interrupting other workplace activities.
4. How can **team work** (**3**) be applied?	Ensuring others are aware of transport of chemicals, and the hazards and control measures.

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5. How can the use of **mathematical ideas and techniques** (**2**) be applied?	Amounts of chemical that can be safely transported in one load and how they can be stored.
6. How can **problem-solving skills** (**2**) be applied?	Difficulties with transport vehicles or the storage area may require problem solving.
7. How can the **use of technology** (**2**) be applied?	The use of the storage manifest may require use of appropriate technology.

What are the special assessment conditions for this competency standard?

Where this competency standard is being used as part of an accreditation or licence for purchase or use of chemicals, the assessor must meet the requirements of the issuing body. This may include:

1. Accreditation with that issuing body.
2. Maintenance of current competency in this and the following standards:

RTC3704A - Prepare and apply chemicals

RTC4702A - Minimise risks in the use of chemicals

RTC4703A - Plan and implement a chemical use program.

3. Involvement in professional development programs comprising technical and legislative updates on an annual basis.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training

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and assessment requirements may depend on the work situations available.

What **chemicals** may be transported, handled and stored?	Chemicals may include insecticides, fungicides, herbicides, bactericides, algaecides, biologicals, nematacides, rodenticides, antimicrobial agents, anthelmintics, hormone growth promotants, molluscicides and avicides, or a range of veterinary chemicals used to treat animals for disease.
What **risks** may need to be minimised during the transport and storage of a chemical?	May include serious potential affects on worker's health during transport due to spillage or accident, poisoning, affects on public health through possible cross-contamination of produce, damage to the environment and the general public in the event of spillage or leakage during transport, lack of appropriate insurance coverage, chemicals flowing into drains, water sources or produce growing areas.
What **hazards and risks** may occur during the transport of a chemical?	Contact with chemicals through the skin, inhalation or ingestion may cause acute poisoning, or chronic or long-term health effects. These may occur through direct contact with a spilled chemical, or through contamination of food. Material Safety Data Sheets (MSDS) provide health information. Other hazards and risks include fire and explosion.
What **personal protective equipment** may be relevant to this standard?	May include boots, overalls, chemical resistant gloves, aprons, face shields, respirators or hats.
What **hazards** may be relevant to this standard?	Hazards will be listed on labels and the MSDS for the chemical concerned and may include flammability, toxicity, health hazards, damage to non-target organisms, environmental damage or residues in foods.
What **storage methods** might be relevant to this standard?	Storage methods may include on site or off site, approved drums, bottles or containers.
What equipment may be found in a **storage area**?	Equipment may include specific dispensing and preparation equipment, recording of processes and use, and associated safety equipment such as eyewash and emergency

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	showers.
What **directions and standards** might be relevant to this standard?	May include directions on a label, in an operator's manual, on a MSDS, in an industry standard, or from Codes of Practice, and advisory material outlining legislation relevant to chemical use. Regulations to be followed may include segregation, wash down areas and sumps.
What **safe working procedures** are relevant to this standard?	Safe working procedures may include following manufacturers instructions, separating chemicals from passengers, observing loading instructions, ensuring liquids are top side up, ensuring chemicals are correctly labelled, ensuring no cross-contamination, safe driving and vehicle operation, ensuring load is not stacked too high, ensuring the chemicals are protected from the weather, and ensuring the load is secure.
What **legislation** may be relevant to this standard?	Legislation may include Pesticides Acts, Occupational Health and Safety Acts and associated Hazardous Substances Regulations/ Codes of Practice, Dangerous Goods Acts, Poisons Schedule or Protection of the Environment Acts.
What **procedures** following a spill or accident might be relevant to this standard?	Procedures may include directions on labels, MSDS, OHS and environmental regulations or operator's manuals, and may cover cleaning the site, monitoring and protecting the environment where possible, securing the area and notifying authorities.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTC4024A Recommend plants and cultural practices

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of providing recommendations on plants and their cultural requirements for specific situations and uses. Recommending plants is likely to be undertaken without supervision. Responsibility for and organisation of the work of others involved in providing information on plants may be required. Recommending plants requires knowledge of principles and practices of plant establishment and maintenance, plant nomenclature, botanical features of plant, plant physiology, soil characteristics, customer service and communication skills

This competency standard covers the process of providing recommendations on plants and their cultural requirements for specific situations and uses. Recommending plants is likely to be undertaken without supervision. Responsibility for and organisation of the work of others involved in providing information on plants may be required. Recommending plants requires knowledge of principles and practices of plant establishment and maintenance, plant nomenclature, botanical features of plant, plant physiology, soil characteristics, customer service and communication skills

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify client preferences and requirements	1.1 Contact is initiated with the **client** when appropriate and according to enterprise customer service policy.
	1.2 The purpose of the planting and **cultural and environmental factors** of the intended planting site are clarified and defined by gathering all relevant information from the client according to enterprise customer service policy.
	1.3 **Botanical** and **common names** are used to describe plants according to client preferences and requirements.
	1.4 The client is informed of the enterprises policy on the provision of advice and customer service under law.
2 Select plants to suit specific situations	2.1 **Plants** and their **growth and performance characteristics** that suit the specific situation are identified according to **researched and experiential awareness** and enterprise guidelines.
	2.2 Available plants are compared assessed and evaluated according to sound problem-solving techniques and enterprise guidelines.
	2.3 The best choice is determined, based on reasoned argument, appropriate evidence, sound **principles**, enterprise customer service policy and industry standards.
3 Advise on plants for specific situations	3.1 The recommended plants for specific situations and uses, their growth and performance characteristics and particular planting, **cultural and maintenance requirements** are clearly explained to the client according to enterprise customer service policy.
	3.2 The original supplier of the plant is referred to where necessary.
	3.3 Client requests for clarification or expansion are responded to by the use of attentive listening and questioning techniques according to enterprise

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customer service policy.

3.4 **Purchase options and availability** of recommended plants are outlined according to enterprise customer service policy and industry standards.

3.5 Recommendations are recorded and reports are made to the manager according to enterprise customer service policy.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in recommending plants requires evidence that a person is able to accurately identify the specific situation for which plants are required, identify and select plants that will meet identified needs, and use confident and advanced communication skills to recommend the plants in a manner that is readily understood by the client. The skills and knowledge required to recommend plants must be **transferable** to a different work environment. For example, this could include different clients and requirements, regions, plant types and reasons for planting.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

Principles and practices for the establishment and maintenance of plants recommended by the enterprise.

Nomenclature to plant family, genus species and cultivar for the range of plants recommended by the enterprise.

Botanical features of plant species and/or

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cultivars relevant to the industry and region.

Practical understanding of the physiology of the range of plants supplied and recommended by the enterprise and their comparative growth and performance characteristics in response to different cultural and environmental factors.

Soil characteristics, particularly in relation to the geographical and climatic region from which clients generally originate.

Responsibilities and liabilities in respect to the provision of recommendations and customer service under current Trade Practice laws.

Enterprise customer service policy and procedures.

Problem-solving techniques.

Innovation and recent practices in plant selection, use and performance relevant to the region.

Customer service and communication skills.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

Communicate and negotiate orally and in writing with the client, staff, managers, suppliers and consultants.

Conduct literature and industry research, and collate and analyse findings on plant species and cultivars, their characteristics and requirements.

Record all relevant information according to enterprise and industry standards.

Comply with legislative requirements.

Explain to the client OHS requirements or basic safety precautions relevant to the establishment and on-going maintenance of plants.

Comply with OHS requirements of the

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	workplace. Calculate plant costs, supply volumes and rates of planting.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**3**) be applied?	Information about recommendations should be communicated with the client and manager orally and in writing. There is likely to be negotiation with the client to achieve outcomes that satisfy client preferences and requirements and enterprise policy.
2. How can **information be collected**, **analysed and organised** (**3**)?	Information about plants will need to be researched. Information addressing the specific preferences and requirements of the client should be interpreted and applied in the light of research to structured recommendations.
3. How are **activities planned and organised** (**3**)?	Customer service, identification of preferences and requirements, information research and recommendations should proceed in an orderly and efficient manner. Timely and appropriate information needs to be available for decision-making. The recommendation should meet client needs and offer alternatives where necessary.
4. How can **team work** (**3**) be applied?	Recommending plants to clients may require coordination and consultation with team members to deliver effective and accurate recommendations to the client's satisfaction.
5. How can the use of **mathematical ideas and techniques** (**3**) be applied?	Mathematical application will be required to calculate area, quantities, plant unit costs and

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	recommended planting rates.
6. How can **problem-solving skills** (**3**) be applied?	Problem-solving techniques will be required to satisfy the client's preferences and requirements. Inadequate knowledge in an area of client query and unavailability of plants within the specific enterprise to meet client needs will also require problem-solving techniques.
7. How can the **use of technology** (**3**) be applied?	Technology will be required to record, store and communicate ideas and information. It will also be used to research, collate and analyse relevant information to produce recommendations.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available

What type of **client** may be relevant to this standard?	Clients may include retail customers, commercial clients, staff members, community groups, and industry counterparts.
What **cultural factors** may influence the recommendation of plants?	Cultural factors may include the growth stage at which the plant is purchased, growth media and plant monitoring, weed, pest and disease control, irrigation and scheduling,

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	drainage, application of nutrients, growth media management and canopy management.
On what **principles** should the best choice be based?	This will vary according to the environment and situation and may include horticultural, botanical and conservation and land management principles.
What **environmental factors** may influence the recommendation of plants?	Environmental factors may include controlled environments, a field, nursery, indoor or aquatic growth environment, humidity, aspect, mean temperatures, artificial light, season, day length, water availability, quality and form of delivery to plants (e.g., sprinklers, spray jets, drip), growth media (e.g., field soil, container soil, artificial solid or hydroponic media), and growth media type, quality, and specific features or limitations (e.g., rock, clay, loam, sandy type soils, acidity or salinity, indoor container volume, and drainage aspects).
What elements of **botanical names** may be included when recommending plants?	Botanical names may include family, sub-family, genus, species and cultivar of recommended plants.
What **common names** may be used when recommending plants?	Common names for the same plant may vary nationally and internationally. Identical common names may refer to different plants, nationally and internationally. Common names should be provided in the context of the area in which the plant is grown or originates and in the company of the botanical name of the plant.
What **plants** may be available for recommendation to clients?	Plants may include trees, shrubs, groundcovers, turf, herbaceous, indoor, bedding, lilies and grasses and aquatic species and cultivars.
What **growth and performance characteristics** may be considered when recommending plants?	These may include the rate of growth, growth habit, form, lifespan, reproduction, seasonal and growth stage influences on flowering, cropping, foliage and presentation, susceptibility to weeds, pests and diseases, form flexibility, pruning requirements or advantages, and responsiveness to cultural, environmental

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	and climatic conditions.
What **researched and experiential awareness** may be relevant to this standard?	Knowledge of plants and their growth and performance characteristics may be increased through consultation with team members, the manager, own knowledge, specific literature, supplier specifications, catalogues, local historical performance data and industry best practice guidelines. Resources may include enterprise or public library, business and research organisation websites, industry consultants, community groups, suppliers and contractors, enterprise manager and team colleague experience, and experts in the local area or industry sector.
What **cultural and maintenance requirements** may be considered when recommending plants?	These may include establishment or after-care requirements for pruning, staking, irrigation, drainage, weed, pest and disease control, nutrition, shade, shelter and soil treatments.
What **purchase options and availability** may be relevant when recommending plants?	These may include options in plant stages of growth, presentation of plants, unit quantities in which plants are available and subsequent pricing, delivery times and methods of payment. Where plants are not available from the enterprise, arrangements and pricing schedules may be in place to obtain the plants through an alternative enterprise.

For more information on contexts, environmental implications and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTC4306A Supervise maintenance of machinery and equipment

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the functions involved in supervising the maintenance of property, machinery and equipment. It requires the application of skills and knowledge to develop and implement a maintenance plan which is cost efficient, and causes minimal disruption to enterprise operations. It involves determining and scheduling staff and resources and maintaining relevant legislative requirements, safe workplace and positive environmental practices. The work functions in this standard are likely to be carried out independently within enterprise guidelines.

This competency standard covers the functions involved in supervising the maintenance of property, machinery and equipment. It requires the application of skills and knowledge to develop and implement a maintenance plan which is cost efficient, and causes minimal disruption to enterprise operations. It involves determining and scheduling staff and resources and maintaining relevant legislative requirements, safe workplace and positive environmental practices. The work functions in this standard are likely to be carried out independently within enterprise guidelines.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare maintenance plan	1.1 **Maintenance requirements** for property, machinery and equipment are identified from relevant **information sources.**
	1.2 Maintenance costs are identified and quantified.
	1.3 Maintenance requirements are checked against warranty, insurance agreements and indemnity provisions.
	1.4 **Maintenance plan** is developed to promote and sustain performance and production systems in line with **enterprise requirements.**
	1.5 Effective workplace communication strategies are established with regard to maintenance plan, **environmental and OHS policies,** and enterprise requirements.
2 Implement maintenance plan	2.1 **Resource and supply** requirements are identified, secured and included in enterprise budgets and operational considerations.
	2.2 Prepared maintenance schedules and procedures are effectively communicated to staff, contractors and suppliers to minimise negative impacts on production and costs.
	2.3 Maintenance plan is implemented and scheduled to minimise disruption to enterprise operations.
	2.4 Potential risks are assessed with regard to staff and supply problems, and contingency plans prepared accordingly.
	2.5 Machinery and equipment are operated to manufacturers specifications, OHS and enterprise requirements.
3 Monitor maintenance plan	3.1 Maintenance activities and performance are monitored against maintenance plan for efficiency and effectiveness.

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3.2 Workplace **hazards** and environmental implications associated with maintenance procedures are monitored and controlled in line with OHS and enterprise requirements.

3.3 Costs are monitored and controlled within enterprise budget requirements.

3.4 **Relevant information** with regard to the maintenance plan is documented in accordance with enterprise requirements.

3.5 Property, machinery and equipment are maintained in clean and safe operational conditions.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in supervising maintenance requires the ability to supervise maintenance covering all components of planning, costing and scheduling. It requires the ability to determine planning priorities and maintain schedules, overseeing costs within budgets, determine staff roles and supervise a maintenance team, apply estimations and calculations with regard to time and costs of repairs, replacement and servicing procedures, recommend alternative strategies in the event of staff or supply problems, and monitor and maintain maintenance records. Evidence must also be demonstrated in the employment of safe and environmentally responsible workplace practices. The skills and knowledge required must be **transferable** to a different work environment. For example, if competence is evident in maintenance procedures conducted on machinery in a workshop context, it must also be evident in supervising maintenance on a different property, or different machinery and equipment.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard

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	are listed below: Types of maintenance requirements with regard to property, machinery and equipment. Maintenance and servicing cycles for property, machinery and equipment. Relevant State/Territory legislation, regulations and Codes of Practice with regard to workplace OHS and environmental protection requirements, and the use and control of hazardous substances. Hazards and risks and respective control measures. Training and instruction techniques for directing the learning of staff.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: Plan, cost and schedule maintenance requirements Establish and monitor performance targets for maintenance team. Maintain accurate record and report keeping procedures. Monitor and assess performance of maintenance activities. Interpret maintenance requirements from information sources. Observe the emergence and supervise the removal of workplace hazards and risks. Document plans and write reports. Estimate and calculate resources requirements, machinery and servicing costings.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required

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in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Ideas and information with regard to maintenance requirements and costings may be discussed with staff, contractors and suppliers.
2. How can **information be collected**, **analysed and organised** (**1**)?	Information with regard to the performance and outcomes of maintenance activities may be documented and organised by records.
3. How are **activities planned and organised** (**2**)?	Maintenance activities may be planned and coordinated with staff around enterprise operations.
4. How can **team work** (**1**) be applied?	Team work may be applied in the coordination of methods and procedures to monitor and conduct maintenance activities to achieve maintenance plan.
5. How can the use of **mathematical ideas and techniques** (**2**) be applied?	Mathematical techniques may be applied to estimate and calculate maintenance and repair costings within budgetary guidelines.
6. How can **problem-solving skills** (**2**) be applied?	Problems of staff, resources or supply may be planned for and prepared in a contingency plan to minimise disruption to work schedules.
7. How can the **use of technology** (**1**) be applied?	To access information, communicate, monitor, measure and record information with regard to maintenance activities and performance.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent**

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performance and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available

What factors may necessitate the **requirement for maintenance** procedures?	Wear, corrosion, design problems, equipment modifications, incorrect use and accidents, acts of nature.
What **information sources** may be consulted?	Operational diaries, staff comment and/or personal testing, observation of structures, machinery and equipment, manufacturers in-service updates, operator's manuals, property improvement groups, relevant government departments, other enterprise operators, contractors and service representatives.
What might be included in a **maintenance plan**?	Maintenance activities and schedules, maintenance costs and budget details, staff, resource and supply requirements, staff roles and responsibilities, contingency plan for staff and supply problems, reporting requirements, hazard and risk control measures, OHS procedures, personal protective clothing and equipment requirements, and environmental impact control measures.
What **enterprise requirements** may be applicable to this standard?	Standard Operating Procedures (SOP), industry standards, production schedules, Material Safety Data Sheets (MSDS), legislative and licensing requirements, work notes, product labels, manufacturers specifications, operator's manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), and OHS procedures.
What environmental impacts may be	Environmental impacts resulting from

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addressed in enterprise **environmental** policies?	excessive noise and exhaust emissions, damage to native vegetation and animals, the unsafe use and disposal of maintenance debris (oil containers, chemical residues), and hazardous substances (fuel, oils). It may also include dust problems, soil disturbance and increased run-off flows from machinery use and unsafe cleaning and servicing activities.
What **OHS requirements** may be relevant to this standard?	Systems and procedures for the safe maintenance of property, machinery and equipment including hydraulics and exposed moving parts. Hazard and risk assessment of workplace and maintenance activities and control measures. Safe lifting, carrying and handling techniques including manual handling, and the handling and storage of hazardous substances. The appropriate use, maintenance and storage of personal protective clothing and equipment which may include overalls, gloves, eye and hearing protection, respirator or face mask and boots. Safe systems and procedures for outdoor work including protection from solar radiation, fall protection, confined space entry, the protection of people in the workplace, and the appropriate workplace provision of first aid kits and fire extinguishers.
What may be included in **resource and supply** provisions?	Machinery, equipment and materials including welders (arc, gas and MIG), lathes, bench presses, multimeters and ohm meters, inspection pits, lifting and support equipment (jacks, overhead gantry, blocks), power tools (grinders, drills), hand tools (spanners, hammers, screw drivers). Workshop storage requirements may include racks for commonly used steel angle, rods, tube metal, wire, racks or boards for orderly placement of tools.
What **hazards** may be encountered in the workplace?	Exposure to loud noise and fumes, solar radiation, dust, mechanical vibration, and hazardous substances (fuel, oils), hazardous atmosphere, oil and grease spills, the presence of bystanders, livestock and wildlife in the workplace, adverse weather

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	conditions, electricity, powerlines, mechanical malfunctions and other machinery including hydraulics and exposed moving parts.
What **relevant information** may be documented?	This may include maintenance performance, costs, problems, priorities, solutions, schedules and completed work.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTC4702A Minimise risks in the use of chemicals

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of developing, implementing and monitoring a risk control strategy in a workplace where chemicals are being handled and used. It requires knowledge of legislation and regulations surrounding chemical use, the ability to develop and implement procedures to ensure minimum risk to users, the environment and the produce, and the ability to carry out a risk assessment.

NB: This competency standard may be deemed to have a time limit when used as part of an accreditation or licence to purchase or use chemicals.

This competency standard covers the process of developing, implementing and monitoring a risk control strategy in a workplace where chemicals are being handled and used. It requires knowledge of legislation and regulations surrounding chemical use, the ability to develop and implement procedures to ensure minimum risk to users, the environment and the produce, and the ability to carry out a risk assessment.

NB: This competency standard may be deemed to have a time limit when used as part of an accreditation or licence to purchase or use chemicals.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify hazards involved in chemical use	1.1 **External guidelines and legislation** concerning **chemical** use are identified and sourced from relevant authorities.
	1.2 **Hazards** involved in handling and application of chemicals are identified.
2 Assess risk and develop control procedures	2.1 **Risks** associated with chemical use are assessed.
	2.2 Risk control measures including **Emergency** action plans are developed and implemented.
	2.3 Industry requirements for chemicals are identified.
	2.4 **Withholding periods** are identified and observed.
	2.5 **Control procedures** for transport, storage and handling of chemicals are developed.
	2.6 Continuous improvement strategy is implemented to minimise risk.
3 Implement and monitor procedures to ensure correct and safe use and application of chemicals	3.1 Appropriate **personal protective equipment** is provided for people in the workplace handling chemicals.
	3.2 Procedures are implemented to ensure suitable **application equipment** is selected and used.
	3.3 Restrictions on use of chemicals due to weather or unsuitable workplace activities are implemented.
	3.4 Procedures covering chemical application rates are implemented and monitored.
	3.5 Procedures for decontamination and disposal of chemicals and their containers are implemented and monitored.
	3.6 Adherence to risk control procedures by people in the workplace is monitored.
4 Record risk assessments	4.1 Record keeping system is developed as required by labels, industry, legislation and authorities.

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5 Evaluate risk control measures	5.1 **Procedures for evaluating** the effectiveness of risk control measures are developed. 5.2 Shortcomings in existing risk control measures are identified and rectified.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Overall competence in this standard requires evidence that a person can act to minimise risks associated with chemical spills, ensuring that damage to environment and others is minimal, that safety precautions and regulations are followed at all times, and that the area is cleaned according to prescribed requirements. These skills must be **transferable** to other work contexts.

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below: Sources of information on chemicals, including labels, regulations, and MSDS. Relevant industry standards, Codes of Practice, State and Territory legislation and regulations governing application, transport, handling and storage of chemicals. OHS legislative requirements and Codes of Practice. Insurances required for chemical use, transportation and storage. Correct wearing/fit of personal protective equipment.
What specific skills are needed to achieve	To achieve the performance criteria,

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the performance criteria?	appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: Read and interpret all appropriate relevant chemical related documents. Communicate procedures to others. Manage chemical use to comply with industry standards.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**3**) be applied?	Information from a range of sources concerning chemical use will be communicated to others.
2. How can **information be collected**, **analysed and organised** (**2**)?	Information on risks involved with chemical use will be collected and analysed to develop risk control measures.
3. How are **activities planned and organised** (**3**)?	Procedures developed to handle and use chemicals will have to incorporate workplace activities and their planning.
4. How can **team work** (**3**) be applied?	Team work may be involved in implementing and monitoring procedures.
5. How can the use of **mathematical ideas and techniques** (**2**) be applied?	Interpreting Maximum Residue Limits will involve mathematical techniques.
6. How can **problem-solving skills** (**3**) be applied?	Assessing comparative risks associated with a variety of chemicals will involve problem solving.
7. How can the **use of technology** (**2**) be applied?	Technology may be involved in developing and implementing procedures and monitoring outcomes.

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What are the special assessment conditions for this competency standard?

Where this competency standard is being used as part of an accreditation or licence for purchase or use of chemicals, the assessor must meet the requirements of the issuing body.

This may include:

1. Accreditation with that issuing body.
2. Maintenance of current competency in this competency standard.
3. Involvement in professional development programs comprising technical and legislative updates on an annual basis.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

What **external guidelines** and **legislation** may be relevant to this standard?	Guidelines may include Quality Assurance systems or Codes of Practice. Legislation may include Pesticide Acts, Occupational Health and Safety Acts regarding hazardous substances and application equipment, Dangerous Goods Act, Poisons Act or Protection of the Environment Acts.
What **chemicals** may be involved?	Chemicals may include insecticides, fungicides, herbicides, bactericides, algaecides, biologicals, nematacides, rodenticides, antimicrobial agents, anthelmintics, fumigants, hormone growth

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	promotants or a range of veterinary chemicals used to treat animals for disease.
What **hazards** may be relevant to this standard?	Hazards will be listed on labels and the Material Safety Data Sheets (MSDS) for the chemical concerned and may include flammability, toxicity, health hazards, damage to non-target organisms, environmental damage or residues in foods.
What **risks** may be relevant to this standard?	Risks to environment may include pollution of ground or surface waters, damage to habitats, damage to off-target organisms, or damage to community amenity due to spray drift. Risks associated with the produce include chemical residue in plant produce, livestock or water. Risks associated with OHS include exposure to chemicals during handling and application, and public health risks. Other risks include lack of appropriate insurance coverage.
What **emergencies** may be relevant to this standard?	Emergencies may include spills, fire, explosion or poisoning.
What **withholding periods** may be relevant to this standard?	May include export slaughter interval or withholding period.
What risk **control procedures** may be relevant to this standard?	May include provision of adequate personal protective equipment, storage facilities that are suitable to the chemical, implementing buffer zones and other sensitive site strategies, erecting bunding, and sufficient training in transporting, handling and storing chemicals.
What **personal protective equipment** may be relevant to this standard?	May include chemical resistant gloves, boots, overalls, breathing apparatus, goggles, face shields or hats.
What **application equipment** may be relevant to this standard?	Include knapsacks or hand held pneumatic sprayers, drench guns, spot on applicators, CDA and air assisted units, self-propelled sprayers, controllers or power operated equipment like boomsprays, pressure wands, jetting race, shower/plunge dips, hand jetting

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	or air blast sprayer.
What **procedures for evaluating** are relevant to this standard?	May include analysing records to evaluate effectiveness of risk control measures.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTC4703A Plan and implement a chemical use program

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of planning and implementing a program for the use of chemicals in a workplace. It involves using chemicals as well as supervising others in the use of chemicals concerned, and the ability to modify application requirements as needed. It involves decision making in regards to the risk control measures to be applied when using chemicals in different situations, monitoring safety procedures, and ensuring that others are trained sufficiently in the use of the chemical concerned. It involves the selection and management of chemical application systems.

NB: This competency standard may be deemed to have a time limit when used as part of an accreditation or licence to purchase or use chemicals.

This competency standard covers the process of planning and implementing a program for the use of chemicals in a workplace. It involves using chemicals as well as supervising others in the use of chemicals concerned, and the ability to modify application requirements as needed. It involves decision making in regards to the risk control measures to be applied when using chemicals in different situations, monitoring safety procedures, and ensuring that others are trained sufficiently in the use of the chemical concerned. It involves the selection and management of chemical application systems.

NB: This competency standard may be deemed to have a time limit when used as part of an accreditation or licence to purchase or use chemicals.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

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Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify the requirements of chemical use	1.1 **Chemical** use requirements relevant to the workplace are accessed and interpreted.
	1.2 **Legalisation and safety procedures** surrounding the use of chemicals are accessed and interpreted.
	1.3 **Personal protective equipment** is used and provided to others for transport, storage and application of chemicals.
	1.4 Industry standards for chemical use are identified.
	1.5 Appropriate insurance policy cover is confirmed or arranged.
2 Monitor the implementation of safety requirements	2.1 Implementation of safety practices and rules by others is monitored.
	2.2 Safety incidents are investigated and reported in accordance with **directions, standards** and legislative requirements.
	2.3 Safety **hazards** in the transport, storage and application of the chemicals are identified.
	2.4 **Risk control measures** to minimise risk involved in chemical use.
	2.5 Measures for controlling residue in the environment and produce are implemented.
3 Plan and implement a maintenance program for chemical use equipment	3.1 Plan for maintenance of application and personal protective equipment is established according to manufacturers instructions.
	3.2 Implementation of maintenance plan is supervised.
	3.3 Faulty or damaged equipment is identified and repaired or replaced.

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4	Determine the suitability of a chemical for use in a control program	4.1 Integrated Pest Management (IPM) or Animal Health Strategy (AHS) is planned.
		4.2 Chemicals included in the IPM or AHS are selected according to situation.
		4.3 Alternatives to chemical treatments are considered and applied according to IPM or AHS.
5	Ensure the correct selection and application of the chemical	5.1 Chemicals suitable for **situation** are identified, and procedures for preparation, application and **risk control** are read and interpreted.
		5.2 **Application equipment** is selected in accordance with procedures.
		5.3 Ensure calibration of equipment is implemented according to directions and standards.
		5.4 Pre-operative checks and maintenance procedures are implemented.
		5.5 **Meteorological conditions** are assessed as appropriate to application prior to and during chemical application.
		5.6 Chemical application is conducted safely in accordance with hazards associated with the chemicals concerned.
		5.7 Chemical spills or accidents are dealt with according to procedures.
6	Ensure personnel are adequately trained in chemical use	6.1 Training is provided to personnel who are handling or using chemicals.
		6.2 **External training and assessment** opportunities are organised for staff involved in using chemicals.
7	Supervise clean up following chemical application	7.1 Clean up procedures are implemented following chemical applications.
8	Implement recording systems for chemical storage and use	8.1 Records comply with legislation and regulations surrounding chemical use.
		8.2 Risk assessment and control strategies are recorded in accordance with requirements.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Overall competence in this standard requires evidence that a person can not only select, apply and clean up the application of a specific chemical, but also that they can supervise others working with the chemical, ensure that all prescribed safety directions are followed, and monitor the implementation of the systems and procedures developed for chemical concerned. The skills and knowledge in this standard should be **transferable** to other work contexts.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

Hazards involved in the use of the specific chemical concerned and related risk control measures.

Signs of pest damage and signs of beneficial organisms.

Life cycle of pests and target stages.

Pest resistance to chemicals.

Types of chemical and modes of action.

Maximum residue limits.

OHS legislative requirements and Codes of Practice relevant to chemical use and hazardous substances.

Application equipment features.

Calibration.

Knowledge of record keeping systems.

Knowledge and understanding of relevant control of use Acts.

Use, maintenance and storage of personal

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	protective equipment. Correct wearing/fit of personal protective equipment. First aid and emergency procedures. Insurances required for chemical use, transportation and storage.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: Access, accurately read and interpret conditions and labels information for chemicals. Communicate critical chemical information to others and ensure understanding. Direct others to perform tasks. Identifying hazardous situations.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**3**) be applied?	Procedures, policies and safety information are communicated to others in the workplace.
2. How can **information be collected**, **analysed and organised** (**3**)?	Information on labels, MSDS and legislation need to be interpreted and analysed.
3. How are **activities planned and organised** (**3**)?	Overall organisation management will require activities to be planned in conjunction with chemical use.

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4. How can **team work** (**3**) be applied?	Working with others, internal and external to the organisation, requires teamwork.
5. How can the use of **mathematical ideas and techniques** (**2**) be applied?	Calibration and calculation of equipment and chemicals requires mathematical techniques.
6. How can **problem-solving skills** (**2**) be applied?	Identifying hazards and potential problems that may arise during chemical use and developing suitable solutions and risk control measures.
7. How can the **use of technology** (**2**) be applied?	Technology may be required to record and manage chemical information.

What are the special assessment conditions for this competency standard?

Where this competency standard is being used as part of an accreditation or licence for purchase or use of chemicals, the assessor must meet the requirements of the issuing body.

This may include:

1. Accreditation with that issuing body.
2. Maintenance of current competency in this competency standard.
3. Involvement in professional development programs comprising technical and legislative updates on an annual basis.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

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What **chemicals** may be relevant to this standard?	Chemicals may include insecticides, fungicides, herbicides, bactericides, algaecides, biologicals, nematacides, rodenticides, fumigants, antimicrobial agents, anthelmintics, hormone growth promotants or veterinary chemicals.
What **legislation and safety rules** may be relevant to this standard?	May include approved Pesticide Acts, OHS Acts regarding hazardous substances and application equipment, Dangerous Goods Act, Poisons Act or Protection of the Environment Acts for chemical use.
What **personal protective equipment** may be relevant to this standard?	May include boots, overalls, chemical resistant gloves, aprons, face shields, respirators and hats.
What **directions and standards** are relevant to this standard?	May include the instructions on the chemical label, in an operator's manual, on a Material Safety Data Sheets (MSDS), in an industry standard, from an OHS manual or other regulation, or a hazardous substances regulation.
What **hazards** may occur in the use of chemicals?	Hazards will be listed on labels and the MSDS for the chemical concerned and may include flammability, toxicity, health hazards, damage to non-target organisms, environmental damage, off target spray drift or residues in foods.
What **risk control measures** may be implemented and monitored as part of this standard?	Risk control measures that may be implemented include those relating to spillage, fire, contact of chemical with skin or eyes, accidental ingestion, incorrect concentrations in mixtures, faulty or inappropriate storage containers, current insurance policies, likelihood of run-off post application, incorrectly calibrated equipment, spray drift, incorrect disposal of waste chemicals or faulty equipment.
What **situation** may be relevant to this standard?	Situation may include weeds, insects, pathogens, and vertebrate animals.
What **application equipment** may be relevant to this standard?	May include hand held knapsacks or pneumatics, drench guns, spot on or power operated equipment like boomsprays, pressure wands or air blast sprayer, jetting

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	race, hand jetting and shower/plunge dips.
What **meteorological conditions** might be assessed?	Rain, wind, temperature, relative humidity, inversion or stable air conditions.
What **external training and assessment** may be relevant to this standard?	Training may include formal training and assessment by a Registered Training Organisation (RTO) either on or off the job, or Recognition of Prior Learning process.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTD3505A Maintain natural areas

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of maintaining places of natural significance. It requires the ability to plan maintenance works, undertake maintenance, and report completion of activities. Maintaining natural areas requires a knowledge of ecology, plant and animal species, relevant legislation, natural and human threats to places of natural significance, pollution sources and damage potential, legislation under which enterprise operates, enterprise procedures for reporting maintenance works, and selection and application of protective structures, devices and signs.

Note: For Indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

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Element	Performance Criteria
1 Plan maintenance works	1.1 Movement through place is planned to minimise disturbance and degradation.
	1.2 Legislative requirements, Codes of Practice and the relevant management strategy and plan are identified.
	1.3 Equipment, machinery and materials for maintenance works are determined and obtained.
	1.4 Where required, **stakeholders** are consulted about pending maintenance works.
2 Undertake maintenance	2.1 Activity maintenance works conform to relevant **risk control measures** and practices, and are in accordance with enterprise guidelines.
	2.2 Interim **protective measures** are taken to avoid degradation and disturbance during maintenance works.
	2.3 Activities of personnel and visitors are monitored to reduce risks to the significance of the place.
3 Report completion of activities	3.1 Site is made good on completion of works.
	3.2 Equipment and machinery is cleaned and stored according to enterprise guidelines.
	3.3 Excess materials are removed from site and stored or disposed of according to enterprise guidelines.
	3.4 Completed maintenance works are reported to supervisors to enterprise and legislative requirements and best practice guidelines and Codes of Practice.

Required Skills and Knowledge

Not applicable.

Evidence Guide

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What evidence is required to demonstrate competence for this standard as a whole?

Competence in maintaining natural areas requires evidence that maintenance works have been planned and carried out in places of natural significance according to enterprise guidelines and industry best practice. The skills and knowledge required to maintain natural areas must be **transferable** to a range of work environments and contexts. For example, this could include different environments, sites of natural significance, and maintenance activities.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

Ecology in land based, coastal zones and/or marine parks.

Marine, shore and land based species.

Applicable State/Territory and Commonwealth legislation covering parks, conservation, environmental protection and heritage.

Natural and human threats to places of natural significance.

Pollution sources and damage potential.

Basic protection/rehabilitation methods.

Legislation under which enterprise operates.

Enterprise procedures for reporting maintenance works.

Selection and application of protective structures, devices and signs.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

Plan maintenance works to achieve minimal deleterious impacts.

Undertake maintenance with minimal deleterious impacts.

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	Report completion of activities.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**2**) be applied?	Reports to management.
2. How can **information be collected**, **analysed and organised** (**2**)?	According to enterprise policy and procedures.
3. How are **activities planned and organised** (**3**)?	Equipment and materials.
4. How can **team work** (**2**) be applied?	Maintenance works.
5. How can the use of **mathematical ideas and techniques** (**2**) be applied?	Timing and costing associated with maintenance works.
6. How can **problem-solving skills** (**3**) be applied?	Analysing threats to place.
7. How can the **use of technology** (**2**) be applied?	Equipment and machinery.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, refer to the Assessment Guidelines for this Training Package.

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Range Statement

Range of Variables

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts

What aspects of **natural significance** may be relevant to this standard?	Species diversity, ecosystem diversity and community diversity, rarity of species and uniqueness of related ecosystems, geological diversity including land forms, degree to which geological features and land forms are significant, potential natural integrity, impact of any degradation and/or disturbance, potential interrelationship with cultural values including Indigenous and other values, organisation policy and practice, aesthetic dimensions, interface/integration with productive lands, water catchments, river systems, urban areas, coastal and marine environments and presence of minerals.
Which **stakeholders** may be included?	The enterprise management, a government agency, private organisations, enterprises or individuals, visitors to the park/reserve, community groups involved in environmental matters including any 'friends of the park', local population and general public, business operating in park such as tour operators, concessionaires and accommodation operators.
To which people do **risk control measures** apply?	Visitors to a place or area for natural and/or cultural tourism purposes, tour guides from other enterprises, bus drivers, aircraft and vessel crew, contractors, scientific researchers, campers, hikers, friends of park/reserve committees and other voluntary agencies, cultural groups, nearby landholders, and Indigenous peoples.
What **protective measures** may be included?	Exclusion from dangerous and/or sensitive areas, protection of flora, fauna, topsoil and other features by physical barriers and/or

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	administrative controls, escorting visitors, construction of works and protective barriers, visitor education, briefing of contractors and others on risks and administrative control procedures and measures.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTD4802A Develop approaches to include cultural and human diversity

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of identifying and accessing culturally diverse groups in the community so that they are included in program development and implementation. It requires the ability to identify cultural diversity in a community, develop processes to include culturally diverse groups, and communicate support for involvement of culturally diverse groups. Developing approaches to include cultural and human diversity requires knowledge of sources of culturally relevant materials and verbal information, understanding of Indigenous peoples and history, principles of equal opportunity and affirmative action, and current relationships between culturally diverse groups in the area.

Note: For Indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify potential for cultural diversity	1.1 **Information on the population** is used to identify the range of **cultural diversity.**
	1.2 Potential involvement of individuals and groups of people are identified in the context of the **program.**
	1.3 Adjustments to program and **program promotional materials** are identified to meet cultural frameworks of different peoples.
2 Develop processes to include culturally diverse groups	2.1 **Cultural protocols** are identified to ensure contacts with individuals/communities are successful.
	2.2 Key persons who may influence relationships are identified.
	2.3 Steps to develop and maintain contact with culturally diverse groups are formulated in line with understanding of the cultures, goals of the relationship, and any **relevant enterprise guidelines.**
	2.4 Processes are inclusive of an equitable involvement of various **sections of the community** and their perspectives.
3 Communicate potential and support for culturally diverse groups	3.1 People and groups of culturally diverse background in the area are approached to promote their potential involvement in groups and programs in line with formulated steps.
	3.2 Potential of program and group activities is communicated in a culturally relevant manner.
	3.3 **Approaches are adjusted** in light of any new information on cultural groups and protocols.
	3.4 Links between individuals and culturally diverse groups are facilitated to ensure good community relationships and development of the program.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in developing approaches to include cultural and human diversity requires evidence that culturally diverse groups have been identified and appropriately consulted and involved in programs. The skills and knowledge required to develop approaches to include cultural and human diversity must be **transferable** to a range of work environments and contexts. For example, this could include different groups, cultural protocols and perspectives.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

Sources of culturally relevant materials and verbal information.

Understanding of Indigenous peoples and history.

Cultural protocols and perspectives.

Relevant legislation and guidelines.

Principles of equal opportunity and affirmative action.

Current relationships between culturally diverse groups in the area.

Understanding of the role of various sections of the community in historical and relationship terms.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

Apply flexible communication procedures.

Identify and modify procedures and

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	processes. Adjust written materials to audience. Be flexible in the application of program guidelines and policy. Resolve conflict. Negotiate.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**3**) be applied?	By discussing cultural and human diversity at meetings, or formally in writing with clients and stakeholders.
2. How can **information be collected**, **analysed and organised** (**2**)?	Through consultation with others and research of existing resources.
3. How are **activities planned and organised** (**2**)?	Activities are planned and organised by applying flexible communication procedures.
4. How can **team work** (**3**) be applied?	Through development and management of work teams to achieve outcomes.
5. How can the use of **mathematical ideas and techniques** (**0**) be applied?	Not applicable.
6. How can **problem-solving skills** (**2**) be applied?	Through dealing with conflict situations relating to cultural and human diversity.
7. How can the **use of technology** (**0**) be applied?	Not applicable.

Are there other competency standards that could be assessed with this one?

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This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, refer to the Assessment Guidelines for this Training Package.

Range Statement

Range of Variables

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts

How would **information on population** be obtained?	From personal knowledge, government statistics, information on region and cultures held in libraries and other files, people with established knowledge, other cultures and government departments, especially those in contact with immigrant and Indigenous groups.
Which groups are included in **cultural diversity**?	Indigenous peoples, immigrant peoples of overseas birth, people born in Australia who conform with overseas cultures, practices and beliefs in part or in full, and male and female perspectives in the communities.
Which **programs** may be included?	Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, business programs and State Government community programs related to the environment.
What **program promotional materials** may be relevant?	Government or government agency written materials describing program (Commonwealth, State, Territory or Local), local group written materials, brochures and guidelines, advertising and explanatory booklets.
What is included in **cultural protocols**?	Beliefs and worldviews, practices, concepts of family and community, family and community leadership and relationships between community members and sexes.

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Which are the **relevant enterprise guidelines** for this standard?	All relevant legislation, agency guidelines, program guidelines and community group guidelines.
Which **sections of the community** may be included?	Migrants, Indigenous peoples, women (including affirmative action), men and disadvantaged people. Approach to these groups includes legislative requirements but exceeds these to demonstrate equity principles.
Which **approaches are adjusted** in this standard?	Program promotions and personal approaches to individuals, groups and communities.
Which areas of **legislation** are included?	Equal opportunity, anti-discrimination and protection of places and items of cultural heritage.
What levels of **literacy** are included?	Redrafting materials into plain English, some understanding of works and phrases used in other languages, and catering for the viewpoints of both sexes.
What forms of **communication** may be relevant?	Use of restricted vocabulary according to listeners, use of culturally appropriate body language in conjunction with spoken language, modified sentence structures in spoken language, use of diagrams, pictures and plain English for Indigenous and other groups, and communication with people who have disabilities.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTD4811A Provide information on environmental issues and policies

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of researching, extracting and providing information on environmental issues and policies. It requires the ability to process a request for information on environmental issues and policies, identify information sources, organise self or others, ensure information meets request, prepare and finalise reports. Researching, extracting and providing information on environmental issues and policies requires knowledge of environment issues and environment policies, international treaties, agreements and charters, and researching and accessing data.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria

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1	Process a request for information on **environmental issues and policies**	1.1 Request is documented using the appropriate recording system.
		1.2 Approval to access information is sought when necessary.
		1.3 Appropriate response methods and format are researched and identified.
		1.4 Request for information is forwarded to another person where appropriate.
2	Identify information **sources**	2.1 Relevant sources and locations of information are identified and researched.
		2.2 Access to identified sources is obtained.
3	Organise self or others to extract information on environmental issues and policies	3.1 Information relevant to the particular request is located and extracted.
		3.2 Resolutions to problems accessing information are discussed with **designated person** and implemented where appropriate.
		3.3 Copy of extracted information is made.
4	Ensure information meets request	4.1 Information is assessed for its validity and reliability.
		4.2 Where information is unclear or difficult to understand, clarification and assistance is sought.
		4.3 Where available information is inadequate, additional information is obtained.
		4.4 Different types of information are combined, where appropriate, to provide a response to a request.
5	Prepare report/correspondence	5.1 Report/correspondence format, plan and structure are developed.
		5.2 Report/correspondence is written using clear and concise language.
		5.3 Spelling, punctuation and grammar is checked and errors are amended.
		5.4 Report/correspondence is formatted according to enterprise **policies and procedures.**

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	5.5 Report/correspondence is checked for accuracy and to ensure that it's intended meaning is readily understood by recipient.
6 Finalise report/correspondence	6.1 Review and sign off of report/correspondence is arranged with designated person where required.
	6.2 Record of report/correspondence is made.
	6.3 Report/correspondence is forwarded to client.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in providing information on environmental issues and policies requires a report/correspondence to be prepared detailing local, regional and national environmental issues and policies as requested by the client. The skills and knowledge required to provide information on environmental issues and policies must be **transferable** to a range of work environments and contexts. For example, this could include different environmental issues and policies, client groups and pertaining to different regions and areas.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

Relevant local, regional, state and national environment issues.

Relevant local, regional, state and national environment policies.

International treaties, agreements and charters.

Types of information sources.

Methods and means of accessing data.

Means of validating information.

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Types of reports and their uses.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

Follow the enterprise's policies and procedures; make notes from spoken and written texts in chosen fields of knowledge; sequence writing with attention to organising principles of time, importance or other workplace relevant system; use vocabulary and grammar appropriate to register, and to create nuances of meaning.

Research, elicit and source correct information; check and validate information with peers/teacher/external source; consider aspects of context, purpose and audience when comprehending or generating texts; draw together information gathered from a range of sources, then summarise data in a logically coherent report/brief.

Listen and question to clarify and elicit information; participate effectively in spoken interactions; communicate ideas, arguments and conclusions logically, clearly and concisely in an appropriate form using appropriate vocabulary; provide clear sequenced oral instructions to others.

Identify gaps in information and gather necessary information from external sources; select alternative methods to locate information.

Proofread and edit reports/correspondence.

Record and file data, and adhere to designated deadlines.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work

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functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**3**) be applied?	Through preparation of reports.
2. How can **information be collected**, **analysed and organised** (**3**)?	Through extracting and filing of data.
3. How are **activities planned and organised** (**2**)?	In response to requests for information and established processes and timelines.
4. How can **team work** (**2**) be applied?	Co-operation and collaboration in researching, extracting and reporting information.
5. How can the use of **mathematical ideas and techniques** (**2**) be applied?	Assembling and calculations based on data on environmental issues.
6. How can **problem-solving skills** (**2**) be applied?	In dealing with potential conflict situations especially where there is community concern regarding issues and legislation.
7. How can the **use of technology** (**2**) be applied?	Through use of computers and communication systems.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

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The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

Where may **request for information** come from?	Individuals, landholders, schools, community groups and government employees.
What **recording systems** might be relevant to this standard?	Paper-based and electronic.
What **appropriate responses** may be included in this unit?	Letters, reports, personal presentations, sending original information and sending copies of original information
What **sources** of information may be relevant to this standard?	Personal files, government reports, relevant legislation, Codes of Practice, national and international protocols and charters, statistics, local knowledge, original research, media (television, video, audio), articles (academic, on-line, newspaper, journal), specialist texts, letters, internal correspondence, and libraries.
What **policies and procedures** may be relevant to this standard?	Report/correspondence format, information sources, document recording procedures, customer service protocol, security/confidentiality/privacy procedures, verifying and authorising information, recording information, and protocol for accommodating special client needs.
Who may be classified as a **designated** person?	Supervisor, manager, colleague, nominated representative of community group, mentor or relevant senior person.
What **environmental issues** are relevant to this standard?	Issues relating to land, vegetation, rivers, coasts and marine, biodiversity, and weed and vertebrate pest management.
What **environmental policies** are relevant to this standard?	Policies relating to the National Strategy for Ecologically Sustainable Development, National Greenhouse Strategy, National Strategy for the Conservation of Australia's Biodiversity and the National Water Quality Management Strategy.
What **formats** may be included in this unit?	Photocopies, preparation of original documents and completion of proforma.

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For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTE2104A Carry out regular horse observation

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the processes of dealing with horse injuries and emergencies when they occur. It includes providing support to professional health practitioners.

When the requirements of this standard are achieved, horses are regularly checked in the paddock or stable, emergencies and procedures are efficiently and calmly completed, and symptoms of ill health or injury are identified, reported and actioned promptly.

It requires the application of skills and knowledge to carry out horse handling operations safely and humanely in prepared handling areas using appropriate equipment and techniques. Competency requires an awareness of animal welfare legislative requirements and enterprise workplace safe practices. The work in this standard is likely to be carried out under routine supervision within organisation guidelines.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare to work with horses	1.1 Work to be undertaken is interpreted from work program, where necessary, and confirmed with management.
	1.2 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of the process.
	1.3 Tools and equipment suitable for the work to be undertaken are selected, checked, and maintained if necessary.
	1.4 Suitable **personal protective equipment** is selected, used and maintained.
2 Carry out horse **checks**	2.1 All horses are routinely checked for signs of ill health.
	2.2 Horses are examined for signs of lameness or soreness and abnormalities reported in the methods prescribed in the **organisations work procedures**.
	2.3 Evidence of heat or swelling in legs is reported to manager or foreman and treated under instruction.
	2.4 Hooves cleaned and shoes are examined for wear and damage.
	2.5 Faulty, broken or loose shoes removed and farriery assistance is called, when required, in line with the organisations work procedures.
	2.6 While handling the horses, **OHS** hazards are continually identified, risks assessed and suitable controls implemented.
	2.7 Horses are handled safely and all required horse **restraints** are within the organisations and industry guidelines for animal health and welfare.
3 Deal with horse emergencies	3.1 Common signs of injury or life threatening conditions are detected and the situation quickly analysed before notification or action is taken.

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		3.2 **Life threatening** ailments requiring emergency treatment are notified to the trainer, manager or veterinarian and immediate assistance is called.
		3.3 Basic emergency and/or **First Aid** procedures are carried out until professional help arrives.
		3.4 Cast horse is calmed and returned to its feet in a safe manner.
		3.5 Serious cuts and abrasions are promptly shown to the veterinarian and assistance provided, as required, during professional treatment.
4	Provide veterinary procedure support	4.1 Cuts, abrasions and bruises are treated under instruction from the veterinarian, manager or foreman.
		4.2 Horse is examined for signs of distress of soreness after work or mating procedures, and all abnormalities are reported.
		4.3 Appropriate hoof care treatment is applied as instructed by the manager or foreman.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in carrying out regular horse observation requires evidence that ill health or injury does not go unchecked or tended to in the stables.

The skills and knowledge required to carry out regular horse observation must be **transferable** to a different work environment. For example, across a range of horse breeds, sizes and uses.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard

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	are listed below: horses of all classes and horse husbandry the range of ailments that may occur or affect horses in the property the application of a range of basic treatments under veterinary supervision environmental controls and codes of practice applicable to the enterprise the organisations livestock production and management plans sound management practices and processes to minimise noise, odours and debris from the horse operations relevant legislation and regulations relating to waste and environment management, animal health and welfare, and employment of staff and contractors.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: handle horses handle horses and duties around them in a firm but calm, gentle and unhurried manner identify signs of ill health or injury, or signs of abnormal or depressed appetite observe, identify and react appropriately to environmental implications and OHS hazards.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process,

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2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (2) be applied?	In working with others in the stables, including animal health practitioners, and in determining the requirements of regular health routines.
2. How can **information be collected**, **analysed and organised** (2)?	By making daily observations of horses in order to identify changes in health, energy, or reactions to diet.
3. How are activities **planned and organised** (1)?	When making requests of animal health practitioners to attend ill or injured horses.
4. How can **team work** (2) be applied?	In working alongside others in the stable to achieve collective goals.
5. How can the use of **mathematical ideas and techniques** (1) be applied?	In calculating quantities for feed ingredients or medications.
6. How can **problem-solving skills** (2) be applied?	When dealing with as yet undiagnosed problems in horses.
7. How can the **use of technology** (1) be applied?	When calculating quantities and times, when communicating with co-workers and supervisors, and in monitoring horse health.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge

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requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

What **personal protective equipment** may be relevant to this standard?	This may include boots, helmet, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).
What **checks** might be included in the procedures for determining ill health?	Included may be the checking of nasal passages, vaginal or rectal discharge, rectal temperature, coughing, abnormal coat conditions, changes to pulse, respiration changes, abnormal behaviour, vices such as weaving, depraved appetite, or other boredom conditions that may reflect on the health of stabled horses.
Why might a **check** of rectal temperature be undertaken prior to work?	In some organisations, the taking of rectal temperature prior to work may identify a range of preclinical symptoms of respiratory infection or other illness which would not otherwise be identified.
What **organisation work procedures** may apply to this standard?	They will be based on sound agricultural principles and practices and may include supervisors oral or written instructions, livestock production program, organisation standard operating procedures, specifications, routine maintenance schedules, work notes; product labels and Material Safety Data Sheets; manufacturers service specifications and operators manuals, waste disposal, recycling and re-use guidelines, and OHS procedures.
What actions could be taken to eliminate or minimise the **OHS** risk?	Relevant OHS hazards identification, risk assessment and risk control measures include safe work systems and procedures for: reducing kicks, bites and crushing injuries from horses - this will include using calm and positive actions to avoid alarming stock manual handling systems and procedures preventing infection from injured/sick stock systems and procedures for outdoor work, including protection from solar radiation selecting, using and maintaining relevant

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	personal protective equipment clear communication between workers, especially when working together within a close proximity. All working routines for horses must be carried out in line with the provisions of the Workplace Health and Safety Acts and relevant animal codes of welfare.
What are some of the **restraint** devices?	Rearing bit, war bridle, blindfold, twitch, neck skin hold, leg strap, hobbles, and sidelines.
What might some of the **life threatening** ailments be that are found in the horses?	These may include twisted bowel/colic, malpresentation of foals, or bleeding.
In what situations might emergency **First Aid** procedures may be used?	In situations where bleeding, cast horses, trauma, or leg injuries are discovered.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTE2121A Provide daily care for horses

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the functions required to safely provide horses with comfortable and clean housing, preparing them for work, grooming horses and cleaning working gear when work is finished.

When the requirements of this standard are achieved, stable routines will be completed efficiently, daily horse maintenance will be completed, horses will be correctly selected for a range of purposes, and horses will be groomed or rugged as required by the organisation.

It requires the application of skills and knowledge to carry out horse handling operations safely and humanely using appropriate equipment and techniques. Competency requires an awareness of animal welfare legislative requirements and enterprise workplace safe practices. The work functions in this standard are likely to be carried out under routine supervision within organisation guidelines.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare to work with horses	1.1 Work to be undertaken is interpreted from the work program where necessary, and confirmed with management.
	1.2 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of horse routines.
	1.3 Tools and equipment suitable for the work to be undertaken are selected, checked, and maintained if necessary.
	1.4 Suitable **personal protective equipment** is selected, used and maintained.
2 Clean stables and surrounding areas	2.1 Horse is checked for condition, health and soundness and removed from stable or **secured** appropriately.
	2.2 Manure, soiled **bedding** and stale feed is inspected, removed, and abnormal conditions are reported.
	2.3 Bedding is raked or forked and fresh quantities are added as required.
	2.4 Feed bins, hay nets/bins and water troughs are cleaned thoroughly and troughs are filled with fresh water.
	2.5 Walkways are swept and/or raked and manure removed.
	2.6 Stale feed and manure is safely disposed of according to the organisations environmental and waste management procedures.
	2.7 Buildings or fixtures that are in need of maintenance or are unsafe are reported to the stable management.
3 Perform daily work program	3.1 Work program for each stable horse is carried out as instructed by the stud master or stable manager.
	3.2 Horses are **selected** for professional services,

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		prepared, and the **contractor** is contacted as required by **organisational procedures** or supervisors instructions.
		3.3 Horses are prepared for specified daily work program as required by organisational procedures or supervisors instructions.
		3.4 Horses are washed down after working, dried, rugged, returned to their stable and fed.
		3.5 Work routines and performance **records** are kept and maintained as an integral part of the stable business.
4	Select, catch and tie up horses	4.1 Individual characteristics of horses are identified according to specified criteria and nominated animals are selected.
		4.2 Selected horse is **caught** quickly and gently and **working gear** is fitted.
		4.3 Legs and hooves of selected horse are inspected for abnormalities, cuts or damage.
		4.4 Horse is led to work area or rail quietly and calmly and safely secured.
		4.5 While handling the horses, **OHS** hazards are continually identified, risks assessed and suitable controls implemented.
		4.6 Horses are handled safely and within the organisations and industry guidelines for animal health and welfare.
5	Groom and rug horses	5.1 Horses coat is **groomed** thoroughly to leave coat clean and remove all traces of dust, dirt, scurf and dead hair.
		5.2 **Hooves** and shoes are cleaned and checked for cracks, heat and other abnormalities, and dirt must be removed from the outer walls of the hooves.
		5.3 Rugs appropriate to the conditions are fitted according to instructions from stable foreman taking care to avoid chaffing and rubbing.
6	Clean and maintain stable	6.1 All gear is regularly checked for wear and damage.

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	gear	6.2 Gear is thoroughly cleaned and polished and oils or preservatives applied as required according to stud practice. 6.3 Working gear is maintained or repaired as required to ensure safe horse working conditions. 6.4 Working gear and saddlery is cleaned and stored after use in line with organisation policy.
7	Monitor health and welfare of horses	7.1 Identify signs of good health. 7.2 Identify symptoms of **common illnesses and injuries**. 7.3 Monitor and record temperature, pulse and respiration rate. 7.4 Provide basic first aid to minor injuries under supervision.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in providing daily care for horses requires evidence that feed and water troughs are maintained to be both clean and sound, and that horses are prepared and groomed as necessary for their individual work programs.

The skills and knowledge required to provide daily care for horses must be **transferable** to a different work environment. For example, across a range of horse breeds, sizes and uses.

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below: horses and horse husbandry

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horse riding and handling safety when riding

horse health, horse behaviour and psychology

care and maintenance of hooves and the lower limbs

environmental controls and codes of practice applicable to the enterprise

the organisations livestock production and management plans.

sound management practices and processes to minimise noise, odours and debris from the livestock operations

relevant legislation and regulations relating to waste and environment management, animal health and welfare, and employment of staff and contractors.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

handle and ride horses

complete basic hoof care procedures

groom horses

care for saddlery and equipment

observe, identify and react appropriately to environmental implications and OHS hazards

measure quantities required for feed.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the

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key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	In interpreting and following instructions and procedures.
2. How can **information be collected**, **analysed and organised** (**1**)?	In determining the water and bedding requirements for the horses on a daily basis.
3. How are **activities planned and organised** (**1**)?	By interpreting work schedules and preparing the horses for the planned routine.
4. How can **team work** (**1**) be applied?	In working alongside other people in the stable, including supervisors, managers and clients.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	In making and keeping records of regular and irregular horse work routines and performance.
6. How can **problem-solving skills** (**1**) be applied?	By dealing with the day-to-day difficulties and changes in temperament of the horses.
7. How can the **use of technology** (**1**) be applied?	When calculating quantities and times, and when communicating with co-workers and supervisors.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge

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requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

What **personal protective equipment** may be relevant to this standard?	This may include boots, helmet, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).
What are some restraining devices for **securing** the horses?	Rearing bit, war bridle, blindfold, twitch, neck skin hold, leg strap, hobbles, and sidelines.
What **bedding** types may be used for horses?	Sand, rice hulls, straw, wood shavings/sawdust may all be used for bedding materials.
Upon what criteria are horses **selected**?	On their breed or breed-cross, age, sex, condition, colour and markings, brands or tattoos.
When **selecting** horses, what must be examined to ensure that they are free of conditions that may affect their useability or welfare?	They must be examined for lameness, sore eyes, sore mouth, girth galls, back conditions, mud, caked sweat or vegetable matter, damaged feet or lower limbs, localised or systemic infections.
With what **contractors** might interactions take place?	With veterinarians, farriers, horse dentists, or transporters.
What **organisation work procedures** may apply to this standard?	Work procedures will be based on sound agricultural principles and practices and may include supervisors oral or written instructions, livestock production program, organisation standard operating procedures, specifications, routine maintenance schedules, work notes; product labels and Material Safety Data Sheets; manufacturers service specifications and operators manuals, waste disposal, recycling and re-use guidelines, and OHS procedures.
How might information be **recorded** and what might it contain?	Record keeping systems used may be either paper-based or digital and information will be recorded into logbooks or other records. Information recorded may be dates, times and periods of work, maintenance that is required for stables and/or equipment, work schedules and work completed, chemicals and other substances used including

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	quantities and methods, and readings from temperature and flow-rate gauges.
Where will horses be **caught**?	They will be caught in stables, yards or paddocks.
What does horse **working gear** include?	It might include saddles, ropes, reins, breastplates, martingales, bridles, cruppers, saddlebags, headstalls, saddlecloths, feeders, leads and rugs.
What actions could be taken to eliminate or minimise the **OHS** risk?	Relevant OHS hazards identification, risk assessment and risk control measures include: safe operating procedures safe manual handling systems and procedures safe systems and procedures for outdoor work, including protection from solar radiation selection, use and maintenance of relevant personal protective equipment. All working routines for horses must be carried out in line with the provisions of the Workplace Health and Safety Acts and relevant animal codes of welfare
What does **grooming** involve and what equipment might be used?	It involves washing, trimming, pulling of manes and tails, removal of dust, mud, scurf, sweat and tangles, burrs and other vegetable matter. Equipment used to do this might include brushes and combs, clippers, bot knife, scrapers, and soap.
What equipment may be used when dressing and balancing **hooves**?	Such equipment as hoof picks, knives, rasps, pincers, brushes, and hoof dressings.
What are some **common illnesses and injuries**?	Cuts, breaks, colds, punctures, colic, abrasions, tying up, bleeders, acidosis, distress, hoof pricks, stone bruises, quarters, abscesses, allergic reactions, cast horses, quarter cracks, bowed tendons, abnormal temperature, insect bites, animal bites, diarrhoea, dehydration, founder, oedema, pneumonia, skin infections, strangles, worms.

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For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTE2130A Ride and care for horses and equipment

Modification History

Not applicable.

Unit Descriptor

This competency standard requires a person to safely perform basic horsemanship activities such as riding a horse for the first time and preparing a horse for work using basic methods and procedures.

It requires the application of skills and knowledge to carry out horse handling operations safely and humanely in prepared handling areas, using appropriate equipment and techniques. Competency requires an awareness of animal welfare legislative requirements and organisation workplace safe practices. The work in this standard is likely to be carried out under routine supervision within organisation guidelines.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria

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1	Prepare to work with horses	1.1	Work to be undertaken is interpreted from work program where necessary, and confirmed with management.
		1.2	Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of the preparation process.
		1.3	Equipment suitable for the work to be undertaken is selected, checked, and maintained if necessary.
		1.4	Suitable **personal protective equipment** is selected, used and maintained.
2	Ride stock horses for the first time	2.1	Suitable stock horses are identified and **selected** according to a nominated selection criteria.
		2.2	Unhealthy or unsound horses are identified and reported to foreman or manager.
		2.3	Selected horses are approached, caught and restrained as instructed.
		2.4	Gear to manage and control the horse for the required **work** is selected and fitted.
		2.5	**OHS** hazards are continually identified when working with horses, risks are assessed and suitable controls implemented.
		2.6	Horses are handled and **restrained** safely and within the organisation's and industry guidelines for animal health and welfare.
3	Prepare horses for work	3.1	OHS hazards are continually identified when working with horses, risks are assessed and suitable controls implemented.
		3.2	Feeds are mixed and offered in the quality and quantities instructed by the manager.
		3.3	Horses are **groomed** before and after work to ensure their coat condition and health is maintained.
		3.4	Hoof care and cleaning is completed before working the horses, according to the **organisations procedures**.

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	3.5 Vices of horses are identified and corrective action is taken to maintain control of the horses.
	3.6 Horse education is carried out in association with stock working routines.
	3.7 Educated horses are controlled and worked as an integral part of stock husbandry routines.
	3.8 Horses are handled safely and within the organisations and industry guidelines for animal health and welfare.
4 Care for saddlery and equipment	4.1 Basic **working gear** to suit the individual horse is selected and fitted.
	4.2 Working gear is cleaned and checked as a part of regular daily routines.
	4.3 Working gear is maintained or repaired as required to ensure safe horse working conditions.
	4.4 Working gear and saddlery is stored after use in line with organisation policy.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Competence in basic horsemanship requires evidence of the ability to prepare horses for handling operations using equipment and calm and humane methods to minimise undue stress and risk to horses or handlers. It requires the ability to follow interpret and apply task instructions, riding horses for the first time prior to preparing them for work, shoeing horses and transporting them, monitor and anticipate horse behaviour and recognise and report hazards or movement problems for remedial action. Evidence must also be demonstrated in the employment of safe workplace and positive environmental practices.

The skills and knowledge required must be **transferable** to another rural environment. For example, if competence is evident in the drafting and movement of horses, some skills must also be evident in the conduct of handling operations for sheep, beef and dairy cattle.

What specific knowledge is needed to	Knowledge and understanding are essential

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achieve the performance criteria?	to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below: horses and horse husbandry horse riding and handling safety when riding horse health, behaviour and psychology anatomy and physiology of the horse care and maintenance of hooves and the lower limbs environmental controls and codes of practice applicable to the organisation the organisation's livestock production and management plans. sound management practices and processes to minimise noise, odours and debris from the livestock operations relevant legislation and regulations relating to waste and environment management, animal health and welfare, and employment of staff and contractors relevant OHS legislation, regulations and codes of practice.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: horse handling skills ride horses complete basic hoof care procedures groom horses care for saddlery and equipment observe, identify and react appropriately to environmental implications and OHS hazards measuring quantities required for feed.

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What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	When interpreting the specific work that is required, and when dealing with colleagues and clients.
2. How can **information be collected**, **analysed and organised** (**2**)?	When determining the health needs and working requirements of the horse.
3. How are **activities planned and organised** (**2**)?	In setting up the regimes for working and training the horses.
4. How can **team work** (**2**) be applied?	When working alongside others to achieve a common workplace outcome.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	In calculating quantities and volumes of feed and additives.
6. How can **problem-solving skills** (**2**) be applied?	When dealing with difficult or fractious horses.
7. How can the **use of technology** (**1**) be applied?	When measuring, communicating and calculating.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

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Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

What **personal protective equipment** may be relevant to this standard?	This may include boots, overalls and gloves, protective eyewear, hearing protection and sun protection (sun hat, sunscreen).
By what criteria are horses **selected** upon?	On their breed or breed-cross, age, sex, condition, colour and markings, brands or tattoos. They must also be examined for lameness, sore eyes, sore mouth, girth galls, back conditions, mud, caked sweat or vegetable matter, damaged feet or lower limbs, localised or systemic infections.
At what pace may a horse be **worked**?	Horses may be worked at a walk, trot, canter or gallop.
What actions could be taken to eliminate or minimise the **OHS** risk?	Relevant OHS hazards identification, risk assessment and risk control measures, and safe systems and procedures for: manual handling outdoor work, including protection from solar radiation selection, use and maintenance of relevant personal protective equipment all working routines for horses must be carried out in line with the provisions of the Workplace Health and Safety Acts and relevant animal codes of welfare.
What are some **restraining** devices?	Rearing bit, war bridle, blindfold, twitch, neck skin hold, leg strap, hobbles, and sidelines.
What does **grooming** involve?	It involves washing, trimming, pulling of manes and tails, removal of dust, mud, scurf, sweat and tangles, burrs and other vegetable matter. Equipment such as brushes and combs, clippers, bot knife, scrapers, and soap will be

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	used.
What **organisation procedures** may apply to this standard?	Work procedures will be based on sound agricultural principles and practices and may include supervisors oral or written instructions, organisation standard operating procedures, specifications, work notes, waste disposal, recycling and re-use guidelines, and OHS procedures.
What does horse **working gear** include?	It includes saddles, breastplates, martingales, bridles, cruppers, saddlebags, headstalls, saddlecloths, feeders, and rugs.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTE2136A Load and unload livestock

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the work required to load and unload animals for transport. It requires a working knowledge of animal handling techniques and associated facilities and equipment. Competency requires an awareness of legislative requirements with regard to animal welfare. The work is likely to be carried out under routine supervision within enterprise guidelines.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Check facilities and	1.1 Required **facilities and equipment** are identified.

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	equipment for sound working conditions	1.2 The work site, facilities and equipment are checked for **hazards**.
		1.3 Repairs and maintenance of facilities and equipment required for the loading or unloading of livestock are carried out where necessary.
		1.4 **Personal protective clothing and equipment** is used and stored.
2	Load animals	2.1 **Animals** are mustered, yarded/caught, prepared for transport, loaded and counted using **safe working methods**.
		2.2 Numbers of livestock are recorded according to enterprise procedures.
		2.3 **Identification** details of individual animals are recorded as required.
		2.4 Livestock are loaded in compliance with animal welfare requirements and OHS legislation.
3	Unload animals	3.1 Animals are unloaded in safe manner to ensure no injury to personnel or animals.
		3.2 Numbers of livestock are recorded according to enterprise procedures.
		3.3 Agreement on condition of animals is reached with the receiving and/or despatching party.
4	Perform appropriate animal health procedures	4.1 Stock is sorted if required.
		4.2 Animal health treatments are performed off truck as instructed.
		4.3 Animals are fed and watered to enterprise requirements.

Required Skills and Knowledge

Not applicable.

Evidence Guide

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What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability, under supervision, to safely and humanely load and unload animals in a calm and controlled manner. It requires the ability to anticipate animal behaviour, and provide and maintain appropriate animal health and nutritional requirements. Evidence must also be demonstrated in the employment of safe workplace and positive environmental practices.

The skills and knowledge required to load and unload animals must be **transferable** to another work environment. For example this may include different types of animals in different yards loaded onto and unloaded from different types of transport.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

animal handling and movement methods and techniques

animal basic health and nutritional requirements

animal herding/flocking behaviour

animal welfare codes of practice

working dogs' uses and techniques (where appropriate)

relevant OHS and animal welfare legislative requirements.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

provide due care and handle animals safely and humanely

prepare equipment and working dogs (when used) for handling animals

monitor animal behaviour and recognise irregularities

read and interpret muster plans and maps

calculate animal numbers and assess and

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	calculate feed and water requirements.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Identified hazards or problems encountered during loading and unloading may be communicated to the supervisor or transport operator.
2. How can **information be collected**, **analysed and organised** (**1**)?	Stock counts can be reconciled with cartage notes.
3. How are **activities planned and organised** (**1**)?	Loading and unloading may be planned and organised with others according to workplace procedures.
4. How can **team work** (**1**) be applied?	Team work may be applied in the communication of methods and procedures to control animals during loading and unloading.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Mathematics may be applied in the calculation of animals during loading and unloading.
6. How can **problem-solving skills** (**1**) be applied?	Contingencies in the event of adverse weather conditions or uncontrolled animals movement may be planned and prepared to minimise disruption to work schedules.
7. How can the **use of technology** (**1**) be applied?	To communicate, calculate and record animal numbers.

Are there other competency standards that could be assessed with this one?

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This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available

What type of **facilities and equipment** may be included?	Depending on the type of animals being loaded and unloaded, facilities may include yards, pens, fixed and portable loading ramps, cages, prods and dogs.
What existing and potential **hazards** may be identified?	Animal movement and handling, solar radiation, dust, uneven work surfaces, gates, moving trucks and other vehicles.
What **personal protective clothing and equipment** may be relevant to this standard?	This may include boots, overalls, gloves, protective eyewear, hearing protection, dust mask and sun protection (sun hat, sunscreen).
What **animals** are covered by this standard?	Animals covered by this standard include cattle, sheep, goats, pigs, horses and poultry.
What **safe working methods** may be relevant to this standard?	Safe systems and procedures for: animal handling including zoonoses control (such as Q Fever) hazard and risk control manual handling outdoor work including protection from solar radiation, dust and noise the appropriate use and maintenance of personal protective equipment.

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What **identification** systems are used?	Identification may include tail tags or other means of identification of animals.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTE2308A Operate ride-on vehicles

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of maintaining and operating two and four wheel all terrain vehicles and ride-on machinery. This unit does not include tractors or motor vehicles, as they are covered by other units of competency.

It requires the application of basic skills and knowledge to safely utilise individual controls and features of ride-on vehicles, with or without attached equipment, and carry out basic maintenance procedures. Competency requires an awareness of duty of care to self, others and the environment. The work is likely to be carried out under routine supervision within enterprise guidelines.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria

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1 Prepare ride-on vehicle for operation	1.1 Existing and potential **OHS hazards** in the work area are identified and reported to the supervisor.
	1.2 **Routine checks and maintenance** of **ride-on vehicle** are conducted prior to use according to manufacturers specifications and **enterprise requirements.**
	1.3 **Attached equipment** is identified and selected appropriate to work requirements, checked for safety, and set for operation.
	1.4 Ride-on vehicle and equipment faults or malfunctions are identified and reported for repair according to enterprise requirements.
	1.5 Appropriate licences for operation of vehicles are obtained where required.
2 Operate ride-on vehicle	2.1 **Risks** to self, others and the environment are recognised and avoided according to OHS and enterprise requirements.
	2.2 Suitable **personal protective equipment** is selected, used and maintained according to OHS and enterprise requirements.
	2.3 Ride-on vehicle is operated in a **safe and controlled manner,** and monitored for performance and efficiency.
	2.4 Hazards are identified, anticipated and controlled through the application of safe riding techniques.
	2.5 **Environmental implications** associated with ride-on vehicle operation are recognised and positive enterprise environmental procedures applied where relevant.
3 Complete and check ride-on vehicle operation	3.1 **Shut-down procedures** are conducted according to manufacturers specifications and enterprise requirements.
	3.2 Malfunctions, faults, irregular performance or damage to ride-on vehicle is detailed and reported according to enterprise requirements.
	3.3 Ride-on vehicle is cleaned, secured and stored according to enterprise requirements.

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3.4 Ride-on vehicle operational **reports** are maintained to industry standards according to enterprise requirements.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability to safely and effectively ride 2, 3 and 4 wheel all terrain vehicles, with or without attached equipment in off-road environments. It also requires the ability to perform routine pre-operational checks and maintenance, attach and operate equipment, recognise and control hazards and risks, and monitor and maintain vehicle records. Evidence must be demonstrated in safe workplace and positive environmental practices associated with the operation of ride-on vehicles.

The skills and knowledge required to operate ride-on vehicles must be **transferable** to a different work environment. For example, this could include different vehicles, terrains and enterprise situations.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

components, controls and features of ride-on vehicles and their functions

range of ride-on-vehicles and attached equipment and functional applications

operating principles and operating methods

load limits and the principles of weight distribution with regard to load shifting and vehicle movement

effects of adverse weather and terrain conditions on the operation of ride-on vehicles

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	OHS legislative requirements codes of practice with regard to the use and control of hazardous substances environmental codes of practice for machinery operation.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: steer, manoeuvre and position vehicles in a smooth and controlled manner apply hand-eye co-ordination safely operate ride-on vehicles in adverse weather and difficult terrain conditions match and attach equipment appropriate to work requirements demonstrate safe and environmentally responsible workplace practices read and comprehend manufacturers specifications, work and maintenance plans, and MSDSs effectively communicate faults and hazards, interpret and apply task instructions, report and maintain operational records.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Information with regard to hazards and unsafe work practices associated with the operation of ride-on vehicles may be

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	reported to the supervisor and work team.
2. How can **information be collected**, **analysed and organised** (**1**)?	Information with regard to ride-on vehicle performance, faults and maintenance carried out may be detailed and recorded for reference, and organised by reports.
3. How are **activities planned and organised** (**1**)?	Maintenance and repairs may be planned and co-ordinated around work schedules, or sequenced as required.
4. How can **team work** (**1**) be applied?	Team work may be applied in the application of methods and procedures to complete maintenance procedures and maintain records.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Mathematics may be applied in the calculation and measurement of load and weight, servicing requirements, and distance and fuel consumption.
6. How can **problem-solving skills** (**1**) be applied?	Breakdown, faults or malfunctions will require arrangements for repair or replacement to achieve work schedules.
7. How can the **use of technology** (**1**) be applied?	To communicate, measure and record information with regard to maintenance, usage and performance of vehicle.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen

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in training and assessment may depend on the work situations available

What **OHS** requirements may be relevant to this standard?	Safe systems and procedures for: the safe operation and maintenance of ride-on vehicles and attached equipment, including the guarding of exposed moving parts checks to ensure loads are secure and within working specifications hazard and risk control safe mounting and dismounting manual handling including lifting and carrying the application of emergency/defensive driving techniques handling, application and storage of hazardous substances outdoor work including protection from solar radiation, dust and noise the appropriate use and maintenance of personal protective equipment.
What existing and potential **hazards** may be associated with the operation of ride-on vehicles?	Hazards may include exposure to loud noise and fumes, hazardous substances (fuel, oils), solar radiation, and organic and other dusts. It may also include ergonomic hazards associated with posture and mechanical vibration. Other hazards may include bystanders, livestock and wildlife, difficult terrain and varying gradients, broken ground, potholes, ditches, gullies, embankments, obstacles, flying objects, adverse weather conditions, electricity, powerlines, loose clothing, speed and fatigue, load shifts, mechanical malfunctions, exposed moving parts, and other machinery.
What **routine checks and maintenance** might be carried out prior to operation?	Pre-start and safety checks to manufacturers specifications including an assessment of tyres, wheels, controls and cables, lights, safety mirrors, electrics, safety restraints, chain/driveshaft, chassis and suspension. Service and maintenance of cooling system, fuel, oils and lubricants, battery levels; tyre pressure, fan belts, leads, lines, connections,

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	air filters, air conditioning, brakes, clutch, gearbox, steering, lighting, and transmission. Inspection of hitch and towing points.
What **ride-on vehicles** might be covered in this standard?	This may include 2 wheel motorcycles (agbikes and trailbikes, excluding road motorcycles), 3 and 4 wheel motorcycles (all terrain vehicles), and ride-on mowers. All terrain vehicles are small, motorised vehicles with low pressure, high flotation tyres.
What **enterprise requirements** may be applicable to this standard?	SOP, industry standards, production schedules, MSDS, work notes and plans, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), and supervisors oral or written instructions.
What range of **attached equipment** may apply to this standard?	Mounted equipment may include spray equipment, spreaders, winch, gun scabbard, toolbox, and first aid kits. Trailed equipment may include a range of trailers, slashers and spreaders.
What **risks** may be associated with the operation of ride-on vehicles?	Loss of rider control caused by the incorrect matching of operator size and weight to vehicle size and weight, and load shifting as a result of uneven weight distribution.
What **personal protective equipment** may be relevant to this standard?	This may include helmets, boots, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).
How might the operation of a ride-on vehicle be demonstrated in a **safe and controlled** manner?	Appropriate selection and use of vehicle controls, features, settings and operational techniques for the terrain and weather conditions without causing damage to ride-on vehicle, equipment, person, property, or environment.
What **environmental implications** may be associated with the operation of ride-on vehicles?	Negative environmental impacts may result from excessive noise and exhaust emissions, the unsafe use and disposal of maintenance debris (oils containers, chemical residues), and hazardous substances (fuel, oils). High traffic activity, particularly the repeated use of tracks may negatively impact in soil

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	disturbance, dust problems and increased run-off flows from unsafe cleaning and servicing activities.
What may be involved in shut **down procedures** for ride-on vehicles?	This may include turning the engine off, safe dismounting, and securing the vehicle. It may also include parking away from hazards, maintaining a clear thoroughfare, refuelling and cleaning the vehicle.
What **reports** may be relevant to this standard?	This may include routine checks and maintenance, scheduled maintenance activities, mandatory or statutory inspections, log books, faults, malfunctions and damage details, and hazard and incident reports.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTE3102A Educate, ride and care for horses and equipment

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the functions required to safely perform advanced level horsemanship activities such as regularly monitoring horse health and condition, breaking in horses in line with property policy, and advanced horse riding activities. At the completion of the work described in this standard, property horses must be handled effectively and properly.

This standard requires the application of skills and knowledge to carry out horse handling operations safely and humanely in prepared handling areas using appropriate equipment and techniques. Competency requires an awareness of animal welfare legislative requirements and organisation workplace safe practices. The work in this standard is likely to be carried out under routine supervision within organisation guidelines.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

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Element	Performance Criteria
1 Prepare to break and ride horses	1.1 **Work to be undertaken** is interpreted from work program, where necessary, and confirmed with management.
	1.2 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of the preparation process.
	1.3 Equipment suitable for the work to be undertaken is selected, checked, and maintained if necessary.
	1.4 Suitable **personal protective equipment** is selected, used and maintained.
2 Ride horses	2.1 Horses are caught and **handled** safely and within organisations guidelines and codes of practice for Animal Welfare and Handling of Horses.
	2.2 **Mouthing**/flexing is completed in line with industry and organisation practices.
	2.3 Tack is fitted and horses **educated** and broken to saddle in line with organisation policy.
	2.4 Regular handling and education maintains horse response.
	2.5 "Green" or uneducated horses ridden as a part of work routines and in line with relevant **OHS** legislation.
	2.6 OHS hazards are continually identified, risks assessed and suitable controls implemented.
3 Monitor horse health and condition	3.1 Regular monitoring as a part of daily routines identifies signs of ill health and poor condition in organisation horses.
	3.2 Horses in need of attention are mustered or caught as required, and condition reported and recorded.
	3.3 Prescribed treatments are administered for **common ailments** under supervision of the veterinarian or organisation manager.
4 Care for saddlery and equipment	4.1 Basic **working gear** to suit the individual horse is selected and fitted.

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4.2 Working gear is cleaned and checked as a part of regular daily routines.

4.3 Working gear is maintained or repaired as required to ensure safe horse working conditions.

4.4 Working gear and saddlery is cleaned and stored after use in line with organisation guidelines.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in performing advanced level horsemanship activities requires evidence of the ability to prepare horses for handling operations using equipment with calm and humane methods to minimise undue stress and risk to horses or handlers. It requires the ability to prepare and break in horses for riding and monitor health, together with maintenance of saddlery and horse equipment. Evidence must also be demonstrated in the advanced employment of safe workplace and positive environmental practices.

The skills and knowledge required must be transferable to another rural environment. For example, across a range of horse temperaments and stages of breaking and training.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

assessing horse confirmation and work capabilities

basic anatomy and physiology of a horse

anatomy of the lower limbs of horses

environmental controls and codes of practice applicable to the organisation

the organisations livestock production and management plans - sound management

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	practices and processes to minimise noise, odours and debris from the livestock operations relevant legislation and regulations relating to waste and environment management, animal health and welfare, and employment of staff and contractors relevant OHS legislation, regulations and codes of practice.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: identify common horse ailments quickly develop an empathy with the horse or horses in their care handle horses for routine procedures effectively assess horse needs and capabilities observe, identify and react appropriately to environmental implications and OHS hazards measure quantities required for feed.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	When interpreting the specific work that is required, and when dealing with colleagues and clients.
2. How can **information be collected**, **analysed and organised** (**2**)?	When determining the health needs and breaking requirements of the horse.

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3. How are **activities planned and organised** (**2**)?	In setting up the regimes for breaking the horses.
4. How can **team work** (**3**) be applied?	When working alongside others to achieve a common workplace outcome.
5. How can the use of **mathematical ideas and techniques** (**2**) be applied?	In calculating quantities and volumes of feed and additives.
6. How can **problem-solving skills** (**2**) be applied?	When dealing with difficult or fractious horses.
7. How can the **use of technology** (**2**) be applied?	When measuring, communicating and calculating.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

Where might organisation work procedures and guidelines be found for the **work to be undertaken**?	Work procedures will be based on sound agricultural principles and practices and may include supervisors oral or written instructions, organisation standard operating procedures, specifications, work notes, waste disposal, recycling and re-use guidelines, and OHS procedures.
What **personal protective equipment** may	This may include boots, helmet, overalls,

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be relevant to this standard?	gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).
How must unbroken horses initially be **handled**?	Initially by approaching the unbroken horse, fitting halters, fitting neck collars, and use of industry recognised handling strategies.
How must **mouthing** be performed?	By lunging, long reins, restraints, and other industry/organisation practices.
What is involved in the **education** and breaking of horses?	It involves grooming, rugging, shoeing, riding in confined and open areas, and stockwork in confined and open areas.
What actions could be taken to eliminate or minimise the **OHS** risk?	Relevant OHS hazards identification, risk assessment and risk control measures: safe operating procedures safe manual handling systems and procedures safe systems and procedures for outdoor work, including protection from solar radiation selection, use and maintenance of relevant personal protective equipment. all working routines for horses must be carried out in line with the provisions of the Workplace Health and Safety Acts and relevant animal codes of welfare.
What are some **common ailments** of stockhorses?	Lower limb injury, respiratory diseases, infectious skin diseases, eye injuries, tendon and ligament injuries, lacerations and abrasions, viral, fungal or bacterial infections, internal or external parasites, nutritional disorders, and colic.
What does **working gear** include?	It includes saddles, breastplates, martingales, bridles, cruppers, saddle bags, headstalls, saddle cloths, feeders, and rugs and restraining devices such as rearing bit, war bridle, blindfold, twitch, neck skin hold, leg strap, hobbles, and sidelines.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

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Unit Sector(s)

Not applicable.

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RTE3131A Transport livestock

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the functions required to safely and efficiently transport livestock to a destination within a specified timeframe.

It requires the application of knowledge and skills to handle livestock safely and humanely, maintain load within specifications, and monitor the health and condition of livestock during transit. An awareness of legislation requirements associated with animal welfare and the transport of livestock is also required. The work associated with this standard would require some judgement and discretion and is likely to be carried out under minimal supervision, with checking only related to overall progress.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria

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1	Prepare for the transport of livestock	1.1 **Transport plan** is obtained, interpreted and clarified according to **legislative** and **enterprise requirements**.
		1.2 **Vehicles, equipment and resources** are identified and arranged according to transportation plan.
		1.3 **Routine pre-operational checks** of vehicle and equipment are carried out prior to use according to manufacturers specifications and enterprise requirements.
		1.4 **Load is calculated** and maintained within working specifications.
2	Load livestock	2.1 Workplace safety policies and procedures are observed and followed according to **OHS** and enterprise requirements.
		2.2 **Load agreement** is checked for compliance with transport code specifications and relevant documentation completed.
		2.3 **Prepared** livestock are loaded and secured safely and humanely according to animal welfare, OHS and enterprise requirements.
		2.4 Existing and potential **hazards** are identified and managed according to OHS, legislative and enterprise requirements.
3	Transport and unload livestock	3.1 Livestock are transported with minimal stress and discomfort according to animal welfare requirements.
		3.2 Vehicles follow approved transport routes and comply with legislated speed limits, avoiding damage to livestock, personnel, vehicle or environment.
		3.3 Livestock are unloaded safely and humanely using appropriate equipment and facilities according to manufacturers specifications.
		3.4 Livestock condition and welfare are monitored and appropriate feed and water requirements are provided according to enterprise requirements.
4	Complete transportation	4.1 Vehicle shutdown procedures are carried out

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operations	according to manufacturers specifications.
	4.2 Vehicle, equipment and facilities are cleaned, maintained and secured according to OHS and enterprise requirements.
	4.3 **Relevant information** is documented according to legislative and enterprise requirements.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability to maintain the health and welfare requirements of livestock during transit, while achieving the requirements of the transport plan within the scheduled timeframe. It also requires the ability to interpret and apply instructions, operate and maintain vehicles, operate loading and unloading equipment, humanely secure livestock, and comply with relevant legislative requirements and authorisations.

The skills and knowledge required must be **transferable** to a different work environment. For example, if competence is evident in the transport of sheep, it must also be evident that these skills can be adapted to transporting goats.

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below: industry and legislative requirements for the transport of livestock animal welfare and OHS legislative requirements environmental codes of practice with regard to vehicle operation and livestock production market requirements in relation to the quality and condition of livestock

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sourcing and costing transportation alternatives

enterprise policies with regard to the use of vehicles and equipment

equipment functions, technical capability and limitations

hauling and towing procedures

defensive driving techniques

relevant documentation requirements and procedures.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

steer, manoeuvre and position vehicle in a smooth and controlled manner in on and off-road conditions

demonstrate safe and humane handling of livestock

safely operate loading and unloading equipment

apply hand-eye co-ordination

demonstrate safe and environmentally responsible workplace practices

obtain relevant licenses and permits

recognise vehicle operational faults

demonstrate emergency procedures and defensive driving techniques

read and comprehend manufacturers specifications, work and maintenance plans, and MSDS

interpret transport plan requirements

communicate verbally to advise and anticipate conditions

maintain records, reports, and log books.

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What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	In determining the requirements of the specific job from delivery and dispatch offices and transport authorities.
2. How can **information be collected**, **analysed and organised** (**1**)?	In relation to loading and the routes to be taken.
3. How are **activities planned and organised** (**1**)?	For the safe transport of livestock.
4. How can **team work** (**1**) be applied?	In completing specified activities and operations in conjunction with site personnel at both ends of the transport operation.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	In observing loading limits and vehicle instrumentation, and in the calculation of time and distance.
6. How can **problem-solving skills** (**1**) be applied?	By accessing information from supervisors, and in relation to mechanical problems.
7. How can the **use of technology** (**1**) be applied?	In operating any necessary equipment prior to, and during, the transport operation - communication technology, calculating equipment, and measuring and recording equipment.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for

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this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

What information may be included in a **transport plan**?	This may include a verbal or written briefing outlining and detailing the nature and scope of the task including time of loading, type of loading and unloading facilities, type of vehicles, number of livestock per vehicle, watering and feeding points, travelling time, destination, access road plan and haul routes, condition of livestock, place of loading, labour requirements, the use of dogs and muzzles, potential hazards, safety and environmental protection procedures, animal welfare considerations, and instructions and schedule details. It may also include required authorisations and clearances, licensing and legislative requirements and hand-over procedures, and any relevant documentation.
What **legislative** requirements may apply to the transportation of livestock?	This may include the relevant State/Territory roads and traffic regulations and licensing requirements, Environmental Protection Act, OHS legislation, codes of practice with regard to animal welfare and land transport of livestock.
What **enterprise requirements** may be relevant to this standard?	These may include SOP, industry standards, Total Quality Management standards, manufacturers specifications, MSDS, operators manuals, enterprise policies and procedures, induction documentation, training materials, policy and procedures, and verbal or written instructions.
What **equipment**, **vehicles and resources**	This may include:

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may be arranged?	equipment, including cleaning equipment, power tools, hand tools, and loading and unloading equipment/ramps vehicles, including floats, semi-trailers, road trains including B doubles, trucks and trailers, and rail transport resources, including personnel, contractors, log books and relevant forms, vehicle specification and service manuals, vehicle tools, writing materials, first aid kit, fire control equipment, and breakdown gear.
What **routine pre-operational checks** may be carried out?	This may include pre-start and safety checks, service and maintenance procedures including checks of fuel and lubricant levels, and an assessment of tyres, wheels, controls and cables, warning lights and electrical systems, braking and hydraulic systems.
What may be involved in **calculating a load**?	Calculations may include the height, weight, width, and safety of the load.
What **OHS** requirements may be applicable to this standard?	Safe systems and procedures for: maintenance and operation of vehicles and equipment handling livestock manual handling, including lifting and carrying protection from mechanical hazards including hydraulics, hazardous noise and organic and other dusts health and safety of personnel and bystanders outdoor work including protection from solar radiation appropriate use of personal protective equipment.
What information may be included in a livestock **load agreement**?	This may include details of an agreement reached between loader and carrier of type and number of livestock to be transported, load weight, and recipient details.
What may be involved in the **preparation** of livestock immediately prior to	This may include the mustering, yarding and counting of livestock, and the appropriately applied and displayed identification marks,

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transportation?	tags or tattoos.
What existing and potential **hazards** may be associated with transporting livestock?	Hazards may include the movement of livestock, operating and maintaining machinery and equipment including hydraulics and exposure to moving parts, noise, organic and other dusts, solar radiation and road transport.
What **relevant information** may be documented?	This may include the documentation of vehicle log books, time sheets, maintenance records, details of equipment and resource use and performance, transportation and delivery outcomes, and any hazard or incident details.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTE3137A Carry out basic hoof care procedures

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of maintaining horse hooves in premium condition. It requires the application of skills and knowledge necessary to inspect hooves, to perform basic care in line with enterprise policy, and to provide assistance to farriers and veterinarians where appropriate.

Work is likely to be under limited supervision from others, with checking only related to overall progress. The inspection and maintenance of hooves is performed within routines, methods and procedures, with necessary skills such as the basic use of farriery tools to complete routine hoof care.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria

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1	Prepare to perform hoof care on horses	1.1 **Work to be undertaken** is interpreted from work program, where necessary, and confirmed with management.
		1.2 Organisation requirements for the care and handling of horses within the guidelines of animal health and welfare are recognised and understood.
		1.3 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of the process.
		1.4 Tools and equipment suitable for the work to be undertaken are selected, checked, and maintained if necessary.
		1.5 Suitable **personal protective equipment** is selected, used and maintained.
2	Provide hoof care to horse	2.1 Basic **farriery tools** are selected for appropriate use.
		2.2 Horses legs are picked up and hooves picked and cleaned according to set leg routines.
		2.3 Legs are held and the hoof presented to allow treatment to be carried out efficiently and safely.
		2.4 Basic **hoof care** is provided according to organisation guidelines and procedures.
		2.5 **OHS** hazards are continually identified while handling horses, risks assessed and suitable controls implemented.
3	Replace dislodged and loose **shoes**	3.1 Loose shoe is removed and straightened if required.
		3.2 Loose shoes are tightened by re-nailing or application of extra nails.
		3.3 Cast shoe is reapplied taking care to avoid injury to the animal and all nails are clinched.
		3.4 Farrier assistance is called where hoof trimming or shoe shaping is required.
4	Complete maintenance and administration	4.1 Equipment is cleaned in according to manufacturers specifications, organisational procedures and regulations.

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4.2 Attachments and other ancillary equipment are cleaned and stored according to with manufacturers specifications, organisational procedures and regulations.

4.3 All containers, leftover fluids, waste and debris from the operations are disposed of safely and appropriately.

4.4 All required documentation **recorded** accurately and promptly according to organisational requirements.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Competence in carrying out basic hoof care procedures requires evidence of the ability to inspect and evaluate state of hooves, and perform required tasks in basic maintenance. It also requires the ability to assist professionals with intensive hoof treatment. Evidence must be demonstrated in complying with relevant legislative requirements.

The skills and knowledge required to carry out basic hoof care procedures must be **transferable** to a different work environment. For example, across a range of breeds, uses and ages of horses.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

the structure of the hoof and associated problems

hoof care and shoeing procedures

hoof injury

the need to maximise hygiene practices and awareness.

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What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: competently handle and restrain horses of all classes for hoof procedures handle horses and duties around them in a firm but calm, gentle and unhurried manner complete horse records clearly and accurately observe, identify and react appropriately to environmental implications and OHS hazards.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	In communicating with farriers and veterinarians.
2. How can **information be collected**, **analysed and organised** (**1**)?	In organising treatment timetables and treatment regimes.
3. How are **activities planned and organised** (**2**)?	By organising personnel and contractors.
4. How can **team work** (**2**) be applied?	By working with others to achieve overall enterprise goals.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	In estimating age and treatment intervals.
6. How can **problem-solving skills** (**2**) be applied?	When dealing with hoof injury.

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7. How can the **use of technology** (**1**) be applied?	When calculating and communicating.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function, for example:

RTE3104A - **Carry out basic dentition care procedures on horses**

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

Where might organisation work procedures be found for the **work to be undertaken**?	Work procedures will be based on sound agricultural principles and practices and may include supervisors oral or written instructions, organisation standard operating procedures, specifications, work notes, waste disposal, recycling and re-use guidelines, and OHS procedures.
What **personal protective and equipment** may be relevant to this standard?	This may include boots, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).
What **farrierytools** might be need?	Hoofpicks, paring knife, farrier's hammer, anvil, clinching pliers, and horseshoe nails.
What does **hoof care** involve?	Hoof care, in particular for young horses will require regular attention to minimise hoof

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	damage through cracking, cuts or abrasions.
What actions could be taken to eliminate or minimise the **OHS** risk?	The range of actions are both systematic and run at an operational level. They are listed below: safe work systems and procedures to reduce kicks, bites and crushing injuries from horses - this will include using calm and positive actions to avoid alarming stock safe manual handling systems and procedures safe horse restraining procedures used while working on horses clear communication between workers, especially when working together within a close proximity all procedures must be carried out in compliance with the provisions of the Workplace Health and Safety Acts, their regulations and the relevant codes of practice.
What type of **shoeing** is covered by this unit?	Cold shoeing is the only type of work covered by this unit. Hot shoeing is not covered in this unit or this Training Package.
What information might be **recorded** and how might it be documented?	Dates, times and periods of operation and maintenance, and substances used including quantities and methods. Record keeping systems used may be either paper-based or digital, and information will be recorded into logbooks or other records.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTE3144A Prevent and treat equine injury and disease

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the functions involved in preventing and treating injuries and disease in horses. It requires the regular checking of all horses on the property for signs of ill health, distress or abnormal conditions. In addition, it requires the administering of veterinary medicines to treat disease incidence as instructed. Under the instruction from the manager (or veterinary doctor), quarantine measures, vaccinations or other preventative procedures will also be completed. At the completion of the work described in this standard, disease incidence will be minimised. The work in this standard will be carried out independently within own area of responsibility.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria

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1 Prepare to treat horses	1.1 Work to be undertaken is interpreted from work program, where necessary, and confirmed with management.
	1.2 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of the process.
	1.3 Tools and equipment suitable for the work to be undertaken are selected, checked and maintained if necessary.
	1.4 Suitable **personal protective equipment** is selected, used and maintained.
2 Recognise and report common ailments	2.1 Routine and regular checks are made of horses to detect **abnormal conditions**.
	2.2 Common **ailments** are **distinguished** through signs of distress, elevated **temperatures**, or skin or joint condition.
	2.3 Abnormal **conditions** are reported to the manager (or veterinary doctor) and actions are taken under instruction and supervision.
	2.4 **Initial first aid procedures** are carried out for horses until professional help arrives.
3 Apply disease or ailment prevention procedures	3.1 Stable/paddock quarantine procedures are carried out according to enterprise practice.
	3.2 Stable hygiene practices are maintained at high levels in accordance with routine instructions.
	3.3 Routine annual or outbreak stimulated vaccination of horses is carried out under supervision of the veterinary practitioner with a minimum of stress to animals.
	3.4 Routine drenching and skin washing procedures are carried out to prevent or control external or internal parasites.
	3.5 While handling horses, **OHS** hazards are continually identified, risks assessed and suitable controls implemented.
	3.6 Comprehensive **records** of veterinary medication

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		and treatment by other professionals are maintained for each individual animal.
4	Treat equine injury and disease	4.1 Twitches and other restraining devices are used, as required, depending upon the individual horses temperament.
		4.2 Prescribed veterinary medicines are administered at correct dose, according to instructions, with minimal stress to the horse and under supervision by manager or veterinary doctor.
		4.3 All handling of the horses is done within the guidelines of animal welfare codes and practices.
5	Complete hygiene and administration	5.1 All equipment used in treating horses is cleaned hygienically and stored in accordance with manufacturers specifications, **organisational procedures** and regulations.
		5.2 All containers, leftover fluids, waste and debris from the treatments are disposed of safely, hygienically and appropriately.
		5.3 All required **records** and documentation are completed accurately and promptly in accordance with operational requirements.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Competence in preventing and treating equine injury and disease requires evidence of the ability to recognise common ailments, identify and report abnormal conditions, treat present equine injury and disease, and perform preventative actions such as stable hygiene practices and quarantine procedures to prevent its recurrence.

The skills and knowledge required to prevent and treat equine injury and disease must be **transferable** to a different work environment. For example, if competent is evident in the application of disease preventative procedures such as maintaining stable hygiene, it must also indicate competence to apply such measures across a range of horse breeds and uses.

What specific knowledge is needed to	Knowledge and understanding are essential

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achieve the performance criteria?	to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below: common horse diseases the range of common ailments that may occur or affect horses the application of a range of treatments under veterinary supervision methods of horse handling environmental controls and codes of practice applicable to the enterprise the organisations livestock production and management plans - sound management practices and processes to minimise noise, odours and debris from the livestock operations relevant legislation and regulations relating to waste and environment management, animal health and welfare, and employment of staff and contractors the need to maximise hygiene practices and awareness potential hazards associated with the operation of basic tools, and equipment relevant State/Territory legislation, regulations and codes of practice with regard to workplace OHS, and the use and control of machinery and equipment.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: handle horses and duties around them in a firm but calm, gentle and unhurried manner identify signs of ill health and injury or signs of abnormal or depressed appetite handle and restrain horses for observation

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	and treatment as required complete horse health and medication records clearly, accurately and in line with established practice for such records observe, identify and react appropriately to environmental implications and OHS hazards.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**2**) be applied?	In communicating with suppliers and the horse-property network.
2. How can **information be collected**, **analysed and organised** (**2**)?	In daily horse observations.
3. How are **activities planned and organised** (**2**)?	By arranging horse husbandry activities.
4. How can **team work** (**3**) be applied?	In working with other to carry out disease prevention and treatment.
5. How can the use of **mathematical ideas and techniques** (**2**) be applied?	In calculating dosage and bodyweight.
6. How can **problem-solving skills** (**2**) be applied?	When dealing with injury or disease outbreaks.
7. How can the **use of technology** (**2**) be applied?	In communicating and calculating.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other

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competencies relevant to the job function, for example:

RTE3104A - **Carry out basic dentition care procedures on horses**

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

What **personal protective equipment** may be relevant to this standard?	This may include boots, helmet, overalls, gloves, protective eyewear, hearing protection, respirator or facemask, and sun protection (sun hat, sunscreen).
What are some abnormal conditions?	Abnormal conditions include abnormal urine or manure, and absence of variation in quantity of same.
What are some life threatening ailments?	Life threatening ailments may include twisted bowel, colic, and malpresentation of foals.
What might be checked to distinguish ill health?	One might check nasal, vaginal or rectal discharge, rectal temperature, abnormal respiration, abnormal coat conditions, lameness, agitation, and kicking repeatedly.
What does the taking of rectal temperature determine?	In some establishments, the taking of rectal temperature prior to work may identify a range of preclinical symptoms of respiratory infection or other illness which would not otherwise be identified.
What behaviour or conditions might be reported?	Weaving, deprived appetite or other boredom conditions that may reflect on the health of stabled horses.
In what situations may initial first aid	Initial first aid procedures may be required in

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procedures be required?	situations such as bleeding, or cast horses.
What actions could be taken to eliminate or minimise the **OHS** risk?	All working routines for horses must be carried out in line with the provisions of the Workplace Health and Safety Acts and relevant animal codes of welfare. Relevant OHS hazards identification, risk assessment and control measures lead to safe work systems and procedures. Actions aim to: safe work systems and procedures reduce kicks, bites and crushing injuries from horses; this will include using calm and positive actions to avoid alarming stock for restraining horses while working on them handling veterinarian products safely, including vaccines, needles and syringes preventing infection from injured/sick stock safe manual handling systems and procedures Clear communication between workers, especially when working together within a close proximity. Selection, use and maintenance of relevant personal protective clothing and equipment.
What **organisation procedures** may apply to this standard?	Work procedures will be based on sound agricultural principles and practices and may include supervisors oral or written instructions, livestock production program, organisation standard operating procedures, specifications, routine maintenance schedules, work notes, product labels and Material Safety Data Sheets, manufacturers service specifications and operators manuals, waste disposal, recycling and re-use guidelines, and OHS procedures.
What information might be **recorded** and reported?	Dates, times and periods of care given and readings taken, chemicals, medications and other substances used including quantities and methods, and readings from temperature gauges. Record keeping systems used may be either paper-based or digital, and information will be recorded into logbooks

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or other records.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTE3402A Implement animal health control programs

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the functions required to identify and treat internal and external parasites in animals.

It requires the application of knowledge and skills to accurately diagnose the type and severity of infection or parasite infestation and administer appropriate treatments. Competency requires an awareness of legislative requirements with regard to animal welfare. The work in this standard is likely to be carried out under routine supervision within enterprise guidelines.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare for treatment of	1.1 **Animals** affected by **infection or parasites** are

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	animals	identified and the type and severity of infestation or infection is determined.
		1.2 Type and scope of **treatment** is determined and prepared according to manufacturers specifications, **OHS** and industry codes of practice.
		1.3 **Equipment and materials** required for the treatment of animals are prepared to manufacturers specifications and **enterprise requirements.**
		1.4 **Treatment site is prepared** to industry standards according to enterprise requirements.
		1.5 Existing and potential **hazards** in the workplace are recognised, risk assessed and controlled according to OHS requirements.
2	Treat animals	2.1 Suitable **personal protective equipment** is selected, used and maintained according to OHS requirements.
		2.2 Animals are safely handled and **restrained** without causing harm or injury to animal or handler.
		2.3 Treatment is administered hygienically and consistently according to manufacturers specifications, OHS and industry codes of practice.
		2.4 Withholding periods are observed and treated animals are identified to ensure isolation from non-treated animals.
		2.5 Animals are counted out, **prepared and moved** along a planned route without damage to person, property or environment.
3	Complete treatment process	3.1 Animal health and condition are monitored post-treatment and abnormalities reported according to enterprise requirements.
		3.2 **Environmental implications** associated with the treatment of animals are identified, assessed and controlled according to enterprise requirements.
		3.3 Equipment and worksite are cleaned and waste, including **animal residues**, is disposed of according to OHS and enterprise requirements.

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3.4 Health treatments are **stored** to manufacturers recommendations, industry and enterprise requirements.

3.5 **Relevant information** is documented according to industry and enterprise requirements.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability to implement effective preventative health regimes for the control of parasites. It involves the ability to safely handle animals, determine the type and scope of treatment, observe withholding periods, and monitor animals for treatment effectiveness and abnormalities. Competence must be demonstrated in safe and positive environmental workplace practices.

The skills and knowledge required must be **transferable** to another environment. For example, if competence is evident in carrying out a parasite control program for sheep, it must also be evident that these skills may be adapted to a program for goats and beef cattle.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

application procedures and effects of veterinary chemicals

types of health preparation treatments

enterprise vaccination program and procedures

identification of and prescribed treatments for infections and infestations

livestock health and nutritional requirements

types of parasite infestation and their symptoms

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	grazing management strategies used in internal parasite control requirements for the preparation and transportation of faecal samples drenching equipment, drenches and their efficiency relevant codes of practice with regard to the safe use and handling of hazardous substances withholding periods for treated animals animal handling and restraint techniques OHS legislative requirements relevant codes of practice with regard to environmental protection.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: select and apply chemicals appropriate to treat infections and infestations collect faecal, tissue or blood samples for laboratory analysis samples treat rectal prolapse select and prepare livestock for culling arrange and co-ordinate equipment and resources weigh and drench livestock assemble, check and calibrate drenching equipment demonstrate safe and environmentally responsible workplace practices provide due care and humanely handle animals return animals to prepared and clean environments identify the symptoms of parasite infestation read and interpret chemical and veterinary

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	health labels, manufacturers specifications and MSDS
	communicate verbally with the work team and the manager
	calculate animal numbers and measure treatment dosage and rates.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Information with regard to evidence of parasitic infection may be discussed and confirmed with veterinary medicine suppliers and animal health personnel.
2. How can **information be collected**, **analysed and organised** (**2**)?	Information on animal testing may be collected and organised by reports for future analysis of parasite control and management.
3. How are **activities planned and organised** (**2**)?	The treatment process may be planned and co-ordinated with work schedules and timeframes or sequenced as required.
4. How can **team work** (**1**) be applied?	In the application of methods and procedures to complete the treatment program within timeframes and deadlines.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Mathematical techniques may be used to calculate treatment dosage and rates for the severity of the infection or infestation.
6. How can **problem-solving skills** (**1**) be applied?	Problems of large infestations or disease outbreaks may be resolved by isolation procedures.
7. How can the **use of technology** (**2**) be applied?	Technology may be used to communicate, source information and to estimate levels of infection or infestation.

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Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available

What types of **animals** may be covered by this standard?	This may include sheep, goats, pigs, dairy and beef cattle.
What types of **infections or parasites** does this unit cover?	This may include lice, biting lice, sucking lice, ticks, blowfly, itch mite, mange, worms, bacteria, viruses or fluke.
What factors may be considered in determining and preparing animal **treatments**?	This may include assessing the dosage and rates appropriate to the identified type and severity of infestation or infection, the selection of a chemical that doesn't cause fleece/fibre contamination and residues in milk. It may also involve checking the expiry dates on health preparations for validity.
What **OHS** requirements may be applicable to this standard?	Safe systems and procedures for: operation of equipment hazard and risk control handling animals including zoonoses control manual handling, including lifting and carrying

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	protection from hazardous noise and organic and other dusts handling and storage of hazardous substances outdoor work including protection from solar radiation appropriate use of personal protective equipment.
What range of **equipment and materials** may be prepared for use?	This may include syringes, antibiotics and vaccinations, drench guns, overhead gantry, yards, drenches, scales, races, gates, backpacks, faeces collection plastic bags, plastic globes, sample jars, portable coolers, kits supplied by the Department of Agriculture, hand shears, jetting hand piece, water pump, temporary yards, portable plunge dips, sharpening stone, jetting race, tanks, spray dips/shower dips, plunge dips and portable crutching equipment. Preparation may include the calibration of equipment to check accuracy of dose rates.
What **enterprise requirements** may apply to this standard?	Standard operating procedures (SOPs), enterprise quality assurance manual, industry standards and quality assurance programs, Total Quality Management standards, product labels, manufacturers specifications, MSDS, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use) and reporting requirements.
What may be involved in **preparing the treatment site**?	The place of treatment may include yards, plunge dips, jetting races, in paddock, in piggery, spray dips/shower dips. Preparation may involve cleaning and determining the method of site drainage.
What existing and potential **hazards** may be encountered in the workplace?	Animal movement and handling, exposure to hazardous noise, dust and solar radiation and veterinarian chemicals, and zoonotic diseases.
What **personal protective equipment** may be relevant to this standard?	This may include boots, hat/hard hat, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun

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	protection.
What might be involved in animal **restraint** procedures?	Procedures may involve the use of industry accepted animal restraint equipment in conjunction with safe and humane handling techniques.
What may be involved in the **preparation and movement** of animals?	This may include giving animals time to settle post-treatment, conducting the move in a controlled and quiet manner to correct paddock or sickbay.
What **environmental implications** may be relevant to this standard?	Negative environmental impacts may result from the unsafe use and disposal of veterinarian chemicals (dipping, jetting, parasite control) and any consequent residual chemicals. Impacts may also result from high concentrations of animals on ground cover causing run-off flows, loss of ground cover, soil disturbance, pugging, dust problems, weed seeds in animal manure, contamination of ground and surface water supplies, and odours.
What type of **animal residues** may be disposed of?	This may include fly blown fleece, maggots and chemical residues.
What **storage** requirements may be observed?	Storage requirements may include safety, access, warning signs, temperature control, and security for spillage.
What **relevant information** might be recorded and reported?	This may include details of equipment and materials used, the performance of equipment, faults and malfunctions, number of treated livestock and details of treatment, any testing carried out and results, evaluation of treatment effectiveness and observed abnormalities or behaviour in livestock.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTE3712A Administer medication to animals

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of responsibly using medicine in treating animals. When the requirements of this standard are achieved, medications will be administered strictly in compliance with veterinary advice, instruction, and relevant regulations. Where necessary, professional veterinary or pharmaceutical support is engaged to administer medication.

This standard requires the application of skills and knowledge to administer medication to animals in a manner that is safe for both the operator and the animal. Competency requires an awareness of animal health legislative requirements and codes of practice, animal welfare codes of practice, and enterprise workplace safe practices. The work in this standard is likely to be carried out under routine supervision within enterprise guidelines.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

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Element	Performance Criteria
1 Prepare to administer **medication**	1.1 Work to be undertaken is interpreted from **organisation work procedures** or direct instructions, and confirmed with management.
	1.2 Equipment for the work is selected, checked and hygienically cleaned where necessary.
	1.3 Suitable **personal protective equipment** is selected, used and maintained.
2 Administer medicine	2.1 While handling the animal(s), **OHS** hazards are continually identified, risks assessed, and suitable controls are implemented.
	2.2 Administration of medication in the treatment of infection, disease or injury is carried out in the full cognisance of relevant regulations, and veterinary drug legislative requirements
	2.3 Medication use in the treatment of infection, disease or injury is in line with the recommended dose rate/limits.
	2.4 Medication use in the treatment of infection, disease or injury is **recorded** and notified as required by regulations.
3 Complete administration activities	3.1 Details of **medication administration** are recorded accurately according to organisational practices and relevant regulations.
	3.2 Syringes, needles and other veterinary medicine containers are placed in allocated disposal containers, with tips removed from needles prior to disposal.
	3.3 Any observed irregular behaviours are reported to the manager or health professional so decisions on any necessary changes to treatments can be made.
	3.4 All records made, kept and maintained are clear, accurate, and follow the guidelines laid down by the industry and the organisation.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Competence in practicing administering medication requires evidence that treatment of infection, disease or injury is carried out safely and with the full cognisance of relevant regulations and veterinary drug legislative requirements.

The skills and knowledge required to practice responsible use of medicine must be **transferable** to a different work environment. For example this may include different animals, breeds, sizes and uses.

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below: the consequence of administering medication to animals animal first aid procedures and the limits to which they should be applied by personnel at all levels, until professional help is available sources of advice with regard to medication property policy with regard to medication.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: provide support to animal health professionals, as required observe animal condition and health, and accurately record and report observations complete specified protocols with regard to medication.

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What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**3**) be applied?	When communicating with veterinarians and supervisors.
2. How can **information be collected**, **analysed and organised** (**3**)?	In the analysis and organisation of veterinary recommendations and animal histories.
3. How are **activities planned and organised** (**3**)?	In organising animal treatment.
4. How can **team work** (**3**) be applied?	When working with others to achieve goals.
5. How can the use of **mathematical ideas and techniques** (**3**) be applied?	When calculating weights and dosages.
6. How can **problem-solving skills** (**3**) be applied?	In dealing with problems of animal health.
7. How can the **use of technology** (**3**) be applied?	In administering medication and monitoring health.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

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Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

What may be covered under **medication**?	Medication may cover drugs used to treat animal infection, injury and disease including vaccines, antibiotics, probiotics, and hormones such as oxytocin.
What **organisation work procedures** may apply to this standard?	Work procedures will be based on sound agricultural principles and practices and may include supervisors oral or written instructions, livestock production program, organisation standard operating procedures, specifications, routine maintenance schedules, work notes; product labels and Material Safety Data Sheets; manufacturers service specifications and operators manuals, waste disposal, recycling and re-use guidelines, and OHS procedures. It is the responsibility of the manager or trainer to ensure that any drugs used are used in accordance with instruction from the veterinarian (or changed to include probiotics), and that all relevant authorities are notified, as required, when they are used.
What **personal protective equipment** may be relevant to this standard?	This may include boots, helmet, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).
What actions could be taken to eliminate or minimise the **OHS** risk?	Relevant OHS hazards identification, risk assessment and risk control measures include safe work systems and procedures for: reducing kicks, bites and crushing injuries from animals - this will include using calm and positive actions to avoid alarming stock manual handling systems and procedures preventing infection from injured/sick stock systems and procedures for outdoor work, including protection from solar radiation selecting, using and maintaining relevant

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	personal protective equipment systems and procedures for the safe disposal of sharps and protocols for notification of needle stick injuries clear communication between workers, especially when working together within a close proximity. All working routines for animals must be carried out in line with the provisions of the Workplace Health and Safety Acts and relevant animal codes of Biosecurity and Welfare.
How might information be **recorded**?	Record keeping systems used may be either paper-based or digital, and information will be recorded into logbooks or other records.
What relevant information might be **recorded**?	Dates, times and periods of work and maintenance, maintenance that is required for stables and/or equipment, work schedules and work completed, chemicals and other substances used including quantities and methods, and readings from temperature and flow-rate gauges.
How will the **administration of medication** be undertaken?	They will be administered in line with Schedule 4 of the Poisons Act in the various States and may be in the form of a nasal drench, oral drench, paste, intravenous injection, intramuscular injection or topical application, in feed or water (including through supplementary drinkers), but they must be in line with the Veterinary Surgeons Act in each State.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTF1003A Support turf work

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of supporting turf work under supervision. It requires the ability to prepare materials, tools and equipment for turf work, undertake turf work, handle materials and equipment, and clean up on completion of work. Supporting turf work requires knowledge of safe work practices, mowing patterns and heights, turf machinery and equipment, and maintenance practices.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare materials, tools and	1.1 The required materials**, tools and equipment** are identified according to lists provided and/or

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	equipment for **turf work**	supervisor's **instructions.**
		1.2 Checks are conducted on all materials, tools and equipment with insufficient or faulty items reported to the supervisor.
		1.3 Techniques used when loading and unloading materials demonstrate correct manual handling and minimise damage to the load and the vehicle.
		1.4 Suitable **personal protective equipment (PPE)** is selected and checked prior to use.
		1.5 Turf support is provided according to **OHS requirements** and according to **workplace information.**
		1.6 **OHS hazards** are identified and reported to the supervisor.
2	Undertake turf work as directed	2.1 Instructions and directions provided by supervisor are followed and clarification sought when necessary.
		2.2 Turf work is undertaken in a safe and environmentally appropriate manner according to enterprise guidelines.
		2.3 Interactions with other staff and turf users is carried out in a positive and professional manner.
		2.4 Enterprise policy and procedures in relation to workplace practices, handling and disposal of materials is observed.
		2.5 Problems or difficulties in completing work to required standards or timelines are reported to supervisor.
3	Handle materials and equipment	3.1 Plant **debris** and waste material produced during turf work are stored in a designated area according to supervisor's instructions.
		3.2 Materials, equipment and machinery are handled and transported according to supervisor's instructions and enterprise guidelines.
		3.3 A clean and safe work site is maintained while completing turf activities.

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4 Clean up on completion of turf work	4.1 Materials are returned to store or disposed of according to supervisor's instructions.
	4.2 Tools and equipment are cleaned, maintained and stored according to manufacturers specifications and supervisor's instructions.
	4.3 Work outcomes are reported to the supervisor.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in supporting turf work requires evidence that turf activities have been carried out according to instructions and within the required timelines. The skills and knowledge that are required to support turf work must be **transferable** to a different work environment. For example, this could include different work tasks, enterprises and sporting surfaces.

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below: safe work practices required at turf work sites mowing patterns and heights turf machinery and equipment turf and facility maintenance practices.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: prepare materials, tools and equipment for

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turf work

undertake turf work as directed

handle materials and equipment

clean up on completion of turf work.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Ideas and information about the job, tasks and problems should be discussed with other members in the work team and the supervisor.
2. How can **information be collected**, **analysed and organised** (**1**)?	Workplace and supervisors instructions should be located, interpreted and applied with further clarification sought as necessary.
3. How are **activities planned and organised** (**1**)?	Discussions with the supervisor and other team members may be required in order to complete tasks efficiently, in a logical sequence, and in a timely manner.
4. How can **team work** (**1**) be applied?	Good communication and co-operation with other staff in completing turf tasks.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Skills in counting, tallying and estimation are required when handling materials, tools and equipment.
6. How can **problem-solving skills** (**1**) be applied?	Problems will require corrective action or consultation with supervisor.
7. How can the **use of technology** (**1**) be applied?	Technology may be applied in the use of turf equipment and communication systems.

Are there other competency standards that could be assessed with this one?

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This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available

What tasks may be included under **turf work**?	Assisting with the maintenance of turf including mowing, edging, watering, fertilising, and lifting and laying sod. Assisting with collecting rubbish and removing weeds and disposing as directed. Assisting with maintaining turf facilities including assisting with repair, upkeep and moving of on-site structures and equipment, marking out, cleaning of water bodies and raking of sand traps.
What **instructions** may be relevant to this standard?	Instructions may include Standard Operating Procedures (SOPs), enterprise policy and procedures, specifications, work notes, Material Safety Data Sheets (MSDSs), manufacturers instructions, or verbal directions from manager or supervisor.
What **tools and equipment** may be required for nursery work?	Mowers may include cylinder, rotary, flail, hand, hand-operated cylinder mowers and greens mowers. Other tools, equipment and machinery may include rollers, super soakers, line marking equipment, brush cutters, edge clippers, edge slicers and water pumps.

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What **workplace information** might be required for this standard?	Workplace information may include procedures for disposing of waste materials, work instructions or verbal instructions from the supervisor.
What **OHS hazards** may be associated with turf work?	Hazards may include people and animals moving across the site during work, obstacles and debris on the site, disturbance or interruption of services, solar radiation, dust, noise, chemicals and hazardous substances, manual handling, moving machinery and machinery parts, uneven surfaces and flying objects.
What are the **personal protective clothing and equipment** requirements associated with turf support?	Personal protective clothing and equipment may include steel capped boots/shoes, overalls, gloves, sun hat, sunscreen lotion, safety goggles, face mask and ear protectors.
What **debris** may apply to this standard?	Plant material (such as fallen tree limbs and small branches, leaves and grass clippings), animal faeces and litter may create debris on the turf surface, as well as equipment and materials debris resulting from work procedures.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTF2015A Prepare turf surfaces for play

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of work undertaken by greenkeepers and sports turf curators in preparing turf surfaces for match play.

Preparation of turf surfaces is likely to be carried out under routine supervision with intermittent checking. Competency is demonstrated by the application of knowledge and skills to a range of turf surface preparation tasks. Preparation of turf surfaces is usually within established routines, methods and procedures.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare the site to be mown	1.1 **Services** affecting the **turf surface** are located

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		using site plans and in consultation with the supervisor.
		1.2 **Permanent obstacles** and **OHS hazards** are identified, **risks** assessed and reported to the supervisor.
		1.3 **Movable obstacles** are removed before and replaced after mowing and **debris** is disposed of in an environmentally aware and safe manner according to **enterprise work procedures**.
		1.4 **Abnormal conditions** or changes in the appearance of the site are reported to the supervisor.
2	Prepare equipment for mowing	2.1 **Tools, equipment and machinery** are selected that are appropriate to the task being undertaken.
		2.2 The mower is calibrated and adjusted to height according to the manufacturers guidelines and enterprise work procedures.
		2.3 Pre-operational checks of tools, equipment and machinery are completed according to manufacturers specifications and enterprise work procedures.
		2.4 Suitable **personal protective equipment (PPE)** is selected, used and maintained.
		2.5 Suitable **safety equipment** is selected and erected at the work site during work periods.
3	Mow playing surface	3.1 **Grass appearance** is assessed against enterprise guidelines and changes in appearance are reported to the supervisor.
		3.2 The mower is matched to any implement attached to it according to manufacturers guidelines and enterprise work procedures.
		3.3 Continuous oversight of mowing activities is maintained according to enterprise work procedures.
		3.4 Mowing is undertaken according to **OHS requirements**.

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4 Undertake final preparation of playing surface	4.1 **Mark out tools** appropriate for the task being undertaken are selected.
	4.2 Lengths and angles are measured to locate markers and match play equipment according to enterprise work procedures and industry practice.
	4.3 Marking out is completed according to the intended **playing surface use** and enterprise work procedures.
	4.4 Markers and play equipment are placed where necessary according to enterprise work procedures.
	4.5 Correct manual handling techniques are used when lifting or moving heavy loads.
	4.6 Tools, equipment and machinery are cleaned, maintained and stored according to enterprise work procedures.
	4.7 Work outcomes are recorded or reported to the supervisor according to enterprise work procedures.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Overall competency in preparing turf surfaces for match play requires evidence that a person working in a horticultural environment is aware of the procedures that are used to prepare a range of turf surfaces for play and is confident in applying these procedures.

The skills and knowledge required to apply these procedures must be **transferable** to a wide range of turf surfaces, with different grass types and match play uses. For example, the skills required in placing game equipment, line marking and mowing would be applicable in varying situations. Identifiable hazards may also vary in relation to the public accessibility to a playing surface between match play uses.

Skills required to set up and shut down powered tools and trailed machinery in accordance with manufacturers specifications and identify hazards and assess risks will also be applicable in other work situations, such as renovating grassed areas, establishing turf and

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supporting the construction of a turf establishment site.

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below: 1. practical understanding of how the intended use of the turf playing surface and the competition playing requirements will affect preparation of the turf surface 2. the effect of outdoor climatic conditions (e.g., rain, hail, extreme heat and/or wind, or very high ultraviolet radiation), which may prevent or impede turf surface preparation programs, or influence the requirements for the playing surface, the selection of tools, machinery and safety equipment to reduce the hazards presented 3. the environmental impact of water removal procedures, potential run-off from the site and disposal into drains or reticulation units 4. awareness of the potential public nature of turf surface preparation activities and the hazards and responsibilities associated with working in a publicly accessible situation.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: 5. participate in teams and contribute to team objectives 6. read and interpret work procedures 7. communicate effectively with team members and supervisor 8. measure distances, angles and calculate areas 9. dispose of excess water, plant debris and litter in an safe, environmentally aware and sensitive manner, such as sorting plant and paper-based waste for recycling, returning chemical containers to the manufacturer,

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	minimising water run-off and non-recyclable waste, and reporting and disposing of biohazardous litter such as used condoms or hypodermic syringes.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Ideas and information relating to turf preparation activities and problems encountered should be discussed with other members of the work team and the supervisor.
2. How can **information be collected**, **analysed and organised** (**1**)?	The site and surrounding area should be inspected visually and the information gained discussed with the work team and supervisor. Enterprise work procedures and site plans should be consulted, interpreted and applied to turf preparation activities with further clarification sought from the supervisor where necessary.
3. How are **activities planned and organised** (**1**)?	Equipment, materials and work procedures for turf preparation will need to be arranged before and between work periods and there may be some responsibility for co-ordinating work with others.
4. How can **team work** (**1**) be applied?	The turf preparation program may involve working with other members of a team to complete the program.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Measuring distance, calculating areas, calibrating machinery, estimating quantities of materials and marking out will require mathematical application.

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6. How can **problem-solving skills** (**1**) be applied?	Problems relating to preparation techniques, processes, the turf area, workplace safety and other team members may arise during the preparation of turf surfaces for play.
7. How can the **use of technology** (**1**) be applied?	Technology may be applied in the preparation, use and maintenance of turf preparation tools, equipment and machinery.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available

What **services** may need to be located?	Services may include water supply, gas, power (electricity), telecommunications, irrigation, stormwater and drainage.
What types of **turf surface** may require preparation for play?	Turf surfaces may include fine, coarse or juvenile turf.
What **permanent obstacles** may be identified?	Permanent obstacles may include fixed play equipment, service outlets, ground water, design features, trees and shrubs, and open drains.
How may **OHS hazards** be identified?	Hazards may be identified through visual inspection of the area, understanding of site

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	plans, and enterprise work procedures.
What **OHS hazards** may be associated with preparing turf surfaces for play?	Hazards may include people and animals moving across the site during work, obstacles and debris on the site, disturbance or interruption of services, solar radiation, dust, noise, chemicals and hazardous substances, manual handling, moving machinery and machinery parts, uneven surfaces and flying objects.
What or who may be at **risk** from OHS hazards?	Hazards may pose a risk to workers, equipment, people and animals external to the workplace (such as members of the public, match players, stray pets and wildlife) and the natural environment.
What **movable obstacles** may be identified?	Movable obstacles may include play equipment, irrigation sprinkler heads, hoses and potted plants.
What **debris** may be identified on the site?	Plant material (such as fallen tree limbs and small branches, leaves and grass clippings), animal faeces and litter may create debris on the turf surface, as well as equipment and materials debris resulting from work procedures.
What **enterprise work procedures** may apply to this standard?	Work procedures will be based on sound horticultural principles and practices and may include supervisors oral or written instructions, program for preparation of the turf surface, enterprise standard operating procedures (SOPs), specifications, routine maintenance schedules, work notes; manufacturers service specifications and operators manuals; waste and water disposal, recycling and reuse guidelines; and OHS procedures.
What **abnormal conditions** may be identified?	Abnormal conditions may include damage to permanent fixtures, displays, playing equipment, presence of animals, and the turf surface.
What **tools**, **equipment and machinery** may be required to prepare a turf surface for play?	Mowers may include cylinder, rotary, flail, hand, hand-operated cylinder mowers, ride-on mowers, and 4 wheel drive machinery. Other tools, equipment and

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	machinery may include rollers, super soakers, line marking equipment, brush cutters, edge clippers, edge slicers and water pumps.
What **personal protective equipment** (**PPE**) may be required to prepare turf surfaces for play?	Personal protective equipment may include hat, boots, overalls, gloves, goggles, respirator or face mask, face guard, hearing protection, sunscreen lotion and hard hat.
What **safety equipment** may be required?	Safety equipment may include signage and barriers.
What changes in **grass appearance** may be observed?	Grass appearance changes may be observed as worn, discoloured, dried or over-watered grass patches, and evident weed or other pest invasions of the turf surface.
What **OHS requirements** may be relevant to this standard?	OHS requirements may include identifying hazards, assessing and reporting risks, cleaning, maintaining and storing tools, equipment and machinery; appropriate use of personal protective equipment including sun protection, drinking to avoid dehydration, safe operation of tools, equipment and machinery, correct manual handling, basic first aid, personal hygiene and reporting problems to supervisors.
What **mark out tools** may be used when preparing turf surfaces for play?	Mark out tools may include dry and/or wet markers, aerosols, specified measurements, measuring equipment and fitting placements.
What match games might the **playing surface use** include?	Games may include golf, cricket, tennis, volleyball, rugby, soccer, football, horse racing, hockey, bowls or lacrosse.

For more information on contexts, environmental implications and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTF2019A Renovate grassed areas

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of basic renovation practices that are used to restore turf health and condition on a range of grassed areas.

Renovation work is likely to be carried out under routine supervision with intermittent checking. Responsibility for some roles and co-ordination within a team may be required. Competency is demonstrated by the application of knowledge and skills to a range of turf renovation tasks. Turf renovation is usually within established routines, methods and guidelines.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria

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1 Prepare turf area for renovation	1.1 **Services** are located using site and construction plans and in consultation with the supervisor.
	1.2 **OHS hazards** are identified, risks assessed and reported to the supervisor.
	1.3 Suitable **safety equipment** is selected for the turf renovation program.
	1.4 The **environmental implications** of the **turf renovation program** are identified and the likely outcomes assessed and reported to the supervisor.
	1.5 **Preparation** of **turf area** is carried out according to **enterprise work procedures** and site and construction plans.
2 Prepare equipment for turf renovation	2.1 **Hand tools** and **renovation machinery** are selected that are appropriate to the task being undertaken.
	2.2 Pre-operational and safety checks are carried out on hand tools and renovation machinery, according to manufacturers specifications and enterprise work procedures.
	2.3 Suitable **personal protective equipment (PPE)** is selected, used and maintained.
3 Undertake turf renovation	3.1 Safety equipment is erected around trench lines, holes and other disturbed surfaces during and between work periods.
	3.2 Correct manual handling techniques are used when lifting or moving heavy loads.
	3.3 The turf renovation program is undertaken according to **OHS requirements**.
	3.4 Turf renovation tools and machinery are operated safely and effectively.
4 Complete turf renovation	4.1 Plant debris and waste material removed from the site are disposed of in an environmentally aware and safe manner according to enterprise work procedures.
	4.2 Tools and machinery are cleaned, maintained and stored according to enterprise work procedures.

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4.3 A **clean and safe area** is maintained throughout and on completion of work.

4.4 Work outcomes are recorded or reported to the supervisor according to enterprise work procedures.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Overall competence in renovating grassed areas requires evidence that a person working in a horticultural environment is aware of the procedures that are used to restore turf health and condition on a range of grassed areas and is confident in applying these procedures.

The skills and knowledge required for this standard must be **transferable** to a wide range of work environments, with different grass types and end use. For example, turf surfaces serve many purposes, including public access areas such as sports playing surfaces, parks and reserves and median strips, and restricted access areas such as private gardens and display sites.

The skills and knowledge required to renovate grassed areas, such as operating trailed and powered machinery and hand tools, interpreting site and construction plans, identifying and minimising hazards and maintaining clean and safe work areas, are also required when supporting the construction of a turf area and establishing turf.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:
1. the purpose of turf renovation programs in maintaining turf presentation, particularly in relation to the end use of the turf
2. the principles and application of site and construction plans, and work programs to the turf renovation area
3. the effect of adverse outdoor climatic conditions (e.g., rain, hail, extreme heat and/or wind, or very high ultraviolet

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	radiation), which may prevent or impede turf renovation programs, or influence the selection of tools, machinery and safety equipment to minimise the hazards presented 4. awareness of the potential public nature of turf renovation work sites and the hazards and responsibilities associated with working in a publicly accessible situation 5. various requirements of turf species and their culture, different soil preparations for renovation, and effective and safe use of tools and machinery.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: 6. participate in teams and contribute to team objectives 7. read and interpret instructions 8. communicate effectively with team members and supervisor 9. measure distance and calculate area 10. minimise noise, dust, high activity vehicle traffic and water run-off to prevent nuisance-level environmental disturbance.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Ideas and information relating to turf renovation activities and problems encountered should be discussed with other members of the work team and the supervisor.
2. How can **information be collected**,	The site and surrounding area should be

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analysed and organised (**1**)?	inspected visually and the information gained discussed with the work team and supervisor. Enterprise work procedures and site and construction plans should be consulted, interpreted and applied to co-ordinate turf renovation activities with further clarification sought from the supervisor where necessary.
3. How are **activities planned and organised** (**1**)?	Equipment, materials and work procedures for turf renovation will need to be arranged before and between work periods and there may be some responsibility for co-ordinating work with others.
4. How can **team work** (**1**) be applied?	The turf renovation program may involve working with other members of a team to complete the program.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Measuring distance, calculating areas, calibration of machinery and estimating quantities of materials will require mathematical application.
6. How can **problem-solving skills** (**1**) be applied?	Problems relating to renovation techniques, processes, the turf area, workplace safety and other team members may arise during the renovation of a grassed area.
7. How can the **use of technology** (**1**) be applied?	Technology may be applied in the preparation, use and maintenance of turf renovation machinery and equipment.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function, for example:

RTF2020A Assist with turf construction

RTF2023A Support turf establishment

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector**

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booklet.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available

What **services** may need to be located?	Services may include water supply, gas, power (electricity), telecommunications, irrigation, stormwater and drainage.
How may **OHS hazards** be identified?	Hazards may be identified through visual inspection of the area, understanding of site and construction plans, and enterprise work procedures.
What **OHS hazards** may be associated with renovating turf areas?	Hazards may include disturbance or interruption of services, solar radiation, dust, noise, chemicals and hazardous substances, manual handling, moving machinery and machinery parts, uneven surfaces and flying objects.
What **safety equipment** may be required?	Safety equipment may include signage and barriers.
What are the **environmental implications** when performing turf renovation?	Environmental implications may include the contamination of off-site ground water or soils from solids, debris, nutrients or chemicals, and levels of noise, dust, high activity vehicle traffic and water run-off.
What tasks may be undertaken in the **turf renovation program**?	The program may include scarifying, de-thatching, over-sowing, turf replacement (e.g., seeds, sod, stolons, plugs or hydro mulching), checking surface and/or sub-surface drains, soil improvement, soil aeration, fertiliser application and top dressing.
What tasks may **preparation** of turf areas include?	Tasks may include area measurement, peg placement and erection of signage and safety barriers.

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What types of **turf area** may require renovation?	Turf areas may include coarse turf, fine turf, localised areas, and large-scale renovation.
What **enterprise work procedures** may apply to this standard?	Work procedures will be based on sound horticultural principles and practices and may include supervisors oral or written instructions, the turf renovation program, enterprise standard operating procedures (SOPs), specifications, routine maintenance schedules, work notes; product labels and Material Safety Data Sheets (MSDSs); manufacturers service specifications and operators manuals; waste disposal, recycling and re-use guidelines; and OHS procedures.
What **hand tools** may be needed?	These may include rake, spreader, shovel, and turf spade and hose.
What **renovation machinery** may be needed?	Machinery may include trailed or motorised renovating equipment, scarifier, de-thatcher, coring machines and core harvesters.
What **personal protective equipment** (**PPE**) may be required to undertake turf renovation?	Personal protective equipment may include hat, boots, overalls, gloves, goggles, respirator or face mask, hearing protection, sunscreen lotion and hardhat.
What **OHS requirements** may be relevant to this standard?	OHS requirements may include identifying hazards, assessing and reporting risks, cleaning, maintaining and storing tools, equipment and machinery; appropriate use of personal protective equipment including sun protection, drinking to avoid dehydration, safe operation of tools, equipment and machinery, safe handling, use and storage of chemicals and hazardous substances, correct manual handling, basic first aid, personal hygiene and reporting problems to supervisors.
How may a **clean and safe area** be maintained?	Tasks may include keeping public access paths clear of debris, waste, tools, equipment and machinery, disabling equipment and machinery after use, using signage and safety barriers during and removing after turf renovation activities are completed, and removing debris and waste from the work area swiftly and efficiently.

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For more information on contexts, environmental implications and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTF2020A Assist with turf construction

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of support a worker provides to others in a team who are constructing soil profiles for the establishment of turf.

Construction work is likely to be under routine supervision with intermittent checking. Competency is demonstrated by the application of knowledge and skills to a range of soil profile construction tasks. Installation of irrigation and drainage systems is covered in other units at packaged at AQF 3. The work is usually within established routines, methods and procedures.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria

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1 Prepare for soil profile construction	1.1 **Services** are located using site and construction plans and in consultation with the supervisor.
	1.2 **OHS hazards** are identified, risks assessed and reported to the supervisor.
	1.3 Suitable **safety equipment** is selected for the soil profile construction program.
	1.4 The construction site is **prepared** according to **enterprise work procedures** and the construction plan.
2 Prepare equipment for soil profile construction	2.1 Construction **tools, equipment and machinery** are selected that are appropriate to the task being undertaken.
	2.2 Pre-operational and safety checks are carried out on tools, equipment and machinery according to manufacturers specifications and enterprise work procedures.
	2.3 Suitable **personal protective equipment (PPE)** is selected, used and maintained.
3 Undertake soil profile construction	3.1 The base is graded to the specified level and on a consistent slope, and is consolidated to achieve uniform compaction over the entire site, according to enterprise work procedures.
	3.2 Trench lines are dug to the specified depth, width and fall, with all superfluous material evacuated and stored safely according to the construction plan and enterprise work procedures.
	3.3 Construction of the soil profile is undertaken according to **OHS requirements**.
4 Restore the site after drainage and irrigation installation	4.1 Trenches are back-filled with specified construction materials, consolidated and levelled according to the construction plan and enterprise work procedures.
	4.2 The construction site is levelled to visual satisfaction as each layer of the soil profile is installed.
	4.3 The construction site is hand watered thoroughly on completion according to enterprise work

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procedures.

4.4 **Waste material** is removed from the construction site and disposed of in an environmentally aware and safe manner according to enterprise work procedures.

4.5 Tools, equipment and machinery are cleaned, maintained and stored according to enterprise work procedures.

4.6 A **clean and safe area** is maintained throughout and upon completion of work according to enterprise work procedures.

4.7 Work outcomes are recorded or reported to the supervisor according to enterprise work procedures.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in supporting the construction of soil profiles for turf establishment requires evidence that a person using construction equipment and materials can effectively assist other workers in the required work procedures.

The skills and knowledge required to construct a soil profile for turf establishment must be **transferable** to a different work environment. For example, the excavation of trenches, backfilling techniques and practical knowledge of the constructed soil profiles for a range of turf surfaces are also applicable when establishing, monitoring and maintaining a wide range of turf surfaces.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:
1. awareness of irrigation and/or drainage installation procedures and the care needed

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	in laying soil profiles to accommodate and work around these installations 2. awareness of the structural relationship between a well-constructed soil profile and the achievement of enterprise standards for the quality and appearance of the turf to be established on the profile, particularly in relation to the end use of the turf surface 3. awareness of the environmental implications associated with disturbing and installing soil profiles, such as disturbance level noise, dust and water run-off, and the exacerbation or prevention of the contamination of ground water, salination, erosion and interruption to existing native ecosystems 4. awareness of the potential public nature of soil profile construction activities and the hazards and responsibilities associated with working in a publicly accessible situation 5. the effect of adverse outdoor climatic conditions (e.g., rain, hail, days of extreme heat and/or wind, or very high ultraviolet radiation), which may prevent or impede construction programs, or influence the selection of tools, machinery and safety equipment to reduce the hazards presented.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: 6. participate in teams and contribute to team objectives 7. communicate effectively with team members and supervisors 8. read, understand and interpret written instructions and work procedures 9. measure distances and calculate depth, area, volume and capacity accurately 10. minimise noise, dust, high activity vehicle traffic and water run-off to prevent nuisance-level environmental disturbance.

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What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Ideas and information relating to soil profile construction activities and problems encountered should be discussed with other members of the work team and the supervisor.
2. How can **information be collected**, **analysed and organised** (**1**)?	The construction site and surrounding area should be inspected visually and the information gained discussed with the work team and the supervisor. Enterprise work procedures and site and construction plans should be consulted, interpreted and applied to co-ordinate soil profile construction activities, with further clarification sought from the supervisor where necessary.
3. How are **activities planned and organised** (**1**)?	Equipment, materials and work procedures for construction activities will need to be arranged before and between work periods and there will be some responsibility for co-ordinating work with others.
4. How can **team work** (**1**) be applied?	The soil profile construction program will involve working with other members of a team to complete the program.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Measuring distance, calculating areas and volumes, calibrating machinery, estimating quantities of materials and marking out will require mathematical application.
6. How can **problem-solving skills** (**1**) be applied?	Problems relating to the site and environmental conditions, construction techniques, processes, workplace safety and other team members may arise during the construction of soil profiles for turf

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	establishment.
7. How can the **use of technology** (**1**) be applied?	Technology may be applied in the preparation, use and maintenance of construction tools, equipment and machinery.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available

What **services** may need to be located?	Services may include water supply, gas, power (electricity), telecommunications, irrigation, stormwater and drainage.
How may **OHS hazards** be identified?	Hazards may be identified through visual inspection of the area, understanding of site and construction plans, and enterprise work procedures.
What **OHS hazards** may be associated with supporting the construction of soil profiles?	Hazards may include disturbance or interruption of services, solar radiation, dust, noise, soil and water-borne micro-organisms, chemicals and hazardous substances, manual handling, moving machinery and machinery parts, uneven surfaces and flying and falling objects.

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What **safety equipment** may be required?	Safety equipment may include signage and barriers.
What tasks may **preparation** of the construction site include?	Tasks may include supporting surveying, area measurement, marking out, peg placement and erection of signage and safety barriers.
What **enterprise work procedures** may apply to this standard?	Work procedures will be based on sound horticultural principles and practices and may include supervisors oral or written instructions, soil profile construction program, enterprise standard operating procedures (SOPs), specifications, routine maintenance schedules, work notes; product labels and Material Safety Data Sheets (MSDS); manufacturers service specifications and operators manuals; waste disposal, recycling and re-use guidelines; and OHS procedures.
What **tools**, **equipment and machinery** may be required?	Tools, equipment and machinery may include hand tools such as rakes, shovels, spades, rollers, wheelbarrows, hoses and hose fittings, drag mats, level frames, bunker rakes, and machinery such as bobcats, ditch witches, backhoes, front-end loaders, graders, mechanical rollers, trucks, hydraulic trailers, and tractors and 3-point linkage equipment.
What **personal protective equipment** (**PPE**) may be required to support the construction of soil profiles?	Personal protective equipment may include hat, boots, overalls, gloves, goggles, respirator or face mask, face guard, hearing protection, sunscreen lotion and hardhat.
What **OHS requirements** may be relevant to this standard?	OHS requirements may include identifying hazards, assessing and reporting risks, cleaning, maintaining and storing tools, equipment and machinery; appropriate use of personal protective equipment including sun protection, drinking to avoid dehydration, safe operation of tools, equipment and machinery, safe handling, use and storage of chemicals and hazardous substances, correct manual handling, basic first aid, personal hygiene and reporting problems to supervisors.

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What **waste material** may be relevant to this standard?	Waste material may include unused construction and excavated materials, and plant debris, litter and broken components. Plant-based material may be mulched or composted, plastic, metal, paper-based materials may be recycled, re-used, returned to the manufacturer or disposed of according to enterprise work procedures.
What tasks may be undertaken to maintain a **clean and safe area**?	Tasks may include keeping public access paths clear of debris, waste material, tools, equipment and machinery, disabling equipment and machinery after use, using signage and safety barriers during and removing after construction activities are completed, and swiftly and efficiently removing debris and waste from the work area.

For more information on contexts, environmental implications and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTF2023A Support turf establishment

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of supporting the establishment of turf by seed or sod for sporting, recreational, landscaping, community and private use.

Supporting turf establishment is likely to be carried out under routine supervision with intermittent checking. Responsibility for some roles and co-ordination within a team may be required. Competency requires the application of knowledge and skills to a range of turf establishment tasks. Turf establishment is usually undertaken within established routines, methods and procedures.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria

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1 Prepare to establish a planted area	1.1 The **planting site**, **planting methods** and turf plant species and cultivars are identified according to the site plan and **enterprise work procedures**.
	1.2 **Materials, tools, equipment and machinery** are selected according to planted area design requirements and enterprise work procedures.
	1.3 Pre-operational and safety checks are carried out on tools, equipment and machinery according to manufacturers specifications and enterprise work procedures.
	1.4 The environmental implications of the turf establishment program are identified and the likely outcomes assessed and reported to the supervisor.
	1.5 **OHS hazards** are identified, risks assessed and reported to the supervisor.
	1.6 Suitable **safety** and **personal protective equipment (PPE)** is selected, used and maintained.
2 Prepare the planting area	2.1 Layout of **services** is recognised, depths checked against the site plan and discrepancies are reported to the supervisor.
	2.2 **Earthworks** are undertaken according to **OHS requirements**.
	2.3 All **competing plants** are treated according to enterprise work procedures.
	2.4 Soil is assessed for moisture, tilth, compactness, depth and decaying plant material according to enterprise work procedures.
	2.5 **Soil additives** are selected and applied according to enterprise work procedures.
	2.6 The entire surface is raked out evenly to achieve a consistent texture and the area is uniformly levelled to defined contour requirements according to enterprise work procedures.
	2.7 The planting site is watered according to the planting method and enterprise work procedures.
	2.8 Debris and pollutants are removed from the site

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		and disposed of in an environmentally aware and safe manner according to enterprise work procedures.
3	Plant turf	3.1 All turf plant material is inspected prior to being planted and material with **major defects** is discarded according to enterprise work procedures.
		3.2 Hygiene practices with use of tools and equipment are clarified with supervisor and observed in establishment work.
		3.3 Turf plant material with **minor defects** is trimmed or treated to maintain health and vigour according to enterprise work procedures.
		3.4 Seed spread by hand and mechanically is evenly distributed over the whole planting area with no overlap and no areas missed according to enterprise work procedures.
		3.5 The entire sown surface is evenly raked and thoroughly watered according to enterprise work procedures.
		3.6 Sods are correctly oriented, rolled evenly onto a moist surface and interlocked in the pattern and area according to enterprise work procedures.
		3.7 Newly laid turf is watered thoroughly to encourage establishment according to enterprise work procedures.
4	Provide post-planting care	4.1 The planted site is protected from animals, pedestrian and vehicular traffic according to enterprise work procedures.
		4.2 The planted site is rolled to a work pattern planned to cover the area evenly and efficiently and rolling is even, flat and uniform with no **disturbance** according to enterprise work procedures.
		4.3 Turf is mown according to a pattern and height specified in enterprise work procedures.
		4.4 Top dressing is applied evenly to the required depth over the whole area and is worked or rubbed into the surface according to enterprise work procedures.

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		4.5 New turf is watered according to irrigation system manufacturers specifications and enterprise work procedures.
		4.6 Water is applied by hand to dry or under-watered plants according to the requirements of the turf species and cultivar, and according to enterprise work procedures.
		4.7 Watering patterns are checked for dry spots and blockages and faults are rectified according to manufacturers specifications and reported to the supervisor.
5	Monitor turf health	5.1 Turf structure is observed for **quality** according to published data, enterprise work procedures and industry standards.
		5.2 **Damaged turf** is identified according to published data, suppliers specifications, historical data and enterprise work procedures.
		5.3 Plants incorrectly planted or situations that will prevent plants from reaching their full potential are identified, recorded and reported to the supervisor according to enterprise work procedures.
6	Complete establishment of the planted area	6.1 Earthworks are finished off to plan specifications and enterprise work procedures.
		6.2 **Waste material** is removed from the planting site and disposed of in an environmentally aware and safe manner according to enterprise work procedures.
		6.3 Tools, equipment and machinery are cleaned, maintained and stored according to enterprise work procedures.
		6.4 A **clean and safe work area** is maintained throughout and on completion of work.
		6.5 Work outcomes are recorded or reported to the supervisor according to enterprise work procedures.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in supporting turf establishment requires evidence that a person is able to prepare for establishment activities, prepare the site, install plants, provide post-planting care of the planted area and monitor the health of the newly established turf.

The skills and knowledge required to support turf establishment must be **transferable** to a different work environment. For example, a person who can support turf establishment for a domestic garden should be able to transfer that knowledge, and those skills, to another workplace where they are required to support the establishment of a turf surface in a recreational park for public use, following induction to the new workplace.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

the purpose of the turf establishment program in relation to enterprise presentation standards and the end use of the turf surface

the characteristics of enterprise turf species and cultivars, including growth rates, and their planting and post-planting cultural requirements

irrigation and drainage system design and operational techniques to deliver maximum benefits to the planted area while minimising detrimental environmental impacts

the effect of adverse outdoor climatic conditions (e.g., rain, hail, total fire ban days, or very high ultraviolet radiation), which may prevent or impede turf establishment activities, or influence the selection of tools, machinery and safety equipment to minimise the hazards presented

the potential public nature of turf establishment work sites and the hazards and

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	responsibilities associated with working in a publicly accessible situation.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: participate in teams and contribute to team objectives communicate orally with work team members and supervisors utilise proforma recording, reporting and work procedure documents interpret site plans and turf establishment specifications measure quantities, calculate material requirements, area, volume, ratios and application rates, and calibrate machinery co-ordinate own activities with the work group minimise noise, dust, high activity vehicle traffic and water run-off to prevent nuisance-level environmental disturbance.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Ideas and information relating to turf establishment activities and problems encountered should be discussed with other members of the work team and the supervisor.
2. How can **information be collected**,	The turf establishment site and surrounding

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analysed and organised (**1**)?	area should be inspected visually and the information gained discussed with the work team and supervisor. Enterprise work procedures and site and establishment plans should be consulted, interpreted and applied to co-ordinate turf establishment activities, with further clarification sought from the supervisor where necessary.
3. How are **activities planned and organised** (**1**)?	Equipment, materials and work procedures for turf establishment activities will need to be arranged before and between work periods and there will be some responsibility for co-ordinating work with others.
4. How can **team work** (**1**) be applied?	Supporting the turf establishment program will involve working with other members of a team to complete the program.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Measuring distance, calculating areas and volumes, calibrating machinery, estimating quantities of materials and marking out will require mathematical application.
6. How can **problem-solving skills** (**1**) be applied?	Problems relating to the site and environmental conditions, establishment techniques, processes, workplace safety and other team members may arise during the establishment of turf surfaces.
7. How can the **use of technology** (**1**) be applied?	Technology may be applied in the preparation, use and maintenance of turf establishment tools, equipment and machinery.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector**

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booklet.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available

What **planting sites** may be relevant to this standard?	Planting sites may include sports turf or recreational turf surfaces, parks, gardens, landscaped areas and recreational reserves.
What **planting methods** are relevant to this standard?	Planting methods may include hand and machine-assisted sowing, installing sod, stolons, plugs and hydro mulching.
What **enterprise work procedures** may apply to this standard?	Work procedures will be based on sound horticultural principles and practices and may include supervisors oral or written instructions, the turf establishment program, irrigation scheduling, enterprise standard operating procedures (SOPs), specifications, routine maintenance schedules, work notes; product labels and Material Safety Data Sheets (MSDS); manufacturers service specifications and operators manuals; waste disposal, recycling and re-use guidelines; and OHS procedures.
What **materials** may be required to support turf establishment?	Materials may include soil additives, materials for protecting planted areas, and weed, pest and disease control chemicals and materials.
What **tools**, **equipment and machinery** may be required to support turf establishment?	Hand tools may include knives, trowels, spades, forks, rakes, hoes, shovels, buckets, brooms, wheelbarrows, hoses and hose fittings, secateurs or snips, seeders, spreaders, turf spades, rollers and backpack spray equipment. Equipment and machinery may include trailed or motorised seeders, spreaders, spray equipment, pumps and pump fittings, mechanical rollers, brush cutters, edge

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	clippers, edge slicers, renovating equipment, scarifiers, de-thatchers, coring machines and core harvesters, bobcats, ditch witches, backhoes, front-end loaders, graders, trucks, hydraulic trailers, tractors and 3-point linkage equipment, and irrigation and drainage systems and components. Mowers may include cylinder, rotary, flail, hand, hand-operated cylinder mowers, greens mowers, large ride-on fairway mowers, triplex greens mowers and 4-wheel drive machinery.
What **OHS hazards** may be associated with supporting turf establishment?	Hazards may include disturbance or interruption of services, solar radiation, dust, noise, soil, water and air-borne micro-organisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, moving vehicles, machinery and machinery parts, uneven surfaces and flying objects.
What **safety equipment** may be required?	Safety equipment may include signage and barriers.
What **personal protective equipment** (**PPE**) may be required to support turf establishment?	PPE may include hat, boots, overalls, gloves, goggles, respirator or face mask, face guard, spray jacket or suit, hearing protection, sunscreen lotion and hardhat.
What **services** may need to be located?	Services may include water supply, gas, power (electricity), telecommunications, irrigation, stormwater and drainage.
What **earthworks** may be required when establishing a turf surface?	Earthworks may include ripping and cultivating the area to be planted, and supporting the construction of soil profiles for sports turf playing surfaces and the installation of irrigation and drainage systems.
What **OHS requirements** may be relevant to this standard?	OHS requirements may include identifying hazards, assessing and reporting risks, cleaning, maintaining and storing tools, equipment and machinery; appropriate use of PPE including sun protection, drinking to avoid dehydration, safe operation of tools, equipment and machinery; safe handling, use and storage of chemicals and hazardous

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	substances, correct manual handling, basic first aid, personal hygiene and reporting problems to supervisors.
What **competing plants** may require control before establishing turf?	Competing plants may include established plants that require pruning back or weed species that require control techniques such as manual removal, herbicide application, laying weed mats and mulching.
What **soil additives** may be required for the successful establishment of turf surfaces?	Soil additives may include lime, gypsum, emollients, fertilisers, organic materials and fungal and disease control agents.
What **major defects** may require the rejection of turf plant material?	Major defects include any condition that will prevent the turf plant from reaching its full potential, including wilt, stunted growth and root damage.
What **minor defects** may be repairable in required turf plant material?	Minor defects that may be repaired may include damage sustained by turf plant material that can be trimmed or treated so that the plants can still reach their desired potential.
What **disturbance** should be avoided when rolling new turf?	**Disturbance** may include overlapping sods or parting sods.
What factors may indicate level of turf **quality**?	Factors may include upright growth, apparent stress and uniformity or variation in the growing pattern.
What properties of **damaged turf** may be identified?	Properties of damaged turf may include strength, wear tolerance, growth rate, colour and recovery rate.
What **waste material** may be relevant to this standard?	Waste material may include unused earthworks materials, and plant debris, litter and broken components. Plant-based material may be mulched or composted, plastic, metal, paper-based materials may be recycled, re-used, returned to the manufacturer or disposed of according to enterprise work procedures.
What tasks may be undertaken to maintain a **clean and safe work area**?	Tasks may include disabling unused tools, equipment and machinery and storing neatly out of the way of turf establishment activities, safely storing materials on site,

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	using signage and safety barriers during and removing after turf establishment activities are completed, and swiftly and efficiently removing and processing debris and waste from the work area.

For more information on contexts, environmental implications and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTF3001A Construct turf playing surfaces

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of constructing soil profiles for the establishment of high performance sports and recreational turf surfaces.

The construction of soil profiles for high performance turf playing surfaces is likely to be under limited supervision from others, with checking only related to overall progress. The construction of soil profiles is normally done within routines, methods and procedures where some discretion and judgement are required in the selection of equipment and materials, organisation of work, services, actions, and the achievement of outcomes within time and budgetary constraints.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria

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1	Plan for construction activities	1.1 The construction site for **high performance turf playing surfaces** and the **construction method** are identified according to the site and construction plans and **enterprise work procedures.**
		1.2 **Soil tests** of existing soil are undertaken using representative samples, and according to testing instrument instructions and enterprise work procedures.
		1.3 Locations and layout of **services and utilities** are identified, depths checked against the site or construction plan, and discrepancies are reported to the supervisor and the relevant authorities.
		1.4 **History of site** is determined and taken into account in planning construction details.
		1.5 Likely consequences of site aspect, features and run-off from adjacent sites are determined and incorporated in site and construction plans.
		1.6 **OHS** hazards are identified, risks assessed, controls implemented and reported to the supervisor.
		1.7 Suitable **safety equipment** and **personal protective equipment (PPE)** are selected, used and maintained.
2	Survey the construction site	2.1 **Surveying equipment** is set up and used according to industry standards.
		2.2 Existing levels are surveyed and temporary benchmark established. Details are recorded accurately and legibly according to industry standards.
		2.3 New levels are set according to specifications and pegs placed according to industry convention.
		2.4 Contour map with reduced levels and a cross section is developed and drawn using accepted industry symbols and mapping conventions.
3	Prepare for construction work	3.1 Enterprise work team, contractors and design consultants are identified and, where required, engaged.
		3.2 Work tasks are scheduled in a logical, timely and

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		effective manner in consultation with the supervisor.
		3.3 Materials required are estimated and costed according to accepted industry practice and ordered.
		3.4 **Plans for the new construction profile** are obtained or developed.
4	Set out site for construction	4.1 Symbols and terminology are interpreted to ensure the concept of the construction plan is clearly understood according to industry practice
		4.2 Boundaries and **features** contained in the site and construction plans are checked and verified against the actual site and existing features.
		4.3 Finishing levels**,** provision for drainage and irrigation, and drainage head of the site are identified and checked against the construction plan to ensure nominated levels are workable.
		4.4 Measurements are checked against the construction plan, the construction area is pegged out, and variances are notified to the supervisor according to enterprise work procedures.
5	Excavate the construction site	5.1 Excess soil is removed and the construction site cleared with the stockpile being placed in a designated area according to enterprise work procedures.
		5.2 The base is graded to the level and slope specified in the **base design.**
		5.3 The base of the profile is consolidated to achieve uniform compaction over the entire site according to the construction plan.
		5.4 Sub-surface **irrigation system** components and fittings are installed to the required depth and design specified in the construction plan.
6	Install drainage system	6.1 Drainage trenches are dug to the required depth and design specified in the construction plan.
		6.2 Drainage material is laid on the base of the trench, pipes are laid/installed, and trenches are covered

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		according to industry standards.
7	Install soil profile	7.1 **Quantities** of **material** required to be spread over the designated area are calculated and measured according to the construction plan.
		7.2 Equipment is calibrated according to manufacturers guidelines to distribute the required amount of material over the designated area.
		7.3 7.2 Each profile layer is compacted to reflect the final contour.
		7.4 7.3 The interface between profile layers is uniform and unbroken according to the construction plan and enterprise work procedures.
		7.5 7.4 **Soil amendments** are prepared according to enterprise work procedures, mixed thoroughly and applied evenly over the designated area.
		7.6 7.5 The **finishing soil surface** is given a final levelling and consolidated, ready for planting, according to the construction plan and enterprise work procedures.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in constructing a soil profile for a high performance turf surface requires evidence that the person is able to prepare for construction activities, supervise work groups, set out, survey, test and excavate the construction site, install the soil profile, and apply soil amendments ready for the establishment of the high performance turf playing surface.

The skills and knowledge required to construct a soil profile must be **transferable** to a different work environment. For example, this could include different playing surfaces, soil profiles and workplaces.

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What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

practical understanding of the range and use of materials, tools, equipment and machinery available to the enterprise for construction of soil profiles, including soil amendments and base construction materials

practical understanding of the range of construction methods that may be used to construct soil profiles for high performance turf surfaces, and the association of construction methods with site limitations, environmental implications, and end use of the turf surface

practical understanding of surveying principles and techniques

soil testing techniques and the application of results to the construction process

awareness of the comparative environmental implications associated with construction and excavation activity, drainage and irrigations systems, soil amendments and waste disposal procedures.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

communicate effectively with work team members, supervisors, contractors and consultants

interpret, and draft basic plans

utilise proforma reporting, analyses and work procedure documents

understand design symbols and information

measure materials, interpret site and construction plan specifications, survey and assess site measurements, and interpret and

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	apply test results
	co-ordinate work group, contractors and own activities to sequentially and effectively complete construction in a timely and cost effective manner.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Written, oral and tele-communication of ideas and information relating to construction activities and problems encountered will be required with the supervisor, work group, contractors or consultants.
2. How can **information be collected**, **analysed and organised** (**1**)?	Enterprise work procedures and site and construction plans should be consulted, interpreted and applied to co-ordinate construction activities, with further clarification sought from the supervisor, contractors or consultants where necessary.
3. How are **activities planned and organised** (**1**)?	Work activities for the work group, contractors and self will be planned prior to and adjusted during the construction program.
4. How can **team work** (**2**) be applied?	The construction program will involve facilitating and leading members of a team to complete the construction on time and budget.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Mathematical application will be required to calculate the spatial and logistical requirements of the construction program.

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6. How can **problem-solving skills** (**1**) be applied?	Site contingencies, personnel difficulties and timeline failures may require problem-solving techniques.
7. How can the **use of technology** (**1**) be applied?	Technological understanding will be required to access and apply design specifications, undertake construction activities, communicate and keep records.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available

What types of **high performance turf playing surfaces** may require construction of soil profiles for turf establishment?	Surfaces may include sites for high performance sports and recreation such as golfing greens, cricket pitches and purpose built sporting facilities.
What types of **construction method** may apply to this standard?	Construction methods may include natural or artificial drainage, perched watertable construction method, pure sand construction, and the United States Golf Association (USGA) or modified USGA construction method.
What **enterprise work procedures** may apply to this standard?	Work procedures will be based on sound horticultural principles and practices and

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	may include supervisors oral or written instructions, construction program, enterprise standard operating procedures (SOP), specifications, routine maintenance schedules, work notes; product labels and Material Safety Data Sheets (MSDS); manufacturers service specifications and operators manuals; waste disposal, recycling and re-use guidelines; and OHS procedures.
What **soil tests** may be undertaken?	These may include tests for pH, salinity, texture and soil type, and surface and sub-surface infiltration rate test. Samples may include plugs and core samples. Test kits may include a dry test, CSIRO kits, EC meters and pH kits.
Which **services and utilities** might need to be located on the site?	Services and utilities may include electricity, gas and phone cables, and water source and drainage outlet for planned sprinkler system.
How might the **site history** affect construction?	The previous use of the site may influence the nature of construction or require remediation activities, for example, former livestock treatment sites, landfill, residential, manufacturing, etc.
What **OHS hazards** may be associated with the construction of soil profiles?	Hazards may include disturbance or interruption of services, solar radiation, dust, noise, soil and water micro-organisms, chemicals and hazardous substances, manual handling, moving machinery and machinery parts, uneven surfaces, and flying objects.
What **OHS requirements** may be relevant to this standard?	OHS requirements may include identifying hazards; assessing risks and implementing controls; cleaning, maintaining and storing tools, equipment and machinery; appropriate use of personal protective equipment including sun protection; safe operation of tools, equipment and machinery; safe handling, use and storage of chemicals and hazardous substances; correct manual handling; basic first aid; personal hygiene, and reporting problems to supervisors.
What **safety equipment** may be required?	Safety equipment may include signage and barriers.

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What **personal protective equipment** (**PPE**) may be required to construct soil profiles?	Personal protective equipment may include hat, boots, overalls, gloves, goggles, respirator or face mask, face guard, hearing protection, sunscreen lotion and hard hat.
What **surveying equipment** may be required?	Surveying equipment may include automatic level, laser level, dumpy level, Cowley level, staff, boning rods, pegs, notebook, pencil and calculator.
What should be included in **plans for the new construction profile**?	Plans should include contours, cross-section and profile, and will be based on survey and other research conducted in preliminary phases of the project.
What **features** may be included in site and construction plans?	Features may include permanent fixtures, buildings, site aspect, shade, trees and tree roots.
What structures may the **base design** include?	Structures may include a one way fall, a rooftop, multiple rooftop or V inverted saucer design.
What **irrigation systems** may be relevant to this standard?	Irrigation systems may include tow lines, trailing irrigation, pop-ups, automatic, sprinkler, spray, drip, and hand held hose.
How may soil amendment **quantities** be measured?	Measuring techniques may include scales, package size, trucks and volume.
What **materials** may be required for the construction of soil profiles?	Materials may include rootzone, irrigation and drainage materials, and soil amendments such as gypsum, lime or zeolite, artificial fibre, organic matter, mineral fertiliser, turf grids, lock sand and fibre turf.
What **soil amendments** might be applied?	Soil amendments may include organic matter, zeolite, dolomite, turf starter, and fertiliser.
What factors may the **finishing soil surface** incorporate?	Factors may include matching levels of soil with the required final levels, aligning the surface with pegs, and ensuring that no depressions exist and the area is consolidated.
What **tools**, **equipment and machinery** may be required?	Excavation tools, equipment and machinery may include hand tools such as rakes, shovels, spades, wheelbarrows and hoses,

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	and machinery such as bobcats, ditch witches, backhoes, front-end loaders, graders, trucks, hydraulic trailers, and tractors and 3-point linkage equipment.
What **environmental implications** may be associated with the construction of soil profiles for high performance turf playing surfaces?	Construction may have beneficial environmental impacts where drainage and irrigation reduce excess water, nutrient and chemical flow into the external environment, including natural waterways, or enable recycling of water run-off thus minimising the draw on water resources. Beneficial impacts may also result from the construction of a soil profile with more efficient water and nutrient utilisation than the original soil profile of the site. Detrimental environmental impacts may arise where surface construction activities produce excess noise, dust or water, or the drainage and irrigation systems do not optimise water use because of incorrect installation or design faults, such as irrigation overspray or inefficient drainage. Where new sites are established for sporting enterprises, the interruption of native corridors and degradation of the ecosystem edge may compromise existing native ecosystems.
How may a **clean and safe work area** be maintained?	Tasks may include disabling unused tools, equipment and machinery and storing neatly out of the way of construction activities; safely storing materials on site; using signage and safety barriers during and removing after construction activities are completed; and swiftly and efficiently removing and processing debris and waste from the work area.
What **services** may need to be located?	Services may include water supply, gas, power (electricity), telecommunications, irrigation, stormwater and drainage.
What **drainage systems** may be relevant to	Drainage systems may include earthenware,

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this standard?	PVC, surface, sub-surface, spoon, agricultural, strip, aggregate, pits, mole plough, sand slit and sub-surface cultivation.

For more information on contexts, environmental implications and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTF3023A Monitor turf health

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of monitoring the health and condition of a range of multi-use and high performance sports turf playing surfaces.

The monitoring of turf health is likely to be under limited supervision from others, with checking only related to overall progress. The work involves the application of extensive horticultural knowledge and a broad range of horticultural skills.

Monitoring is normally done within routines, methods and procedures where some discretion and judgement is required in the selection of equipment and materials, organisation of work, services, actions, and the achievement of outcomes within time and budgetary constraints.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

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Element	Performance Criteria
1 Prepare for monitoring activities	1.1 The turf site to be monitored, nature and regularity of monitoring, and time constraints for delivering reports are identified according to **enterprise work procedures**.
	1.2 Plant tissue and soil analysis consultants are identified and their sampling specifications determined in consultation with the supervisor and/or consultants.
	1.3 Monitoring **tools and equipment** are selected according to enterprise work procedures.
	1.4 Pre-operational and safety checks are carried out on tools and equipment according to manufacturers specifications and enterprise work procedures.
	1.5 **OHS hazards** are identified, risks assessed, controls implemented and reported to the supervisor.
	1.6 Suitable **personal protective equipment (PPE)** is selected, used and maintained.
2 Collect soil and plant tissue samples	2.1 Samples for off-site testing are collected from a representative area and prepared, packaged, accurately labelled and dispatched according to consultants requirements and enterprise work procedures.
	2.2 On-site **soil tests** are performed according to testing instrument instructions, industry codes of practice and enterprise work procedures.
	2.3 Divots are replaced from soil sampling sites and **waste materials** disposed of according to enterprise work procedures.
	2.4 Sampling tools and equipment are cleaned of all **residue** and returned to storage according to manufacturers' specifications and enterprise work procedures.
	2.5 Results of analysis are recorded and compared with acceptable parameters according to **researched and experiential awareness**.

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		2.6 Recommendations are determined for **remedial action** to address analytically identified deficiencies, and to meet target chemical balances according to researched and experiential awareness, and enterprise work procedures.
3	Visually monitor turf health	3.1 Monitoring of turf health is undertaken according to **OHS requirements**.
		3.2 **Health indicators** of the turf are assessed visually with reference to researched and experiential awareness, **site conditions**, **seasonal conditions,** and according to enterprise work procedures.
		3.3 Deficiencies in **turf quality** are identified visually with reference to researched and experiential awareness, site conditions, seasonal conditions, and according to enterprise work procedures.
		3.4 Reports and recommendations are made to the supervisor according to enterprise work procedures.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in monitoring turf health requires evidence that a person is able to organise and co-ordinate selection of equipment, sample collection, visual observation and analysis services to achieve monitoring outcomes within time constraints.

The skills and knowledge required to monitor turf health must be **transferable** to a different work environment. For example, the use and care of monitoring tools and equipment, interpretation and application of monitoring observations, and analytical results may be required in implementing a turf health program. The identification of plant pest and disease symptoms and their relation to levels of turf health may also be useful in determining the threshold at which to apply control measures when implementing an Integrated Pest Management program.

What specific knowledge is needed to	Knowledge and understanding are essential

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achieve the performance criteria?

to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

practical understanding of soil and plant tissue analysis as a monitoring and turf management tool, the main elements of analysis, and their significance as indicators of nutritional deficiency and toxicity

awareness of the role of trace elements and nutrients required by turf grass plants, and symptoms of toxicities and deficiencies

turf grass diseases, including commonly occurring regional diseases, seasonality, history of site and visual disease symptoms

main, simple and compound fertiliser products available to the enterprise including analysis, solubility, salt index, rates and cost

rates and regularity of recommended fertiliser and pesticide application to achieve optimum plant health objectives, while minimising external environment impact through leaching, excessive spraying and overuse.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

communicate with work team members, supervisors and consultants

utilise proforma reporting, analysis and work procedure documents

measure materials and interpret specifications and analytical results

co-ordinate work groups, consultants and own activities to sequentially and effectively complete monitoring in a timely and cost effective manner.

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What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Written, oral and telecommunication of ideas and information relating to monitoring activities and problems encountered will be required with the work group, supervisor and consultants.
2. How can **information be collected**, **analysed and organised** (**1**)?	Enterprise work procedures and turf health literature should be consulted, interpreted and applied to co-ordinate monitoring activities, with further clarification sought from the supervisor when necessary.
3. How are **activities planned and organised** (**1**)?	Work activities for the work group, consultants and self will be planned prior to and adjusted during the monitoring program.
4. How can **team work** (**1**) be applied?	Maintenance and repair works to improve turfed surfaces rely on the application of monitoring results and recommendations.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Mathematical application will be required when quantitatively interpreting analytical results and observations, assessing the level of damage to the turf, and calculating the amount of remedial chemical or manual intervention that may be required
6. How can **problem-solving skills** (**1**) be applied?	Problems in turf health and quality of appearance will require techniques such as ongoing setting of targets for improvement, and recommendations for action to meet those targets.
7. How can the **use of technology** (**1**) be applied?	Technological understanding will be required to use monitoring tools and equipment, interpret test results, assess turf health, report, recommend remedial action, and keep

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records.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

What **enterprise work procedures** may apply to this standard?	Work procedures will be based on sound horticultural principles and practices and may include supervisors oral or written instructions, monitoring program, enterprise standard operating procedures (SOP), specifications, routine maintenance schedules, work notes; product labels and Material Safety Data Sheets (MSDS); manufacturers service specifications and operators manuals; waste disposal, recycling and re-use guidelines; and OHS procedures.
What **tools and equipment** may be required to monitor turf health?	Soil coring tools, probes and field testing equipment such as pH kits and EC meters may be required.
What **OHS hazards** may be associated with monitoring turf health?	Hazards may include solar radiation, soil-borne micro-organisms, chemicals and hazardous substances, manual handling, sharp hand tools and equipment, and uneven surfaces.

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What **personal protective equipment** (**PPE**) may be required to construct soil profiles?	Personal protective equipment may include hat, boots, overalls, gloves, goggles, face mask, and sunscreen lotion.
What **soil tests** may be undertaken?	These may include tests for pH, salinity, texture and soil type. Samples may include plugs and core samples. Test kits may include a dry test, CSIRO kits, EC meters and pH kits.
What **waste materials** may result from sampling procedures?	Waste materials may include soil or plant-based materials, and packaging materials of plastic and paper.
What **residues** may affect sampling and analytical accuracy?	Plant and soil-based residues, and any detergents or other cleaning chemicals may pollute the soil and plant tissue samples taken for analysis.
What **researched and experiential awareness** may be relevant to this standard?	Knowledge of the species and variety planted may be increased through consultation with team members, the supervisor, own knowledge, specific literature, supplier specifications, local historical performance data, and industry best practice guidelines.
What **remedial action** may be included in recommendations?	Remedial action may include chemical, organic or manual action to repair assessed deficiencies in turf nutrition, health or quality. Methods to minimise the environmental impact of the intervention procedure should also be included.
What **OHS requirements** may be relevant to this standard?	OHS requirements may include identifying hazards; assessing risks and implementing controls; cleaning, maintaining and storing tools and equipment; appropriate use of personal protective equipment including sun protection; safe operation of tools and equipment; safe handling, use and storage of chemicals and hazardous substances; correct manual handling; basic first aid; personal hygiene, and reporting problems to supervisors.
What **health indicators** of the turf may be evident from observation?	Health properties may include turf strength, wear tolerance, growth rate, plant density, colour and recovery rate.

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What **site conditions** may affect turf health?	Site conditions may include soil types, moisture content, pH levels, salinity, texture, compaction, aspect, pollutants, toxicity, climate, buildings, roadworks, shade and competing plants such as trees and tree roots.
What **seasonal conditions** may affect turf health?	Seasonal conditions may include day length, warmth, dormancy, frost and rainfall.
What factors may indicate level of **turf quality**?	Factors may include upright growth, apparent stress, and uniformity or variation in the growing pattern.

For more information on contexts, environmental implications and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTF3027A Renovate sports turf

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of renovating sports turf.

Renovation of sports turf is likely to be under limited supervision from others, with checking only related to overall progress. The work requires the application of extensive horticultural knowledge and a broad range of horticultural skills. Turf renovation is normally done within routines, methods and procedures where some discretion and judgement is required in the selection of equipment and materials, organisation of work, services, actions, and the achievement of outcomes within time and budgetary constraints.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria

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1 Prepare for the turf renovation program	1.1 The turf renovation site and **renovation program** are identified according to the site plan and **enterprise work procedures**.
	1.2 **Turf and renovation materials** are selected according to enterprise work procedures.
	1.3 **OHS hazards** are identified, risks assessed, controls implemented and reported to the supervisor.
	1.4 Suitable **safety** and **personal protective equipment (PPE)** are selected, used and maintained.
2 Prepare renovation equipment	2.1 **Tools, equipment and machinery** are selected according to enterprise work procedures.
	2.2 Pre-operational and safety checks are carried out on tools, equipment and machinery according to manufacturers specifications and enterprise work procedures.
	2.3 Tools, equipment and machinery are calibrated and adjusted according to manufacturers guidelines and enterprise work procedures.
3 Implement the renovation program	3.1 Enterprise work team and contractors are identified and work tasks are co-ordinated in a sequential, timely and effective manner in consultation with the supervisor.
	3.2 Work pattern is planned to cover the renovation site in an efficient, sequential and co-ordinated manner according to enterprise work procedures.
	3.3 Renovation tasks are undertaken according to **OHS requirements** and with due consideration of the **environmental implications**.
	3.4 Renovation tasks are monitored and remedial action is undertaken where necessary to achieve program objectives.
	3.5 A **clean and safe work area** is maintained throughout and on completion of work.
4 Complete renovation	4.1 **Waste material** is removed from the renovation site and disposed of in an environmentally aware

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activities	and safe manner according to enterprise work procedures.
	4.2 Tools, equipment and machinery are cleaned, maintained and stored according to enterprise work procedures.
	4.3 Work outcomes are recorded or reported to the supervisor according to enterprise work procedures.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in renovating a sports turf surface requires evidence that a person is able to prepare for renovation activities, co-ordinate work groups, prepare renovation tools, equipment and machinery, and apply soil and plant treatments without damage to the existing sports turf surface.

The skills and knowledge required to renovate a sports turf surface must be **transferable** to a different work environment. For example, this could include different turf species, renovation methods, soil types and enterprise procedures.

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below: how turf renovation methods can achieve enterprise and industry standards for turf surface appearance and quality relevant to the end use of the turf surface comparative environmental implications associated with renovation activity, turf and soil treatments and waste disposal procedures different planting, care and renovation

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	scheduling requirements of cool and warm season grass species and cultivars because of the different times of the year that they are at the height of their performance.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: communicate with work team members, supervisors and contractors interpret and draft basic plans utilise proforma reporting, analysis and work procedure documents understand design symbols and information measure materials interpret and apply site plans and renovation program specifications co-ordinate work group, contractors and own activities to sequentially and effectively complete turf renovation in a timely and cost effective manner.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Written, oral and telecommunication of ideas and information relating to renovation activities and problems encountered will be required with the work group, supervisor and contractors.
2. How can **information be collected**,	Enterprise work procedures and site plan should be consulted, interpreted and applied

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analysed and organised (**1**)?	to co-ordinate renovation activities, with further clarification sought from the supervisor when necessary.
3. How are **activities planned and organised** (**1**)?	Work activities for the work group, contractors and self will be planned prior to and adjusted during the renovation program.
4. How can **team work** (**1**) be applied?	The renovation program will involve facilitating and leading members of a team to complete the renovation program on time and budget.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Mathematical application will be required to calculate the spatial and logistical requirements of the renovation program.
6. How can **problem-solving skills** (**1**) be applied?	Site contingencies, personnel difficulties and timeline failures may require problem-solving techniques.
7. How can the **use of technology** (**1**) be applied?	Technological understanding will be required to use renovation tools, equipment and machinery, undertake renovation activities, communicate and keep records.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training

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and assessment requirements may depend on the work situations available

What tasks may be undertaken in the turf **renovation program**?	The program may include fertilising, over-sowing, turf plant replacement, top dressing, watering, levelling, scarifying, de-thatching, checking surface and/or sub-surface drains, and soil aeration.
What **enterprise work procedures** may apply to this standard?	Work procedures will be based on sound horticultural principles and practices and may include supervisors oral or written instructions, renovation program, enterprise standard operating procedures (SOP), specifications, routine maintenance schedules, work notes; product labels and Material Safety Data Sheets (MSDS); manufacturers service specifications and operators manuals; waste disposal, recycling and re-use guidelines; and OHS procedures.
What **turf materials** may be selected for the renovation program?	Turf materials may include cool or warm season turf seed or plants of the species and cultivar specified by the supervisor and/or the turf renovation program.
What **renovation materials** may be required?	Renovation materials may include sand, organic matter, fertilisers and soil ameliorants such as gypsum and lime.
What **OHS hazards** may be associated with the renovation of sports turf?	Hazards may include disturbance or interruption of services, solar radiation, dust, noise, soil- and water-borne micro-organisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, moving vehicles, machinery and machinery parts, uneven surfaces, and flying objects.
What **safety equipment** may be required?	Safety equipment may include signage and barriers.
What **PPE** may be required to renovate sports turf?	PPE may include hat, boots, overalls, gloves, goggles, respirator or face mask, face guard, hearing protection, sunscreen lotion and hard hat.
What **tools**, **equipment and machinery** may be required for the renovation of sports turf?	Tools, equipment and machinery may include hand tools such as rakes, spreaders, shovels, turf spades, rollers, wheelbarrows,

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	hoses and hose fittings, and machinery such as trailed or motorised renovating equipment, scarifiers, de-thatchers, coring machines and core harvesters, mechanical rollers, front-end loaders, trucks, hydraulic trailers, and tractors and 3-point linkage equipment.
What **OHS requirements** may be relevant to this standard?	OHS requirements may include identifying hazards; assessing risks and implementing controls; cleaning, maintaining and storing tools, equipment and machinery; appropriate use of personal protective equipment including sun protection; safe operation of tools, equipment and machinery; safe handling, use and storage of chemicals and hazardous substances; correct manual handling; basic first aid; personal hygiene, and reporting problems to supervisors.
What **environmental implications** may be associated with the renovation of sports turf surfaces?	Turf renovation may have beneficial environmental impacts where excess water, nutrient and chemical flow from the existing turf surface into the external environment, including natural waterways, are reduced by the application of materials to assist with soil drainage or water holding capacity. Detrimental environmental impacts may arise where renovation activities produce excess noise, dust or water run-off, or off-site ground water or soils are contaminated from solids, debris, nutrients, chemicals and water run-off.
How may a **clean and safe work area** be maintained?	Tasks may include disabling unused tools, equipment and machinery and storing neatly out of the way of renovation activities; safely storing materials on site; using signage and safety barriers during and removing after renovation activities are completed; and swiftly and efficiently removing and processing debris and waste from the work area.
What **waste material** may be relevant to this standard?	Waste material may include unused renovation materials, and plant debris, litter and broken components. Plant-based material may be mulched or composted, plastic, metal, paper-based

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	materials may be recycled, re-used, returned to the manufacturer or disposed of according to enterprise work procedures. Waste may be removed to designated areas for recycling, reuse, return to the manufacturer or disposal.

For more information on contexts, environmental implications and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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RTF4005A Develop a sports turf maintenance program

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of developing a maintenance program for sports turf playing surfaces. Development of a maintenance program will require consideration of soil and plant testing, site factors, plant requirements, nutrient application procedures, preparation standards, watering, rolling, mowing, monitoring plant health, OHS hazards, and environmental impacts.

Developing a sports turf maintenance program is likely to be undertaken without supervision, with only general guidance on progress sought by managers. Responsibility for and limited organisation of the work of others involved in the program may be required. Developing a sports turf maintenance program requires a broad range of horticultural skills, and involves the application of underpinning knowledge with depth in some areas such as characteristics and cultural requirements, turf plant species and cultivars, and standards for sports turf presentation.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Determine additives required by performing soil and plant testing	1.1 **Soil and plant tests** are determined according to the requirements of the turf plant species and cultivars, climatic conditions, prevailing soil and plant conditions, enterprise guidelines and industry best practice.
	1.2 A soil and plant testing program is developed which defines field and off-site testing activities, task responsibilities, involvement of contractors, scheduling, and desired information outcomes.
	1.3 Testing tasks are implemented and monitored, liaison procedures with outside testing agencies are supervised and remedial action is undertaken where necessary.
	1.4 Data and readings are compiled and presented in a form that can be easily read and interpreted.
	1.5 Seasonal issues are determined from published data on the turf plant species and cultivars, historical records, own experience, and enterprise guidelines.
	1.6 Nutritional status of the turf plant species and cultivars is determined by analysing collected data and comparing to accepted standards.
2 Identify the requirements of a sports turf maintenance program	2.1 The standards for turf presentation are clearly defined according to **client** requirements, enterprise guidelines and industry best practice.
	2.2 The different maintenance requirements during a **range of conditions** over the growing cycle of the turf plant are identified according to published data on the species and cultivar, historical records, own experience, and enterprise guidelines.
	2.3 **Sports turf maintenance procedures** are selected to achieve the appropriate plant condition according to the standards for turf presentation.
	2.4 **Resources, tools, equipment and machinery** required for the sports turf maintenance program are identified, costed, and availability confirmed

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		with suppliers, contractors and appropriate personnel.
		2.5 The most cost-effective approach to maintaining the sports turf playing surface is determined.
		2.6 **OHS hazards** associated with the implementation of the sports turf maintenance program are identified, risks assessed and **controls** developed according to enterprise guidelines, costed and documented in the program.
		2.7 **Environmental implications** of sports turf maintenance activities are identified and documented in the program.
3	Prepare and document the sports turf maintenance program	3.1 Detailed plan, **specifications** and quotation are prepared based on the requirements of the program and presented to management for acceptance.
		3.2 Scaled site plan is produced which can be readily interpreted and understood by on-site personnel according to enterprise standards.
		3.3 Detailed on-site procedures and schedules required for the sports turf maintenance program are developed and documented.
4	Monitor the sports turf maintenance program	4.1 Implementation of the maintenance program is monitored to ensure enterprise standards for presentation of sports turf playing surfaces are achieved.
		4.2 The sports turf maintenance program is reviewed and monitored to ensure it remains responsive to changing conditions.
		4.3 Appropriate courses of action are implemented to alleviate or overcome identified shortcomings in the program.
		4.4 **Remedial action** undertaken is documented and reported to management according to enterprise policy.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in developing a sports turf maintenance program requires evidence that a person can analyse site factors, select suitable nutritional materials, determine techniques, resources and equipment for the maintenance of the turf to presentation standards, and prepare implementation plans, specifications and associated documents.

The skills and knowledge required to develop a sports turf maintenance program must be **transferable** to a different work environment. For example, this could include different grass species, sports turf surfaces, and workplace procedures.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

the principles and practices of maintaining a range of sports turf playing surfaces in relation to client needs, and the standards required for the intended use of the surface

growth habits and cultural requirements of specific turf plant species and cultivars under a range of soil and environmental conditions

maintenance requirements and practices for specific turf plant species and cultivars after initial establishment

site evaluation techniques including analysis of the condition of soils, plants, and the site for turf maintenance activities

nutrients required by specific turf plant species and cultivars and the affects of nutrient deficiency and toxicity on individual plant species and cultivars, including visual symptoms

plant diseases of specific turf plant species and cultivars

the characteristics of soil and other growth

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media types, uses and additives to enhance the available nutrition for specific turf plant species and cultivars

soil ameliorants commonly required to treat the soil problems experienced by the enterprise

the main simple and compound fertiliser products available to the enterprise

legislation and regulations relating to sports turf sites and turf maintenance activities.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

communicate and negotiate orally and in writing with staff, managers, contractors and consultants

research and evaluate information

assess site factors and evaluate their impact on the development of the sports turf maintenance program

record all relevant information

comply with legislative requirements

document plans, specifications and work procedures, and write reports for the understanding of staff, managers and contractors

calculate the cost and spatial and logistical requirements of components of the sports turf maintenance program.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the

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key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**3**) be applied?	Analytical results, the growing requirements of turf plants, and the selection of resources and equipment should be communicated with the manager. There is likely to be negotiation between the developer of the maintenance program and the manager to achieve the program objectives.
2. How can **information be collected**, **analysed and organised** (**3**)?	Information will need to be obtained from test results, research and/or suppliers. Information obtained about the specific cultural requirements of turf plants should be analysed and outcomes discussed with appropriate personnel. Information about the maintenance program should be presented as a site plan, documented plans, written work procedures, a timeline chart, and schedules for maintenance activities.
3. How are **activities planned and organised** (**3**)?	The development process should proceed in an orderly and efficient manner. Timely and appropriate information needs to be available for decision-making. The sports turf maintenance program should reflect the activities required to implement the program.
4. How can **team work** (**3**) be applied?	Developing a sports turf maintenance program will involve working with other members of a team to achieve the program objectives.
5. How can the use of **mathematical ideas and techniques** (**3**) be applied?	Mathematical concepts will be required to measure quantities, distances, depth and calculate areas, resources, costs, ratios, scales and application rates.
6. How can **problem-solving skills** (**3**) be applied?	Problems relating to testing, the growing requirements of turf plants, nature of the site, availability of resources and equipment, costs and monitoring of the program may arise during development of the maintenance program and require remedial action.
7. How can the **use of technology** (**3**) be applied?	Technology will be required to record, store and communicate ideas and information. It will also be used to research relevant

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	information, obtain and analyse data from site evaluation tests, and to produce the sports turf maintenance program.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available

What **soil and plant tests** may be conducted as part of a sports turf maintenance program?	These may include on-site and off-site testing of the soil to determine physical characteristics such as colour, texture, structure, depth of rootzone and depth of watertable, and chemical characteristics such as pH, salinity, nutrient and carbonate content, and testing the nutrient status of plants through plant tissue testing.
Who may be referred to as a **client**?	Clients may include the enterprises management or a private individual, company, community group, management committee, sporting association, government agency, or a combination of these entities.
What **range of conditions** may affect plant	Conditions may include weather, seasonal

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nutrition?	influences, soil characteristics, nature and frequency of use, fertiliser history, irrigation methods and scheduling, spraying program and soil management practices.
What **sports turf maintenance procedures** may apply to this standard?	Maintenance procedures may include soil and turf plant tissue testing, applying nutrients, watering, rolling, mowing, monitoring turf plant health, renovating where necessary, and preparing the sports turf playing surface to presentation standards.
What **resources** may be required for maintaining sports turf playing surfaces?	Physical resources may include soil and plant testing consumables, materials to modify soil pH, soil ameliorants to improve soil fertility, fertilisers to meet the nutritional requirements of turf species and cultivars, and weed, pest and disease control materials. Human resources may include paid labour, contractors, suppliers and consultants.
What **tools**, **equipment and machinery** may be required for the implementation of the sports turf maintenance program?	Tools, equipment and machinery may include soil and plant tissue testing equipment; turf maintenance hand tools; 3-point linkage, trailed or motorised turf maintenance machinery; and irrigation and drainage systems and components.
What **OHS hazards** may be identified as part of the sports turf maintenance program?	Hazards may include disturbance or interruption of services, solar radiation, dust, noise, air-, soil- and water-borne micro-organisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, moving vehicles, machinery and machinery parts, slippery and uneven surfaces, and flying objects.
What **controls** may be introduced to minimise the risk of **OHS hazards**?	Controls should be introduced according to enterprise OHS policies and procedures and may include identifying hazards; assessing and reporting risks; cleaning, maintaining and storing tools, equipment and machinery; appropriate use of personal protective equipment including sun protection; safe operation of tools, equipment and machinery; safe handling, use and storage of chemicals and hazardous substances; correct manual

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	handling; appropriate use of safety equipment such as signage and protective barriers; basic first aid available on site; personal hygiene, and reporting problems to supervisors.
What **environmental implications** may be associated with the implementation of a sports turf maintenance program?	Over-spraying or run-off into the external environment may result in nutrient overload or excess water to native plants, natural waterways, watertables and ecosystems, water erosion, water logging and salinisation. Beneficial impacts may include the minimisation of nutrient run-off and toxic side effects in soil and surrounding environment from improved assessment and targeting of nutrient requirements, application techniques and rates, and the reduction of toxic side effects of applied nutrients in the turf plants. Responsible fertilisation and watering practices may help to reverse previous environmental degradation by allowing natural recovery and regeneration of native ecosystems.
What **specifications** may be included in the sports turf maintenance program?	Specifications may include types and frequency of soil and turf plant tissue testing, a turf plant nutrition program, irrigation scheduling, mowing frequency, height of cut, pattern, mowing directions and specified equipment, rolling instructions, observable turf quality parameters for monitoring turf health, and preparation procedures for achieving presentation standards.
What **remedial action** may be undertaken to improve plant nutrition?	Remedial action may include adjustments to irrigation scheduling and nutrient application rates and methods, and changes to soil management practices.

For more information on contexts, environmental implications and variables for training and assessment, refer to the Sector Booklet.

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Unit Sector(s)

Not applicable.

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RTF5008A Plan the establishment of sports turf playing surfaces

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of planning the establishment of sports turf playing surfaces and the development of a relevant design for the site, specifications and work procedures. Planning will require consideration of client needs, site factors, plant selection and plant requirements, establishment and maintenance procedures, OHS hazards and environmental impacts.

Work is likely to be under limited supervision, with checking related to overall progress by senior managers. Responsibility for the work of others and team co-ordination may be required. Planning is usually performed within policy guidelines and procedures where discretion and judgement are required in the selection of technology, work organisation and the achievement of outcomes within time and budgetary constraints.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

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Element	Performance Criteria
1 Carry out preliminary planning activities for turf establishment	1.1 Client preferences and requirements for the sports turf playing surface are understood and confirmed.
	1.2 The site is assessed for biophysical factors, services and site modifications.
	1.3 Research is conducted into turf plant species and cultivars, legal attributes and local by-laws and restrictions that may affect the plan for turf establishment.
	1.4 Environmental implications of the planned turf establishment works are identified and, if necessary, reported to relevant personnel for further research.
	1.5 A concept plan that reflects client preferences and requirements, and takes into account site factors and any identified environmental requirements is developed and presented to the client for discussion and approval.
2 Determine requirements of turf establishment works	2.1 Plants that are appropriate to the site and consistent with the agreed concept plan are identified and the required quantity calculated, costed and availability confirmed with the supplier.
	2.2 Turf establishment procedures consistent with the agreed concept plan are selected according to the characteristics of available plant materials, site factors, the resources and equipment available and the environmental factors affecting the success of the turf establishment works.
	2.3 Design of the soil profile to support the playing surface takes into account the turf use, soil characteristics and other site and local environmental factors, and includes irrigation and drainage systems that accord with enterprise irrigation and drainage plans.
	2.4 Management of juvenile turf is provided for according to client requirements, site capabilities and enterprise standards and encourages optimal growth.
	2.5 Resources, tools, equipment and machinery

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		required for the construction of soil profiles, planting and ongoing maintenance of the sports turf playing surface are identified, costed and availability confirmed with suppliers, contractors and appropriate personnel.
		2.6 OHS hazards associated with the turf establishment works are identified, risks assessed and controls developed according to enterprise guidelines, costed and documented in the plan.
		2.7 Staged implementation and development are outlined where appropriate, with access for future works provided for according to client, enterprise and site requirements.
		2.8 Timelines for preparations, construction of soil profiles, planting and maintenance are determined taking into account the needs of the turf species and cultivars, the softscape and hardscape components, site conditions and any other planning requirements.
3	Prepare and document the turf establishment plan and specifications	3.1 Detailed plan, specifications and quotation are prepared based on horticultural conventions and the requirements of the turf establishment work and presented to the client for acceptance.
		3.2 Scaled site plan is produced which can be readily interpreted and understood by on-site personnel according to enterprise standards.
		3.3 Detailed on-site procedures and schedules required for the establishment of the sports turf playing surface and its ongoing maintenance are developed and documented.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

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Competence in planning the establishment of sports turf playing surfaces requires evidence that a person can assess site factors, select suitable plant species, determine resources and equipment for constructing soil profiles, planting and maintenance, and prepare plans, specifications, quotations and associated documents.

The skills and knowledge required to plan turf establishment works must be **transferable** to a different work environment. For example, this could include different turf species, playing surfaces and enterprise procedures and policies.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

the principles and practices of establishing and maintaining a range of sports turf playing surfaces in relation to client needs, and the standards required for the intended use of the surface

construction procedures, plant selection and cultural practices for sports turf playing surfaces

legislation and regulations relating to sports turf sites and turf establishment works

site evaluation techniques including analysis of the condition of soils, plants and the site for turf establishment activities

growth habits and cultural requirements of specific turf plant species and cultivars under a range of soil and environmental conditions

maintenance requirements and practices for specific turf plant species and cultivars prior to and after initial establishment

surveying principles and techniques

the role of project briefs and client consultation processes in planning turf establishment works.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are

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required. These include the ability to:

communicate and negotiate orally and in writing with the client, staff, managers, suppliers, contractors and consultants

research and evaluate information

record all relevant information

calculate the cost and spatial and logistical requirements of components of the turf establishment works

document plans, specifications and turf establishment work procedures, and write reports for staff, managers, clients and contractors

comply with legislative requirements.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**3**) be applied?	Results of the analysis of the site and selection of plants and hardscape components should be communicated with the client orally and in writing. There is likely to be negotiation between the developer of the turf establishment plan and the client to achieve objectives.
2. How can **information be collected**, **analysed and organised** (**3**)?	Some information will need to be researched and/or obtained from test results. Information addressing the specific requirements of the turf establishment works should be analysed, and outcomes discussed with the client and other members of the work team. Information should be organised and presented as a site plan, documented plans, quotation, written work procedures and timeline chart, and schedules

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	for turf establishment activities.
3. How are **activities planned and organised** (**3**)?	The planning process should proceed in an orderly and efficient manner. Timely and appropriate information needs to be available for decision-making. The plan for turf establishment works should reflect the activities required to implement the works.
4. How can **team work** (**3**) be applied?	Planning the establishment of sports turf playing surfaces may involve working with other members of a team to achieve the desired outcomes.
5. How can the use of **mathematical ideas and techniques** (**3**) be applied?	Mathematical concepts will be required to measure quantities, distances, depth, and calculate areas, resources, costs, ratios, scales, planting and application rates.
6. How can **problem-solving skills** (**3**) be applied?	Problems relating to the requirements of the client, nature of the turf establishment site, availability of resources and equipment, costs and environmental issues may arise during planning of the turf establishment works.
7. How can the **use of technology** (**3**) be applied?	Technology will be required to record, store and communicate ideas and information. It will also be used to research relevant information, obtain and analyse data from site evaluation tests, and to produce the turf establishment plan.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

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Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available

Who may be referred to as a **client**?	Clients may include the enterprise's management or a private individual, company, community group, government agency, or a combination of these entities.
What **preferences and requirements** may clients have?	These may include the purpose or intended use of the sports turf playing surface, preferred turf plant species and cultivars, plant characteristics, growth habits and cultural requirements, maintenance services for the turf playing surface, budget limitations, and timelines for implementation of the turf establishment works.
What **sports turf playing surfaces** may apply to this standard?	Sports turf playing surfaces may include golf course surfaces, bowling greens, cricket pitches, tennis courts, other high performance surfaces and multi-purpose sports grounds.
What **biophysical factors** of the site may you need to assess?	Biophysical factors may include rainfall, humidity, wind, sunlight intensity, mean temperatures, season length, soil types, structure and profiles, nutrient toxicities and deficiencies, the aspect of the site, slope, natural and artificial watercourses, other water supplies and quality, outcrops and existing plant species.
What **services** on the site may need to be located?	Services may include water supply, gas, power (electricity), telecommunications, irrigation, stormwater and drainage.
What **site modifications** may influence the turf establishment plan?	Modifications may include human intervention such as the placement or removal of buildings, structures, features, plants and landscaping attributes, and natural events such as wildfire, flooding and drought.
What resources may be used for **research**?	Resources may include team members, senior managers, industry consultants, own

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	knowledge, specific industry, technical and research literature, supplier specifications, catalogues, local historical performance data and industry best practice guidelines.
What **legal attributes** of the site may influence the turf establishment plan?	These may include conservation of the historical, cultural or heritage values of the site and particular features, the nature of ownership, covenants and easements.
What **local by-laws and restrictions** may affect the turf establishment plan?	These may include prohibited plant species, restricted plant species, land-use restrictions, legal processes, and requirements for site development and work activities.
What **environmental implications** may be associated with the planned turf establishment works?	Improved weed control, drainage, irrigation and soil structure resulting from turf establishment works may benefit the surrounding environment through minimisation of weed distribution, water logging, water and applied chemical run-off, and more effective water application and use by targeted plant areas. Detrimental impacts may include nuisance level noise and emissions associated with large-scale earthworks, hardscape installation and planting activities that may be required components of the turf establishment works.
What **turf establishment procedures** may apply to this standard?	Turf establishment procedures involving softscape features of the sports turf playing surface may include construction of soil profiles, soil treatments, preparation of soil surfaces for planting, planting methods, management of juvenile turf and the assessment of readiness of the turf for use. Turf establishment procedures involving hardscape features of the sports turf playing surface may include installation of irrigation and/or drainage systems, the protection of plants by fencing, and controlling pedestrian and vehicular traffic through the erection of signs and barriers.
What **resources** may be required for the turf establishment works?	Physical resources may include soil and plant testing consumables, rootzone, irrigation and drainage materials, soil additives such as gypsum, lime or zeolite, artificial fibre,

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	organic matter, mineral fertiliser, turf grids, lock sand and fibre turf, fencing materials, weed, pest and disease control materials, irrigation and drainage system components, and excavation and construction materials. Human resources may include paid labour, contractors, suppliers and consultants.
What **tools**, **equipment and machinery** may be required for the turf establishment works?	Tools, equipment and machinery may include soil testing equipment, surveying equipment, hand tools, trailed, 3-point linkage and motorised machinery for excavation, soil treatment, planting, and turf maintenance operations.
What **OHS hazards** may be identified as part of the plan for the establishment of sports turf playing surfaces?	Hazards may include disturbance or interruption of services, solar radiation, dust, noise, soil-, air- and water-borne micro-organisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, moving vehicles, machinery and machinery parts, slippery and uneven surfaces, and flying and falling objects.
What **controls** may be introduced to minimise the risk of OHS hazards?	Controls should be introduced according to enterprise OHS policies and procedures, and may include identifying hazards; assessing and reporting risks; cleaning, maintaining and storing tools, equipment and machinery; appropriate use of personal protective equipment including sun protection; safe operation of tools, equipment and machinery; safe handling, use and storage of chemicals and hazardous substances; correct manual handling; appropriate use of safety equipment such as signage and protective barriers; basic first aid available on site; personal hygiene, and reporting problems to managers.
What specifications for **staged implementation** may apply to this standard?	These may include gradual establishment of turf surfaces in a sporting complex, planting during different times, and provision of access for future works.
What may be included in a **quotation** at this standard?	The quotation when estimating the cost of the turf establishment works may include a

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	bill of quantities, and costs of labour, equipment and machinery, and professional and sub-contracted services. The bill of quantities may include unit costs, sub-contractor estimates, quantity calculations, brief specification of materials, contingency items, prime cost items, and development and/or consolidation works.

For more information on contexts, environmental implications and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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SFISHIP209B Operate marine communications equipment

Modification History

Not applicable.

Unit Descriptor

This unit of competency involves using radiotelephony equipment, the global maritime distress and safety sub-systems (GMDSS) available for small commercial vessels, specifically digital selective calling (DSC), the emergency position indicating radio beacon (EPIRB) and the marine search and rescue system. This unit incorporates the competencies required for holding the Marine radio operators certificate of proficiency (MROCP).

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Nil

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Transmit and receive communications with**	1.1 Types of **radio equipment** are selected and used in accordance with their **limitations** and operational

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	radiotelephony equipment	requirements.
		1.2 Radiotelephony **procedures** are used to transmit and receive various **types of signal** with different types of equipment.
		1.3 **Regulations** applicable to ship stations equipped with radiotelephony and digital selective calling (DSC) facilities are obeyed.
2	**Repair and maintain communications equipment**	2.1 Fault finding procedures are used to identify and rectify defective radio equipment.
		2.2 Routine maintenance is carried out on radio equipment.
3	**Access search and rescue facilities**	3.1 Access is made to the appropriate **organisation** for the provision of the required search and rescue **services**.
		3.2 Information required by the AUSREP (Australian ship reporting) system is supplied in the required format.
		3.3 **Emergency position indicating radio beacons (EPIRBs)** are deployed as required according to manufacturer's instructions and accepted search and rescue procedures.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Each unit of competency has an evidence guide that relates directly to the

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performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose

Underpinning knowledge

The underpinning knowledge identified for this unit is comprehensive due to its likely inclusion in a group of units that may be used as the basis for the issue of licences by regulatory bodies.

The

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essential knowledge and understanding a person needs to perform work to the required standard include:

principles of signal transmission in order to avoid equipment limitations

methods of communicating vessel position

purpose for and monitoring of calling and working frequencies

purpose of silence periods

limitations on different types of radio equipment

a basic understanding of the Australian marine search and rescue system

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hazards associated with radio transmissio n and the repair and maintenanc e of equipment.

Practical skills

The essential skills a person needs to perform work to the required standards include:

calling, replying and relaying procedures

transmitting and decoding of the phonetic alphabet, excluding the figure code

identifying different types of radio equipment

measuring capacity of batteries and the specific

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gravity of the electrolyte

measuring on and off load voltage.

Literacy skills used for:

reading radio frequencies

reading fuse capacity.

Numeracy skills used for:

adjusting settings.

Critical aspects of competence

Assessment must confirm the ability to:

operate and maintain the full range of radio equipment found aboard small vessels to send and receive routine and emergency

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signals

select frequencies appropriate for different types of signal transmissio n and reception

use transceiver controls

use message formats appropriate to general, safety, urgency, alarm and distress signals

operate MF/HF and VHF radio equipment to transmit and receive signals

test equipment and identify and rectify common faults occurring to radio equipment

perform routine maintenanc e on radio equipment

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deploy EPIRBs correctly

take appropriate action on receipt of various signals

access all services available from the various organisations listed

transmit and decode messages with the phonetic alphabet, excluding the figure code.

Assessment must confirm knowledge of:

services available from organisations and the methods of accessing emergency and communications services

authority to transmit and the circumstanc

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es of use of alarm and distress signals

regulatory requirements covering:

ship station licence

authority of skipper

secrecy of communications

false or deceptive distress or urgency signals

unnecessary transmissions

keeping a log

avoiding interference

ship station identification

information to be made available to coast stations

documentation to be kept on board

language to be used during transmissio

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n.

Interdependent assessment of units

This unit may be assessed after/with:

no recommendations.

Context of assessment

Assessment is to be conducted at the workplace or in a simulated work environment.

Method of assessment

The following assessment methods are suggested:

written or oral short answer testing

practical exercises

project work

observation of practical

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demonstrati
on.

Resources required for assessment

Resources may include:

fully operational radioteleph ony equipment

digital selective calling equipment

equipment for assessing voice procedures

equipment for assessing ability to identify and rectify faults with radio equipment and power supply

EPIRBs

radio communica tion simulation.

Key competenci es

This refers

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to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 2	2	1	1	2	2	2

Range Statement

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present

Radio equipment:	radiotelephony equipment: medium frequency/high frequency equipment (MF/HF) very high frequency equipment (VHF) digital selective calling (DSC) equipment emergency position indicating radio beacon (EPIRB)

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	single battery
	two batteries connected in series, parallel or in combination of the two
	aerials
	electrical and radio cable connections
	electrical fuses and their current carrying capacity.
Limitations:	changes in transmission ability with time of day
	line of sight
	transmission power and geographic range
	COSPAS-SARSAT availability.
Procedures:	as contained in the current 'Marine Radio Operators Handbook for Small Craft':
	fault finding
	power supply
	transceiver
	antenna
	DSC formats
	general voice procedures and phonetic alphabet
	safety, urgency, alarm and distress formats
	silence periods
	appropriate frequencies.
Types of signal:	via COSPAS-SARSAT
	straight line
	via atmospheric layers
	relayed between various organisations
	general
	public correspondence:
	stations accepting radiotelegrams and radiotelephone calls
	ship to shore radiotelephone calls

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	on demand service auto seaphone service auto seaphone 999 service safety urgency alarm and distress.
Regulations:	arising from Federal communications legislation: Australian Communications Authority Act 1997 Radiocommunications Act 1992 Telecommunications Act 1997 Telecommunications (Transitional Provisions and Consequential Amendments) Act 1997.
Organisations:	search and rescue coordination centre location and operator state police forces coast stations limited coast stations fishing organisations and cooperatives private shore stations volunteer coast guard stations.
Services:	medical advice AUSREP search and rescue public correspondence.
Emergency position indicating radio beacons (**EPIRBs**):	of the type: 406MHz 121.5/243 MHz.

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Unit Sector(s)

Not applicable.

Functional area

Vessel operations

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SIRRRPK012A Recommend business and leisure products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to recommend business or leisure products and services to customers.

Application of the Unit

Application of the unit This unit applies to frontline service personnel involved in selling business or leisure products. It requires the team member to demonstrate knowledge of the store merchandise range, the technical and functional characteristics and care requirements of different products and complementary products. It requires demonstrated ability to facilitate advise on warranty claims and product and equipment service and repairs.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research store business or leisure product range.	1.1 Develop ***product knowledge*** by accessing ***relevant sources of information***. 1.2 Identify products according to ***relevant product information***. 1.3 Develop knowledge and application of manufacturer technical information. 1.4 Demonstrate and show store products to customer according to store policy.
2 Recommend business and leisure products.	2.1 Identify ***customer*** requirements through questioning and active listening. 2.2 Identify and evaluate ***store merchandise*** relevant to customer requirements. 2.3 Convey technical features and benefits from manufacturer specifications to assist customers buying decisions.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Demonstrate or explain ***product application*** to customers in a systematic manner as required to create a buying environment.
	2.5 Apply ***correct measuring***, ***fitting and sizing procedures*** where relevant to the store product range.
3 Advise on product warranties.	3.1 Clearly explain comparisons between product and manufacturer warranties to customers.
	3.2 Access relevant sources of information and explain ***individual product warranty terms*** and conditions to customers.
	3.3 Provide customers with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties according to store policy and procedures.
4 Negotiate price and payment options.	4.1 Convey store recommended retail pricing for various brand options to customers according to store procedures and ***legislative requirements***.
	4.2 Negotiate individual product prices according to store policy where necessary to achieve a sale.
	4.3 Convey store payment options to customers and negotiate customer preferred options according to store procedures.
5 Advise on and arrange product warranty claims, service and repairs.	5.1 Identify warranty, service ***and repairs process***, and accurately describe to customers as required according to store procedures.
	5.2 Determine the nature of customer product warranty claims and service or repair requests through questioning and product observation.
	5.3 Identify price and timelines for warranty and basic service and repairs and quote to customer where applicable.
	5.4 Identify customer details and accurately transcribe to warranty and repair forms according to store procedures and legal requirements.
	5.5 Label items for repair and securely store according to store procedure.

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ELEMENT	PERFORMANCE CRITERIA
	5.6 Notify customers without undue delay on completion of service and repairs.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
  - apply product knowledge by providing information and advice to customers and staff, including advice on warranties and product service and repair
  - make recommendations and advise on services through clear and direct communication
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
  - handling customers with special needs, including difficult or abusive customers
- measuring and fitting customers for store products and equipment where relevant to the product range
- operating store products and equipment where relevant to the product range
  - literacy skills in regard to reading and interpreting product specifications
- numeracy skills in regard to:
  - handling money
  - using measuring equipment where relevant to the store product range.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - sales and customer service
  - methods of dealing with special needs and requests of customers
  - customer complaints
- manufacturer technical information relating to the store product range
- store service and repair facilities.

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REQUIRED SKILLS AND KNOWLEDGE

- pricing procedures, including GST requirements
- relevant legislation and statutory requirements
- relevant industry codes of practice
- relevant OHS legislation and codes of practice.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- continually updates and applies product knowledge to provide comprehensive advice to customers and staff, including technical information
- consistently applies store policy and procedures and industry codes of practice in regard to sales and customer service procedures
- advises customers and informs other sales team members of quality, design features, benefits and operation and performance characteristics of products in store merchandise range
- advises on stock availability and warranties and price and payment options
- applies problem solving strategies to assist customers with product and equipment faults
- advises on, negotiates and arranges equipment services and repairs according to store policy and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant sources of product information
- relevant documentation, such as:
  - store policy and procedures manuals
  - industry codes of practice and relevant legislation
  - OHS legislation and codes of practice

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EVIDENCE GUIDE

- an appropriate business or leisure products merchandise range
- a range of customers with different requirements.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Product knowledge may include:

- operation and use
- quality

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RANGE STATEMENT

- brand options
- product and design features
- manufacturing process
- country of manufacture
- price
- technical information.

Relevant sources of information may include:

- supplier product leaflets
- store product manuals
- sales representatives
- internet
- warranty information
- customer feedback
- staff members
- contacting suppliers direct.

Relevant product information may include:

- operation and use
- quality
- brand options
- product and design features
- manufacturing process
- country of manufacture
- price
- technical information.

Customers may include:

- people with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Store merchandise range may include:

- cameras or photographic equipment, including:
  - compacts, focus free and fixed, auto-focus, twin-lens and zoom, digital
  - lens systems, including single lens reflex (SLR), interchangeable lens, auto and manual focus
  - electronic flash
  - advanced photo systems

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RANGE STATEMENT

- video cameras
- photographic equipment accessories
- books, manuals, albums, frames, photo processing supplies, binoculars and telescopes

- computer products, including:
  - word processing, spreadsheet, games, graphics, database
  - corporate, business, entertainment or educational applications
  - computers
  - monitors of varying size, resolution (digital and analogue, LCD and CRT)
  - printers
  - scanners
  - types of mouse
  - modems
  - fax machines
  - operating systems
  - computer accessories, such as memory upgrades, video cards, sound cards, CDs, paper and printer
  - supplies, cords, cables and fittings
- hard goods, gear and accessories for team sports
- equipment, gear and accessories for individual sports, including:
  - fishing or water sports
  - climbing
  - hiking
  - exercise and weight training
  - skiing
  - cycling, skateboarding and rollerblading
- gas equipment and fittings
- camping equipment and gear
- sporting equipment and clothing
- toy products, including:
  - hobbies and models
  - electronics and computerised games (hand-held, console, CD-ROM)
  - games and puzzles
  - educational toys and books

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RANGE STATEMENT

- musical toys
- dolls
- costumes and accessories
- plush and soft toys
- indoor and outdoor play and sporting equipment
- art and craft
- beach and pool toys
- ride on toys and equipment
- action toys and equipment
- spare parts and accessories

- music and audio products, including:
  - specialist musical instruments
  - hi-fis, radios, walkmans and MP3 players
  - pre recorded music
  - accessories
  - books and manuals
  - sheet music
  - second-hand goods
- audiovisual and entertainment products, including:
  - televisions, video projectors and PC/TV
  - video recorders, DVD players, DVD recorders and set top boxes
  - home theatre systems
  - portable multimedia players
  - car audio equipment
  - video cameras
  - portable audio equipment
  - recorded DVDs, videos, games and other media
  - blank media, software, spare parts and accessories
- whitegoods, including:
  - refrigerators, wine chillers and freezers
  - clothes dryers
  - washing machines
  - ovens, ranges, cooktops and rangehoods
  - microwave ovens
  - dishwashers
- small appliances, including:
  - toasters and toaster ovens

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RANGE STATEMENT

- vacuum cleaners and floorcare appliances
- electric barbecues, grills
- electric frypans, skillets, deep fryers, woks, slow cookers, steamers, rice cookers, sandwich makers, toasters, waffle makes, crepe makers and other cooking appliances
- electric jugs, kettles, urns, coffee makers, juicers, beverage makers and chillers and other beverage appliances
- food processors, mixers, blenders, choppers and other food preparation appliances
- irons, clothes presses and appliances
- electric knives, can openers and other convenience appliances
- hair dryers, curling wands, straightening irons and other personal grooming appliances
- electric massagers, foot spas and other self-care appliances.

Product application may include:

- operation of specific computer hardware or software applications
- differences in application of sporting products
- merchandise test runs offered to customers to enhance buying decisions
- operation of music and audio equipment.

Correct measuring, ***fitting and sizing procedures*** may include:

- allowing for correlation between Australian, UK, US and European sizing standards
- clothing sizing
- shoe sizing
- matching weight and size of sporting equipment to customer's body weight and size.

Individual product warranty terms may include:

- manufacturer warranties
- extended or promotional warranties
- specific conditions for hardware and software.

Legislative requirements may

- consumer law

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RANGE STATEMENT

include:

- OHS
- environmental protection
- pricing procedures, including GST requirements
- sale of second-hand goods
- industry codes of practice
- Trade Practices and Fair Trading Acts
- hazardous substances and dangerous goods.

Service repairs process may include:

- repairs under warranty
- fault diagnosis
- service and repairs in-house
- referring service and repairs to a third party
- camera service and repairs
- computer hardware service and repairs
- sporting goods service and repairs
- toy products service and repairs
- musical and audio equipment service and repairs.

Unit Sector(s)

Sector Retail

Competency field

Competency field Product Knowledge

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SIRXCCS001A Apply point-of-sale handling procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to operate point-of-sale equipment, apply store policy and procedures to a range of transactions, interact with customers, and package or wrap an item for transportation.

Application of the Unit

Application of the unit This unit applies to frontline service personnel. It requires the team member to demonstrate the ability to operate a range of point-of-sale equipment in order to complete sales, returns and exchange transactions according to store policies, and process a number of methods of payment. It further requires the demonstrated ability to package and arrange transportation for goods where required.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Operate point-of-sale equipment.	1.1 Operate ***point-of-sale equipment*** according to design specifications.
	1.2 Open and close point-of-sale terminal according to ***store policy and procedures***.
	1.3 Clear point-of-sale terminal and transfer tender according to store procedure.
	1.4 Handle cash according to store security procedures.
	1.5 Maintain supplies of change in point-of-sale terminal according to store policy.
	1.6 Attend active point-of-sale terminals according to store policy.
	1.7 Complete records for transaction errors according to store policy.
	1.8 Maintain adequate supplies of dockets, vouchers and ***point-of-sale documents***.

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ELEMENT	PERFORMANCE CRITERIA
	1.9 Inform ***customers*** of delays in the point-of-sale operation.
2 Use numbers in the workplace.	2.1 Accurately list a range of possible retail workplace ***numerical problems***.
	2.2 Collect numerical information from various sources and calculate accurately with or without the use of a calculator.
3 Perform point-of-sale transactions.	3.1 Complete ***point-of-sale transactions*** according to store policy.
	3.2 Identify and apply store procedures in respect of cash and non-cash transactions.
	3.3 Identify and apply store procedures in regard to exchanges and returns.
	3.4 Move goods through point-of-sale area efficiently and with attention to fragility and packaging.
	3.5 Accurately enter information entered into point-of-sale equipment.
	3.6 State price or total and amount of cash received verbally to customer.
	3.7 Tender correct change.
4 Complete sales.	4.1 Complete customer order forms, invoices and receipts accurately.
	4.2 Accurately identify and process customer delivery requirements according to set timeframes.
	4.3 Process sales transactions or direct customers to point-of-sale terminals according to store policy without undue delay.
5 Wrap and pack goods.	5.1 Maintain and request adequate supplies of ***wrapping and packaging materials***.
	5.2 Select appropriate wrapping or packaging material.
	5.3 Wrap merchandise neatly and effectively where required.

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ELEMENT	PERFORMANCE CRITERIA
	5.4 Pack items safely to avoid damage in transit, and attach labels where required.
	5.5 Arrange transfer of merchandise for parcel pick-up or other ***delivery methods*** if required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- following set routines and procedures
- interpersonal communication skills to:
  - inform customers of delays
  - state price or total and amount of cash received
  - request adequate supplies of wrapping material or bags through clear and direct communication
  - ask questions to identify and confirm requirements
  - share information
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- questioning and active listening
- dealing with different types of transactions
- wrapping and packing techniques
- store bag checking procedures
- merchandise handling techniques
- literacy skills in regard to sales and delivery documentation
- numeracy skills in regard to rendering change.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in relation to:
  - customer service
  - point-of-sale transactions
  - allocated duties and responsibilities
  - exchanges and returns

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REQUIRED SKILLS AND KNOWLEDGE

- handling, packing and wrapping of goods or merchandise
- the range of services provided by the store
- stock availability
- relevant legislation and statutory requirements, including:
  - Trade Practices Act and consumer law
  - industry codes of practice
  - OHS
- cash and non-cash handling procedures, including:
  - opening and closing point-of-sale terminal
  - clearance of terminal and transference of tender
  - maintenance of cash float
  - tendering of change
  - counting cash
  - calculating non-cash documents
  - balancing point-of-sale equipment
  - recording takings
  - security of cash and non-cash transactions
  - change required and denominations of change
- numeracy skills in regard to workplace functions:
  - addition
  - subtraction
  - multiplication
  - division
  - percentages
  - use of a calculator
- functions and procedures for operating point-of-sale equipment, including:
  - registers
  - numerical display board
  - calculators
  - electronic scales
  - scanners.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE

performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently operates point-of-sale equipment according to manufacturer instructions and store policy and procedures
- consistently applies store policy and procedures in regard to cash handling and point-of-sale transactions
- interprets, calculates and records numerical information accurately
- processes sales transaction information responsibly and accurately according to store policy and procedures
- constantly applies store policy and procedures in regard to the handling, packing, wrapping and delivery of goods or merchandise.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
  - stock, inventory and price lists
  - financial transaction dockets and slips
  - lay-by, credit and product return slips
  - store policy and procedures manuals
- a range of point-of-sale equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the

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EVIDENCE GUIDE

	industry sector, workplace and job role is recommended, for example: • SIRXRSK001A Minimise theft • SIRXCCS002A Interact with customers • SIRXINV001A Perform stock control procedures • SIRXFIN001A Balance point-of-sale terminal.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Point-of-sale equipment may include:	• cash register • cash drawer • scanner • EFTPOS terminal • electronic scales • security tagging • numerical display board.
Store policy and procedures in regard to:	• operation of point-of-sale equipment • security • sales transactions • handling techniques of stock

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RANGE STATEMENT

- financial transactions
- cash handling.

Point-of-sale documents may include:

- order forms
- lay-by slips
- credit slips
- product return slips
- message pads
- promotional materials.

Customers may include:

- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Numerical problems may include:

- calculations of cash amounts and change
- addition and subtraction
- multiplication and division
- percentages
- measurement
- estimation of quantities.

Point-of-sale transactions may include:

- EFTPOS
- cheques
- travellers cheques
- credit cards and store cards
- smart cards
- lay-by
- returns
- exchanges
- gift vouchers.

Wrapping and packaging materials may include:

- boxes
- bags
- paper

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RANGE STATEMENT

- bubble wrap
- gift wrapping
- adhesive tape
- ribbon
- string.

Delivery methods may include:

- parcel pick-up
- post or express post
- courier
- freight
- domestic or international delivery.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Client and Customer Service

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SIRXCLM001A Organise and maintain work areas

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to maintain and organise work areas in a retail environment. It involves applying personal hygiene practices and the organised use of equipment and chemicals to keep the workplace tidy, clean and safe.

Application of the Unit

Application of the unit This unit requires the team member to demonstrate and apply knowledge of workplace policies, legislative requirements and manufacturer instructions in order to utilise tools, chemicals and equipment for the safe and efficient cleaning, organisation and maintenance of work areas. Frontline service personnel are responsible for this function.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Organise work area.	1.1 Maintain ***work areas*** in a safe, uncluttered and organised manner according to ***store policy and procedures***.
	1.2 Carry out all ***routines*** safely, effectively and efficiently with minimum inconvenience to ***customers*** and ***staff*** according to store policy.
	1.3 Apply store policy and procedures for tidying work areas and placing items in designated areas.
2 Clean work area.	2.1 Apply store policy and procedures for personal hygiene.
	2.2 Apply store policy and procedures for cleaning of work area.
	2.3 Remove and dispose of waste promptly according to store policy and ***legislative requirements***.
	2.4 ***Report*** spills, food, waste, or other potential hazards to ***relevant personnel*** and remove from floors according to store policy and legislative requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Promptly display signage in regard to ***unsafe areas***.
	2.6 Maintain equipment and consumable materials and store correctly after use.
	2.7 Use and clean ***tools and equipment*** (including guards) according to manufacturer instructions and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- using and maintaining cleaning equipment
- using and storing chemicals, hazardous substances and flammable materials
- using electrical and other equipment safely
- literacy and numeracy skills in reading and understanding manufacturer instructions
- reading and understanding warning labels and instructions for the use of chemicals and hazardous substances.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - housekeeping
  - use and maintenance of store cleaning equipment
  - personal hygiene
  - waste disposal and environmental protection
  - reporting problems and faults
- relevant OHS regulations
- relevant labels to identify chemicals and hazardous substances, HAZCHEM labels
- manufacturer instructions for use of cleaning materials or hazardous substances
- manufacturer instructions for use of cleaning equipment
- relevant legislation and statutory requirements
- relevant industry codes of practice.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies housekeeping duties to work area, point-of-sale terminals, walkways, fixtures and display areas
- consistently applies safe working practices in the operation and maintenance of a range of cleaning and housekeeping equipment according to:
  - store policy and procedures
  - OHS legislation and codes of practice
  - industry codes of practice
  - manufacturer instructions and design specifications
- applies store housekeeping program for work area and reports faults and problems to relevant person or department
- reads, interprets and applies manufacturer instructions for cleaning products, tools and equipment
- completes tasks in set timeframe.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- cleaning and store housekeeping equipment and materials
- relevant documentation, such as:
  - store policy and procedures manuals on housekeeping, cleaning and OHS
  - manufacturer instructions and operation manuals on cleaning equipment and materials
  - manual handling regulations and industry codes of practice
  - plant and equipment regulations.

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EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCOM001A Communicate in the workplace
- SIRXIND001A Work effectively in a retail environment
- SIRXOHS001A Apply safe working practices
- SIRXICT001A Operate retail technology.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

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RANGE STATEMENT

Work areas may include:

- counters
- benches
- sinks
- storage areas
- point-of-sale terminals
- point-of-sale areas
- preparation areas
- walkways and aisles
- displays
- fixtures and working surfaces.

Store policy and procedures may relate to:

- housekeeping practices
- personal hygiene
- maintenance and storage of cleaning equipment
- use and storage of cleaning chemicals
- job descriptions and responsibilities
- OHS
- interaction with:
  - customers
  - other team members
  - supervision and management.

Handling and cleaning ***routines*** may vary according to:

- stock characteristics
- industry codes of practice.

Customers may include:

- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Staff may be:

- management
- other staff members
- full-time, part-time, contract or casual staff
- from within or outside own work team
- from a range of social, cultural and ethnic

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RANGE STATEMENT

backgrounds.

Legislative requirements may include:

- federal, state and local health and hygiene
- waste removal
- environmental protection
- transport, storage and handling of goods
- hazardous substances and dangerous goods
- labelling of workplace substances
- OHS
- use of protective clothing and equipment.

Reporting may be conducted:

- face to face
- by email
- by phone
- by fax.

Relevant personnel may include:

- manager
- area supervisor
- team leader
- colleagues.

Unsafe areas may include:

- spills
- sharp edges
- loose wiring
- customer and public areas
- staff-only areas.

Tools and equipment may relate to:

- point of sale
- cleaning
- display and promotion
- food preparation
- storage.

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Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Cleaning and Maintenance

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SIRXFIN001A Balance point-of-sale terminal

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to balance a register or terminal in a retail environment. It involves clearing the register, counting money, calculating non-cash transactions and reconciling takings.

Application of the Unit

Application of the unit This unit is undertaken with some supervision. It requires the team member to apply store policy and procedures to accurately and efficiently balance a register or terminal, maintain a cash float, reconcile cash and non-cash transactions and record takings.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Remove takings from register or terminal.	1.1 Perform ***register or terminal*** balance at designated times according to ***store policy and procedures***.
	1.2 Separate cash float from takings prior to balancing procedure and secure according to store policy.
	1.3 Supply change to register or terminal according to store policy.
	1.4 Acquire and accurately interpret register or terminal reading or print-out.
	1.5 Remove and transport cash and ***non-cash documents*** according to store security policy and procedures.
2 Reconcile takings.	2.1 Count cash accurately.
	2.2 Calculate non-cash documents accurately.
	2.3 Determine balance between register or terminal reading and sum of cash and non-cash transactions.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Report discrepancies between register or terminal reading and sum of cash and non-cash transactions to ***relevant personnel*** according to store policy.
	2.5 Record store and individual department takings and file ***records*** according to store policy.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- operating register or terminal
- completing tasks in a set timeframe
- literacy skills in regard to:
  - interpreting documentation
  - completing documentation
- numeracy skills in regard to:
  - counting cash
  - calculating non-cash transactions
  - reporting on takings.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - register or terminal balance
  - cash and non-cash transactions security
  - cash float
  - operation of equipment used at register or terminal
- cash and non-cash handling procedures, including:
  - opening and closing point-of-sale terminal
  - clearance of terminal and transference of tender
  - maintenance of cash float
  - counting cash

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REQUIRED SKILLS AND KNOWLEDGE

- calculating non-cash documents
- balancing point-of-sale terminal
- recording takings
- security of cash and non-cash transactions
- change required and denominations of change
- EFTPOS
- credit cards
- gift vouchers
- lay-by
- credit and returns.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • operates register or terminal equipment according to manufacturer instructions and store policy • consistently applies store policy and procedures in regard to handling cash and removing takings from register or terminal • consistently applies store policy and procedures in regard to cash float • consistently applies store policy and procedures in regard to reading registers and recording information • processes documentation and records responsibly and according to store policy and procedures • reconciles takings according to store policy and procedures.
Context of and specific	Assessment must ensure access to:

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EVIDENCE GUIDE

resources for assessment

- a real or simulated work environment
- relevant documentation, such as:
  - financial transaction dockets, slips and invoices
  - sample debit card and credit card vouchers
  - recording and tally sheets
  - store policy and procedure manuals in regard to register or terminal balance
- register or terminal and related equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCCS001A Apply point-of-sale handling procedures
- SIRXRSK001A Minimise theft.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Register or terminals may be:

- manual
- electronic
- cleared by operator or specialist staff
- cleared at intervals during or at close of trading.

Store policy and procedures in regard to:

- register or terminal balance
- cash handling
- security.

Non-cash documents may relate to:

- credit cards
- cheques
- gift vouchers
- hire-purchase
- lay-by
- cash on delivery (COD)
- customer refunds
- customer credit ratings.

Relevant personnel may include:

- manager
- supervisor
- team leader.

Records may be:

- manual
- electronic.

Unit Sector(s)

Sector Cross-Sector

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Competency field

Competency field Finance

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SIRXICT001A Operate retail technology

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to operate a variety of retail equipment. It involves identifying the correct equipment required for a given task, maintaining retail equipment, applying keyboard skills and operating data entry equipment.

Application of the Unit

Application of the unit This unit requires the skilled operation and maintenance of a range of retail equipment, including point-of-sale systems, keyboards and data entry equipment according to manufacturer instructions, design specifications, store policy and designated timeframes. This work is undertaken with some supervision and guidance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Maintain retail equipment.	1.1 Identify purpose of ***equipment*** used in store or department.
	1.2 Operate equipment according to design specifications and ***safety requirements***.
	1.3 Identify equipment faults and report to ***relevant personnel***.
	1.4 Identify and apply maintenance program for retail equipment according to ***store policy and procedures***.
2 Apply keyboard skills.	2.1 Operate keyboard using typing techniques within designated speed and accuracy requirements.
	2.2 Enter and edit information accurately.
3 Operate data entry equipment.	3.1 Enter data using relevant equipment according to store policy and procedures.

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ELEMENT	PERFORMANCE CRITERIA
	3.2 Operate price marking equipment according to manufacturer instructions and store policy.
	3.3 Enter data accurately and within designated time limits.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- completing tasks in set timeframe
- dealing with different types of transactions
- following common fault-finding procedures
- operation and use of store retail equipment
- literacy and numeracy skills in regard to:
  - reading store procedures for operating equipment
  - data entry
  - performing point-of-sale transactions.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - the operation of store retail equipment
  - maintenance of store retail equipment
  - reporting problems and faults
- relevant legislation and statutory requirements
- relevant OHS regulations
- relevant industry codes of practice
- purpose and impact of using electronic technology
- operation and maintenance of store retail equipment
- licensing requirements for carrying and moving merchandise (if applicable).

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- operates a range of store retail equipment according to store policy and procedures and industry codes of practice
- operates and maintains a range of store retail equipment according to manufacturer instructions and design specifications
- applies store maintenance program and reports faults and problems
- consistently applies safe working practices in the operation and maintenance of store retail equipment according to OHS legislation and codes of practice
- reads and interprets operation manuals to solve routine faults and errors and maintains and uses equipment effectively
- uses keyboard skills to enter and edit data accurately
- completes tasks in set timeframe.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
  - store policy and procedure manuals
  - manufacturer instructions and operation manuals
- a range of store retail equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and

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EVIDENCE GUIDE

	knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Equipment may include:	• point-of-sale terminals • electronic bar coding equipment for price labelling and stocktaking • portable data entry • printers • EFTPOS terminals • electronic ordering equipment • wrapping and packing equipment • equipment for carrying or moving merchandise • equipment for storage of merchandise, including refrigerators • weighing machines • thermometers • security tag systems

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RANGE STATEMENT

- trolley return equipment
- computers
- scanners
- numerical keyboard equipment, including calculators.

Safety requirements may include:

- hazard identification (e.g. workplace inspections)
- emergency, fire and accident procedures
- personal safety procedures
- stress management
- procedures for the use of personal protective clothing and equipment
- reporting incidents and accidents in the workplace.

Relevant personnel may include:

- supervisor
- team leader
- manager.

Store policy and procedures in regard to:

- store administration
- clerical systems
- operating and maintaining retail equipment
- OHS.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Computer Operations and ICT Management

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SIRXINV001A Perform stock control procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock and dispatching goods.

Application of the Unit

Application of the unit This unit requires the consistent application of store policy and relevant legislation, including safe working practices in the handling and moving of stock, to ensure efficient stock control in a retail environment. Team members are required to receive and process incoming goods, dispatch outgoing goods, rotate stock and maintain stock levels, assist with stocktaking, and report problems or discrepancies in stock to relevant personnel.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Receive and process incoming goods.	1.1 Maintain cleanliness and orderliness in receiving bay according to ***store policy and procedures***.
	1.2 Unpack goods using correct ***handling techniques*** and ***equipment*** according to store policy.
	1.3 Remove and promptly dispose of packing materials according to store policy and relevant ***legislative requirements***.
	1.4 Check incoming stock and validate against purchase orders and delivery documentation according to store policy and relevant legislative requirements.
	1.5 Inspect items received for damage, quality, use-by dates, breakage or discrepancies and record according to store policy.
	1.6 Record stock levels on store ***stock systems*** according to store policy.
	1.7 Rotate and store stock according to the first in first out (FIFO) principle.

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ELEMENT	PERFORMANCE CRITERIA
	1.8 Dispatch stock to appropriate area or department.
	1.9 Apply stock price and code labels when required according to store policy.
2 Rotate stock.	2.1 Carry out stock rotation procedures according to store routine and policy.
	2.2 Perform store code checking and reporting procedures, including recording of waste and markdowns.
	2.3 Place merchandise to achieve a balanced, fully-stocked display appearance and promote sales.
	2.4 Place excess stock in storage or dispose of according to store policy and legislative requirements.
	2.5 Maintain safe lifting, shifting and carrying techniques according to store OHS policy and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- following set routines and procedures
- using electronic labelling and ticketing equipment
- literacy and numeracy skills in regard to:
  - stock records and delivery documentation
  - reporting problems.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - stock control
  - store labelling policy
  - product quality standards

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REQUIRED SKILLS AND KNOWLEDGE

- correct unpacking of goods
- out-of-date, missing or damaged stock
- equipment used
- stock location
- waste disposal
- methods of storage
- delivery documentation
- stock record documentation
- dispatch documentation
- reporting faults and problems
- relevant legislation and statutory requirements
- relevant industry codes of practice
- relevant OHS regulations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently applies store policy and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control • consistently applies safe working practices in the manual handling and moving of stock according to OHS legislation and store policy • interprets and applies manufacturer instructions with regard to handling stock and using relevant equipment • receives and processes incoming goods and dispatches outgoing goods according to store policy and procedures • rotates stock and performs out-of-code checking and reporting according to store policy and procedures • interprets and processes information accurately and responsibly.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant equipment, including:
  - stock moving equipment
  - manual and electronic labelling and ticketing equipment
- computers and stock recording equipment
- relevant documentation, such as:
  - invoices, packing slips, dispatch documents and order forms
  - recording and tally sheets
  - store policy and procedures manuals
  - OHS regulations
  - relevant legislation and statutory requirements
  - industry codes of practice.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCCS001A Apply point-of-sale handling procedures
- SIRXRSK001A Minimise theft
- SIRXCCS002A Interact with customers
- SIRXFIN001A Balance point-of-sale terminal.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry

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EVIDENCE GUIDE

	sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures may relate to:	• stock control • reception and dispatch • OHS • food safety.
Handling techniques may vary according to:	• stock characteristics • industry codes of practice • legislative requirements.
Equipment may include:	• electronic bar coding equipment • weighing machines • thermometers • trolley return equipment • portable data entry • cutting equipment • protective clothing.
Legislative requirements may include:	• OHS • hazardous substances and dangerous goods • labelling of workplace substances

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RANGE STATEMENT

- waste removal and environmental protection
- transport, storage and handling of goods.

Stock systems may be:

- manual
- electronic.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Inventory

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SIRXINV002A Maintain and order stock

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to maintain and order stock in a retail environment. It involves monitoring receipt and dispatch of goods, maintaining stock records, coordinating stocktake, identifying stock losses, processing orders and following up on orders.

Application of the Unit

Application of the unit This unit requires staff to exercise managerial responsibility to monitor and coordinate stock levels, storage, distribution and reorder cycles; roster staff, organise and coordinate stocktakes, maintain accurate records and routinely report on inventory status to relevant personnel according to store policy and procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Monitor receipt and dispatch of goods	1.1 Delegate responsibility for receipt and dispatch of goods to ***appropriate staff***.
	1.2 Implement store procedures in regard to receipt, dispatch and secure storage of goods.
	1.3 Observe ***staff*** functions to ensure store procedures are followed and documentation is completed correctly.
	1.4 Implement store procedures to ensure goods inspected for quantity and quality on receipt.
	1.5 Act upon variations to quantity and quality of delivered goods according to ***store policy and procedures***.
	1.6 Supervise safe ***handling and storage of goods*** according to store policy.

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ELEMENT	PERFORMANCE CRITERIA
2 Maintain stock records.	2.1 Monitor and maintain stock levels at required levels.
	2.2 Maintain, monitor and adjust stock reorder cycles as required.
	2.3 Inform team members of their individual responsibilities in regard to recording of stock.
	2.4 Maintain stock storage and movement ***records*** according to store policy.
	2.5 Record stock discrepancies and follow procedures according to store policy.
	2.6 Monitor stock performance and identify and ***report*** fast and slow selling items according to store policy.
3 Coordinate stocktake or cyclical count.	3.1 Interpret policy and procedures in regard to ***stocktaking*** and cyclical counts and explain to team members.
	3.2 ***Roster*** staff according to allocated budget and time constraints.
	3.3 Allocate stocktaking tasks to individual team members.
	3.4 Provide team members with clear directions for the performance of each task.
	3.5 Allocate team members to ensure effective use of staff resources to complete task.
	3.6 Produce accurate reports on stocktake data, including discrepancies, for management.
4 Identify stock losses.	4.1 Identify, record and assess losses against potential loss forecast on a regular basis.
	4.2 Identify avoidable losses and establish reasons.
	4.3 Recommend and implement possible solutions.
5 Process orders.	5.1 Process and raise orders for stock as requested according to store policy and procedures.
	5.2 Maintain ***ordering and recording system***.
	5.3 Ensure availability of sample range according to buying plan.

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ELEMENT	PERFORMANCE CRITERIA
	5.4 Order pricing materials as required.
	5.5 Record negotiated purchase and supply agreements and file for retrieval.
6 Follow up orders.	6.1 Monitor delivery process to meet agreed deadlines.
	6.2 Handle routine supply problems or refer to management as required by store policy.
	6.3 Maintain ongoing liaison with buyers, store or departments, warehouse and ***suppliers*** to ensure continuity of supply.
	6.4 Distribute stock according to store or department allocation.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- store stocktaking systems
- use of electronic recording equipment
- interpersonal communication skills to:
  - inform team members of their responsibilities and give instructions
  - explain policies and procedures to staff
  - allocate tasks and provide directions for performance of tasks
  - liaise with buyers, store and departments, warehouse and suppliers through clear and direct communication
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- time management
- negotiation skills
- report preparation and presentation
- literacy and numeracy skills in regard to:
  - stock control reports and documentation
  - processing orders

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REQUIRED SKILLS AND KNOWLEDGE

- maintaining delivery and supply records
- stock distribution records
- maintaining stock ordering and recording systems.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - stock control
  - store merchandising system
  - current and future stock levels
  - bar codes, labels and price tags
  - store stock recording system
  - stock replenishment and reorder procedures
  - inter- and intra-store and department transfers
  - reporting of stock discrepancies and damage
  - identifying and recording stock losses
  - identifying and recording discrepancies
  - existing suppliers
  - quality control procedures and requirements
  - receipt and dispatch of goods, including inspection for quality and quantity
- relevant licensing requirements for moving stock mechanically
- relevant legislation and statutory requirements
- relevant industry codes of practice
- relevant OHS legislation and codes of practice
- principles and techniques for interpersonal communication skills.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in	Evidence of the following is essential: • consistently implements and monitors store policy and procedures regarding receipt, dispatch and secure

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EVIDENCE GUIDE

this unit

storage of goods

- regularly monitors staff implementation of store procedures and documentation in regard to receipt, dispatch and secure storage of goods
- monitors stock levels, storage, movement and reorder cycles on a regular basis.
- organises and coordinates stocktake according to store policy and procedures
- consistently raises and processes stock orders and maintains record system according to store policy and procedures
- monitors delivery processes and distributes stock to ensure continuity of supply.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - store policy and procedures for receipt and dispatch of goods
  - store procedures for stocktake
  - OHS legislation and codes of practice
  - industry codes of practice
  - legislation and statutory requirements
  - store merchandising and marketing policy and procedures
  - inter- and intra-store and department transfer procedures
  - store quality control procedures and requirements.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the

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EVIDENCE GUIDE

	industry sector, workplace and job role is recommended.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Appropriate staff may include:	• frontline staff • relevant managers • supervisor • team leader • specialist staff.
Staff may include:	• full-time, part-time, casual or contract staff • people from a range of social, cultural and ethnic backgrounds • people with varying degrees of language and literacy levels.
Store policy and procedures in regard to:	• stock control • stock control system • recording procedures • procedures for investigating discrepancies

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RANGE STATEMENT

- store merchandise and marketing
- pricing, labelling and packaging requirements
- quality control policy and procedures.

Handling and storage of goods may vary according to:

- stock characteristics
- industry codes of practice.

Records may be:

- manual
- digital.

Reports for management may include:

- financial reports
- business documents
- informal reports
- stocktake reports.

Stocktaking may be:

- cyclical
- compliance driven.

Roster may include:

- varying levels of staff training
- staffing levels
- routine or busy trading conditions
- full-time, part-time or casual staff
- range of staff responsibilities.

Ordering and recording system may be:

- manual
- digital.

Suppliers may include:

- existing contacts
- new contacts
- local suppliers
- overseas supplies.

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Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Inventory

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SIRXINV004A Buy merchandise

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to buy merchandise in a retail environment. It involves analysing the market, planning the product range, establishing supplier relationships, negotiating supply of goods, introducing the product range, maximising profit and rationalising stock.

Application of the Unit

Application of the unit This unit requires the consistent application of store policy and legislative requirements in regard to market analysis, planning merchandise and service ranges, procurement and rationalisation of stock, maintenance of supplier relations, quality control and staff merchandise training. The team member is required to recognise known and unknown loss and how it affects buying and ordering patterns, and to interpret and apply market trends to the store situation to create opportunities to improve sales and service while maximising profits.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse market.	1.1 Identify and analyse ***store merchandise and marketing policy and procedures***.
	1.2 Monitor ***customer requirements*** formally and informally in order to evaluate market trends and customer needs.
	1.3 Research new products and services.
	1.4 Identify, evaluate, implement and review opportunities to improve sales.
	1.5 Monitor ***merchandise range*** to identify the demand for individual items and seasonal variations.
	1.6 Monitor market competition.

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ELEMENT	PERFORMANCE CRITERIA
2 Analyse factors affecting stock levels and range requirements.	2.1 Apply mathematical calculations to measure analyse and report on existing and potential stock loss and dissipation and its ***impact on business operations***.
	2.2 Analyse store or department sales figures to determine contribution rates of product lines.
	2.3 Determine store or department space requirements and brand product mix according to store policy.
	2.4 Determine future directions for merchandise ranges according to store policy.
3 Plan merchandise ranges.	3.1 Develop and implement buying plan according to outcomes of analysis and store policy.
	3.2 Determine future directions for merchandise ranges according to store policy.
	3.3 Liaise with ***relevant personnel*** to coordinate promotional and marketing activities.
	3.4 Analyse store or department sales figures to determine contribution rates of product lines.
	3.5 Determine investment levels with reference to previous years' sales figures, predicted demand and projected gross profit.
	3.6 Identify and act upon contribution improvement opportunities.
	3.7 Determine store or department space requirements and brand product mix according to store policy.
	3.8 Determine stock levels according to peak seasons, special events and supplier lead time.
	3.9 Analyse, evaluate and amend merchandise range and sources of supply according to management, staff and customer ***feedback***.
4 Establish supplier relations.	4.1 Develop cooperative relationships with supplier representatives according to store policy.
	4.2 Continuously review existing suppliers in regard to quality, profitability, service and delivery status.
	4.3 Identify new suppliers and delete existing suppliers according to ***performance indicators***.

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ELEMENT	PERFORMANCE CRITERIA
5 Negotiate supply of goods.	5.1 ***Negotiate*** and implement arrangements with suppliers according to store policy and procedures, and communicate to relevant personnel.
	5.2 Authorise special ***pricing arrangements*** and customer payment agreements and communicate to relevant staff and management personnel according to store policy.
	5.3 Monitor records of suppliers and stock for accuracy and legibility and take appropriate action where necessary.
	5.4 Identify ***market factors*** affecting supply and communicate to relevant personnel.
	5.5 Convey complete and accurate records of negotiations and agreements to relevant personnel within designated timelines.
	5.6 Take immediate corrective action where potential or actual problems with supply are indicated.
	5.7 Identify and develop new suppliers to maintain and improve sales and service delivery.
	5.8 Analyse, evaluate and amend stock range and source of supply according to management, staff and customer feedback.
6 Monitor quality control.	6.1 Establish merchandise quality standards with suppliers according to ***legal requirements***, customer requirements and store policy.
	6.2 Monitor and ensure quality of merchandise during supply, manufacture and delivery processes.
	6.3 Record and analyse stock return figures against target figure.
7 Introduce product ranges.	7.1 Inform relevant personnel of new product ranges and advise on preferred location of merchandise.
	7.2 Implement ***staff training*** in product knowledge to introduce product range.
	7.3 Demonstrate or display new ranges to ***staff*** according to store merchandising plan.

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ELEMENT	PERFORMANCE CRITERIA
8 Maximise profit.	8.1 Calculate or estimate individual product range contributions against budget and targets.
	8.2 Develop and implement product range assessment checks against budget and targets.
	8.3 Calculate or estimate overall selling space contributions according to store merchandising plan.
	8.4 Maximise profit margins in negotiations with suppliers.
	8.5 Determine store pricing policies according to stated net profit margin in store merchandising plan and consumer law.
	8.6 Negotiate specifications for ***terms of trade***.
9 Rationalise stock.	9.1 Review and update stock range at regular intervals.
	9.2 Identify stock lines to be ***deleted*** and take action to minimise adverse effect on profit.
	9.3 ***Consolidate stock*** as required to maximise sales potential.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- evaluating and analysing:
  - market trends and projections
  - sales figures and investment levels
  - space requirements
- negotiation skills
  - interpersonal communication skills to:
  - liaise with relevant personnel
  - establish supplier relationships, negotiate supply of goods
  - provide information and training on product range
  - provide feedback and coaching through clear and direct communication

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REQUIRED SKILLS AND KNOWLEDGE

- ask questions to identify and confirm requirements
- give instructions
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- group presentation skills
- report writing
- using and applying technology, including electronic data interchange
- literacy and numeracy skills in relation to:
  - developing pricing policies
  - calculating and estimating product range contributions
  - calculating the cost of stock loss and dissipation
  - analysing stock figures.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - marketing
  - buying
  - profit margins
  - quality control
  - stock inventory levels: current and future
  - stock location and allocated areas
- staff product knowledge training
- industry and store information, including:
  - market needs
  - range of merchandise available
  - market competition
  - existing and possible new suppliers
  - channels of distribution
- relevant legislation and statutory requirements
- relevant industry codes of practice
  - pricing procedures, including GST requirements.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures, industry codes of practice, statutory requirements and regulations in regard to buying, merchandising and marketing practices
- applies market analysis, planning, procurement and rationalisation of stock and merchandise and service ranges, maintenance of supplier relations and quality control
- interprets market trends and applies these to the store situation to create opportunities to improve sales and services, while maximising profits
- analyses market and plans the introduction of a product and service range
- identifies suppliers, negotiates supply of goods, rationalises stock and monitors quality control
- trains and communicates information to and from staff or team members in regard to stock and merchandise and service range.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant information and documentation, including:
  - store policy and procedures
  - legislation and statutory requirements
  - industry codes of practice
  - merchandise and supplier data.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and

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EVIDENCE GUIDE

	understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store merchandise and marketing policies may include:	• store culture • current market position • target market.
Customer requirements may be monitored by:	• questionnaires • surveys • observation.
Merchandise range may include:	• existing stock • new stock.

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RANGE STATEMENT

Impact on business operations may include:

- buying
- ordering patterns
- planning
- budgeting.

Relevant personnel may include:

- frontline staff
- relevant managers
- supervisor
- team leader
- specialist staff.

Feedback may be sought and given:

- verbally
- in writing
- in groups
- individually.

Performance indicators may include:

- price
- quality
- performance
- supply reliability
- merchandise range.

Negotiation process may include:

- face-to-face
- correspondence
- meetings
- telephone or electronic media.

Pricing arrangements may include:

- cash on delivery (COD)
- cheque
- credit card
- invoice
- GST.

Market factors may include:

- fashion trends
- product availability
- sales performance.

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RANGE STATEMENT

Legal requirements may include:	• sale of second-hand goods • Trade Practices and Fair Trading Acts • licence, patent or copyright arrangements • pricing procedures, including GST requirements.
Staff training may include:	• on-the-job • off-the-job • one-on-one coaching • any combination of the above.
Staff may include:	• full-time, part-time, casual or contract staff • people from a range of social, cultural and ethnic backgrounds • people with varying degrees of language and literacy levels.
Terms of trade may include:	• special buys • payment terms • promotional deals with supplier.
Stock lines may be ***deleted*** due to:	• changes in store policy and culture • sales performance • customer requirements • fashion trends • product availability • problems with supply.
Methods to ***consolidate stock*** may include:	• movement of stock between departments or stores.

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Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Inventory

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SIRXINV005A Control inventory

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to control inventory in a retail environment. It involves managing receipt, dispatch and storage of merchandise, and managing stock control.

Application of the Unit

Application of the unit This unit requires the team member to operate at a supervisory level to plan, coordinate and implement activities associated with the receipt, dispatch, storage and movement of merchandise, including observing maintenance procedures for storage areas and equipment according to store policy and procedures and relevant legislation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Manage receipt, dispatch and storage of merchandise.	1.1 Receive, dispatch and store merchandise according to ***store policy and procedures***. 1.2 Determine cost-effective and efficient methods for goods movement according to store policy. 1.3 Implement maintenance procedures for storage areas and ***equipment*** according to store policy.
2 Manage stock control.	2.1 Implement store policy and procedures in regard to ***stock control*** and inventories. 2.2 Establish and implement store procedures to monitor and control stock levels. 2.3 Maintain budgeted stock levels. 2.4 Establish and implement stocktaking procedures. 2.5 Establish and implement ***contingency plans*** in regard to stock delivery times.

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ELEMENT	PERFORMANCE CRITERIA
	2.6 Document and prepare accurate ***reports*** on stock inventories.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- store stocktaking systems
- use of electronic recording equipment
- time management
- report preparation and presentation
- literacy and numeracy skills in regard to:
  - stock control reports and documentation
  - processing orders
  - maintaining delivery and supply records
  - stock distribution records
  - maintaining stock recording systems
  - data analysis.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - receipt of goods from suppliers
  - dispatch of goods
  - shrinkage prevention
  - waste controls
  - safety controls
  - secure storage in an appropriate environment
  - equipment used to move stock
- store systems and equipment for stock recording and control
- inventory control
- storage security
- licensing requirements for operating moving equipment (if applicable)
- relevant legislation and statutory requirements

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REQUIRED SKILLS AND KNOWLEDGE

- relevant industry codes of practice
- OHS legislation and codes of practice.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans, coordinates and implements activities associated with receipt, dispatch, storage and movement of merchandise according to store policy and procedures, including OHS policies and guidelines
- implements maintenance procedures for storage areas and equipment according to store policy
- plans, coordinates and implements activities associated with stock control, including:
  - monitoring and controlling stock levels
  - establishing and maintaining stocktaking procedures
  - documenting and reporting on inventories according to store policy and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - store policy and procedures on inventory control
  - legislation and statutory requirements
  - industry codes of practice
  - OHS legislation and codes of practice
- access to:
  - a stock control system
  - stock control equipment
  - a team.

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EVIDENCE GUIDE

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures in regard to:	• receipt of goods from suppliers • dispatch of goods • shrinkage prevention • waste controls • safety controls • secure storage

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RANGE STATEMENT

- stock control and inventories.

Equipment may include:

- electronic bar coding equipment
- weighing machines
- thermometers
- climate control
- cold storage units
- storage fixtures
- trolley return equipment
- portable data entry
- cutting equipment
- protective clothing.

Stock control may include:

- stocktaking
- monitoring stock levels
- cyclical counts
- minimisation of out-of-date stock
- quality control.

Contingency plans may include:

- breakdowns
- delays
- floods
- breakages.

Reports may include:

- business documents
- informal reports
- stocktake reports.

Unit Sector(s)

Sector Cross-Sector

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Competency field

Competency field Inventory

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SIRXMER001A Merchandise products

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to merchandise products within a retail store. It involves the arrangement and presentation of merchandise, setting up and maintaining displays and labelling and pricing stock.

Application of the Unit

Application of the unit This unit applies to frontline retail personnel. It requires the team member to demonstrate the consistent application of store policies and procedures in regard to displaying, merchandising, ticketing, labelling, pricing and storage of stock, including application of correct manual handling, storage and display techniques according to stock characteristics, industry codes of practice, relevant legislation, government regulations, and industry codes of practice.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Place and arrange merchandise.	1.1 Unpack ***merchandise*** according to ***store policy and procedures*** and ***legislative requirements***.
	1.2 Place merchandise on floor, fixtures and shelves in determined locations according to OHS and other relevant legislative requirements.
	1.3 ***Display*** merchandise to achieve a balanced, fully-stocked appearance and promote sales.
	1.4 Identify damaged, soiled or out-of-date stock and take corrective action as required according to store procedure.
	1.5 Place stock range to conform with fixtures, ticketing, prices or bar codes.
	1.6 Rotate stock according to stock requirements and store procedure.

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ELEMENT	PERFORMANCE CRITERIA
	1.7 Ensure stock presentation conforms to special ***handling techniques*** and other ***safety requirements***.
2 Prepare display labels and tickets.	2.1 Prepare ***labels and tickets*** for window, wall or floor displays according to store policy.
	2.2 Prepare tickets using electronic equipment or neatly by hand according to store procedures.
	2.3 Identify soiled, damaged, illegible or incorrect labels and tickets and take corrective action.
	2.4 Use and maintain electronic ticketing and labelling equipment according to design specifications.
	2.5 Store ticketing equipment in a secure location.
3 Place, arrange and display price labels and tickets.	3.1 Place labels and tickets visibly and correctly on merchandise.
	3.2 Replace labels and tickets according to store policy.
	3.3 Maintain correct pricing and information on merchandise according to store procedures, industry codes of practice and legislative requirements.
4 Maintain displays.	4.1 Reset and dismantle ***special promotion areas***.
	4.2 Assist supervisor in selection of merchandise for display.
	4.3 Arrange and face up merchandise as directed and according to layout specifications and load-bearing capacity of fixtures.
	4.4 Identify, reset or remove unsuitable or out-of-date displays as directed.
	4.5 Identify optimum stock levels and replenish stock according to store policy.
	4.6 Maintain display areas in a clean and tidy condition.
	4.7 Remove excess packaging from display areas.
5 Protect merchandise.	5.1 Identify and apply correct handling, storage and display techniques according to stock characteristics and

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ELEMENT	PERFORMANCE CRITERIA
	legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- use and maintenance of manual and electronic labelling and ticketing equipment
- completing tasks in a set timeframe
- literacy and numeracy skills in relation to:
  - reading and interpreting store procedures and guidelines
  - machine or manual preparation of labels and tickets
  - reading and understanding manufacturer instructions.

The following knowledge must be assessed as part of this unit:

- store policies and procedures, in regard to:
  - merchandising, ticketing and pricing of stock
  - correct storage of stock
  - store promotional themes, including advertising, catalogues and special offers
  - location of display areas
  - availability and use of display materials
  - stock rotation
  - stock replenishment
  - merchandise range
  - scheduling for building or rotating displays
  - correct storage procedures for labelling and ticketing equipment and materials
- correct manual handling techniques for protection of self and merchandise
- principles of display
- elements and principles of design and trends in retail design
- relevant OHS regulations, including:
  - manual handling
  - hygiene and sanitation
  - hazardous substances

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REQUIRED SKILLS AND KNOWLEDGE

- labelling of workplace substances
- relevant legislation and statutory requirements
- pricing procedures, including inclusion and exclusion of GST
- relevant industry codes of practice.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies store policies and procedures and legislative requirements in regard to displaying, merchandising, ticketing, pricing and storage of stock
- displays merchandise on floor, fixtures, shelves and display areas, in determined locations, according to special manual handling techniques and other safety requirements
- prepares display labels and price tickets for merchandise with regard to store policies and procedures
- operates, maintains and stores a range of ticketing equipment according to:
  - store policy and procedures
  - industry codes of practice
  - manufacturer instructions and design specifications
- arranges correct pricing and information on merchandise according to store procedures, industry codes and government requirements
- identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures and legislative requirements
- maintains display areas and replenishes stock as required according to store procedures and legislative requirements
- performs correct manual handling, storage and display techniques according to:

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- stock characteristics
- industry codes of practice
- OHS legislation and codes of practice.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- a range of ticketing and pricing equipment
- merchandise for display
- display materials and props
- cleaning materials
- relevant documentation, such as:
  - store policy and procedure manuals on housekeeping, merchandising and OHS
  - manufacturer instructions and operation manuals for electronic ticketing equipment
  - relevant legislation and industry codes of practice.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSLS001A Sell products and services
- SIRXSLS002A Advise on products and services.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work

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functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Merchandise may be characterised by:	• type • brand • size • customer needs • colour • price.
Store policy and procedures in regard to:	• merchandising of stock • preparing and displaying labels and tickets • maintaining displays.
Legislative requirements may include:	• pricing requirements, including GST requirements • industry codes of practice • discounted items • Trade Practices and Fair Trading Acts.
Display may include:	• setting new displays • maintaining existing displays.
Handling techniques may vary according to:	• stock characteristics • store policy

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RANGE STATEMENT

- legislative requirements
- industry codes of practice.

Safety requirements may relate to:

- transport, storage and handling of goods
- hazardous substances
- labelling of workplace substances.

Preparation of ***labels and tickets*** may involve:

- pricing gun
- shelf tickets
- shelf talkers
- written labels
- swing ticketing
- bar coding
- price boards
- header boards.

Special promotion areas may be:

- permanent or temporary
- interior or exterior
- publicly accessible
- windows
- shelves
- wall fixtures
- on floor.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Merchandising

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SIRXMER002A Coordinate merchandise presentation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to supervise sales and other staff implementing and maintaining displays according to store merchandising standards.

Application of the Unit

Application of the unit This unit requires the team member to apply knowledge of store merchandising and pricing policy and standards staff to support and coordinate relevant frontline staff members and ensure that they arrange, present and label or price merchandise according to store requirements. It also involves informing staff of store merchandise presentation requirements for sales, promotions and special events, and providing feedback to management in regard to improvement of store marketing and promotional activities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Coordinate merchandise presentation and display.	1.1 Identify items to be advertised or promoted according to store merchandising policy.
	1.2 Plan, coordinate and evaluate promotions or special events as directed by management.
	1.3 Plan and supervise construction and maintenance of ***displays*** in order to achieve balance and visual impact.
	1.4 Inform ***staff*** of store ***display standards and requirements***.
	1.5 Inform staff of occurrence and timing of ***promotions and special events***.
	1.6 Ensure product or service ***display information*** accurately depicts product or service being promoted.

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ELEMENT	PERFORMANCE CRITERIA
	1.7 Ensure displays are completed according to required time schedule, with minimum disruption to ***customer*** service and traffic flow.
	1.8 Construct and maintain displays in a safe, secure manner.
	1.9 Regularly monitor replenishment of merchandise and rotation of stock on store displays and take action as required.
	1.10 Inform staff of appropriate timing for dismantling and disposal of displays.
	1.11 Evaluate merchandise presentation against sales turnover and store presentation standards.
	1.12 Provide management with feedback in regard to improvement of store marketing and promotional activities.
2 Implement merchandise pricing.	2.1 Implement store policy and procedures in regard to pricing and ticketing.
	2.2 Identify current prices for products and services and amend according to store policy.
	2.3 Inform team members of price changes and current pricing policies.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- use and maintenance of electronic labelling and ticketing equipment
- interpersonal communication skills to:
  - provide information to staff
  - provide feedback to management through clear and direct communication
  - share information

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REQUIRED SKILLS AND KNOWLEDGE

- give instructions
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- literacy and numeracy skills in relation to:
  - machine or manual preparation of labels and tickets
  - reading and interpreting store policies and procedures
  - merchandise presentation and pricing.

The following knowledge must be assessed as part of this unit:

- store policies and procedures, in regard to:
  - merchandising, pricing and ticketing
  - merchandise range
  - storage of stock
  - stock rotation and replenishment
  - minimum stock levels required
- procedure for accessing information and implementing price changes
- principles of display and design
- location of display areas
- availability and use of materials
- store promotional themes
- occurrence and timing of store promotions, including advertising, catalogues and special offers
- load-bearing capacity of fixtures and display areas
- correct storage procedures for labelling and ticketing equipment and materials
- relevant OHS legislation and codes of practice
- relevant legislation and statutory requirements, including Trade Practices and Fair Trading Acts
- pricing procedures, including GST requirements
- relevant industry codes of practice
- principles and techniques of interpersonal communication skills
- manufacturer specifications for the use of electronic labelling and ticketing equipment.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- implements store policies and procedures in regard to displaying, merchandising, ticketing and pricing of stock
- coordinates and monitors display, promotion and presentation of merchandise according to store policies and procedures and legislative requirements
- identifies products to be advertised or promoted according to store merchandising policies
- coordinates construction and maintenance of displays within time schedule set in regard to advertising, catalogues, special offers and in-store promotions in a safe and secure manner
- informs staff of pricing policies, promotions, special events, display standards and requirements and timing for dismantling and disposal of displays
- evaluates and reports sales and presentation effectiveness of store merchandising and promotional activities to management and staff as required by store policies and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail environment
- pricing and ticketing equipment
- merchandise for display
- display materials and props
- relevant documentation, such as:
  - store policy and procedures manuals on merchandising
  - OHS requirements
  - manufacturer instructions and operation manuals on electronic ticketing equipment
  - legislation and statutory requirements
  - industry codes of practice
  - a work team.

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Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Displays may be located in a variety of areas, including:

- windows
- shelves
- walls
- fixtures on floor
- permanent or temporary
- interior or exterior
- publicly accessible areas.

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RANGE STATEMENT

Staff may be:	• full-time, part-time, casual or contract • from within or outside own work team • from a range of social, cultural and ethnic backgrounds.
Display standards and requirements may include :	• setting up new displays • maintaining existing displays • ticketing and display signage • safety.
Promotions and special events may include:	• stock characteristics • industry codes of practice.

Display information may include:	• product brand
	• product characteristics, such as:
	  • size
	  • weight capacity
	  • materials
	• special guarantees
	• price
	• discount information.

Customers may include:	• new or repeat contacts • external and internal contacts • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Unit Sector(s)

Sector Cross-Sector

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Competency field

Competency field Merchandising

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SIRXMER004A Manage merchandise and store presentation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to manage merchandise and store presentation.

Application of the Unit

Application of the unit This unit requires the team member to apply knowledge of store merchandising to plan and manage store advertising and promotions, manage store pricing policies and housekeeping. It includes interpretation of and compliance with store layout and visual merchandising policies, developing and implementing procedures to manage merchandise pricing, and managing all aspects of store housekeeping, including contingency procedures. This role applies to frontline retail managers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Manage store merchandising.	1.1 Ensure layout and presentation support market position and promote customer flow according to store ***visual merchandising policies and plans***.
	1.2 Develop and implement layout assessment checks.
	1.3 Define standards for visual presentations and displays and clearly communicate to all staff
	1.4 Consult floor staff to assess customer response to space allocations.
2 Plan and manage store advertising and promotions.	2.1 Manage and implement store policies and procedures, in regard to store ***promotional activities***.
	2.2 Organise activities in line with anticipated or researched customer requirements.
	2.3 Manage ***promotions*** in order to achieve maximum customer impact.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Negotiate arrangements with suppliers in regard to special promotional activities.
	2.5 Coordinate store activities to complement shopping centre or retail complex promotions.
	2.6 Develop and implement assessment checks to measure effectiveness of promotions, including layout, visual impact and customer response.
	2.7 Document and report on promotional activities.
3 Manage store pricing policies.	3.1 Maintain store pricing according to ***organisation pricing policies and procedures*** in regard to pricing.
	3.2 Maintain accurate information on pricing trends and changes and communicate to relevant staff.
	3.3 Develop and implement procedures for pricing according to store policies and ***legislative requirements***.
4 Manage housekeeping.	4.1 Develop and implement store policies and procedures in regard to ***store housekeeping and maintenance***.
	4.2 Develop and manage rosters or schedules, ensuring store housekeeping standards are monitored and maintained.
	4.3 Initiate ***contingency plan*** in the event of merchandise or store presentation problems.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- providing feedback on performance
- interpersonal communication skills to:
  - communicate store standards and expectations to staff
  - consult floor staff
  - negotiate arrangements with suppliers, through clear and direct communication
  - ask questions to identify and confirm requirements

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REQUIRED SKILLS AND KNOWLEDGE

- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- roster development
- report writing
- literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing rosters
  - preparing reports
  - documenting results

The following knowledge must be assessed as part of this unit:

- store policies and procedures, in regard to:
  - layout and presentation
  - advertising and promotions
  - pricing or marking down of goods, including risk assessment
  - housekeeping for premises, fittings, fixtures and equipment
  - store merchandise and service range
  - store merchandising plan
  - range and availability of new products and services
  - customer demand and market trends
  - product quality standards
- OHS legislation and codes of practice
- relevant legislation and statutory requirements
- relevant industry codes of practice
- pricing procedures, including GST requirements
- principles and techniques in:
  - visual merchandising
  - project management

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- collaboratively plans layout and presentation of merchandise according to store policies and procedures
- assesses effectiveness of layout and presentation according to sales targets or predetermined objectives
- collaboratively plans, coordinates and implements advertising and promotions activities according to store policies and procedures
- assesses and reports on effectiveness of advertising and promotions to staff and management according to store policies and procedures
- collaboratively plans, coordinates and implements pricing activities according to store policies and procedures
- collaboratively plans, coordinates and implements housekeeping activities according to store policies and procedures and OHS legislation, regulations and codes of practice.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - store policy and procedures manuals
  - store merchandising plan
  - legislation and statutory requirements
  - OHS legislation, regulations and codes of practice
- a work team.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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EVIDENCE GUIDE

Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Visual merchandising policies and plans may include:	• target market • market research • store image • store layout and space availability • seasonal lines • pricing policy.
Promotional activities may involve:	• external and in-store activities • corporate or locally based activities • dealing with advertising agencies and consultants.
Promotions may include:	• advertising • catalogues • newspapers • posters • radio or TV • suppliers

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RANGE STATEMENT

	• internet • website.
Organisation pricing policies and procedures may include:	• marking down of slow moving stock • soiled or damaged goods • goods close to use-by date • end of season stock • pricing policies, including GST requirements.
Legislative requirements may include:	• Trade Practices and Fair Trading Acts • consumer law.
Store housekeeping and maintenance may include:	• store premises • fittings • fixtures • equipment.
Contingency plan may include:	• major spillages • flood, storm or cyclone • breakages • blackout • break-in.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Merchandising

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SIRXMGT001A Coordinate work teams

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to coordinate work teams in a retail environment. It involves monitoring and organising staffing levels, informing team members of expected standards of work, coaching and motivating the team and maintaining staffing records.

Application of the Unit

Application of the unit This unit requires the team member to consistently and responsibly apply store policy and procedures and local statutory requirements in regard to the induction, rostering, coordination, coaching and motivation of work teams. It requires strong interpersonal communication skills. Those with managerial responsibility undertake this role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Monitor and organise staffing levels.	1.1 Maintain ***staffing levels*** and rosters in designated areas within budget and according to ***store policy and procedures*** and ***legislative requirements***.
	1.2 Roster ***team*** according to anticipated sales peaks and ***statutory requirements***.
	1.3 Inform team members of individual rosters according to store policy and procedures.
	1.4 Take corrective action as needed according to staff availability.
2 Inform team members.	2.1 Inform team of expected standards of ***work*** and behaviour required by store policy in a manner and at a level and pace appropriate to the individual.
	2.2 Implement staff ***communication*** and motivation programs

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ELEMENT	PERFORMANCE CRITERIA
	according to store policy.
	2.3 Compare store targets to individual and team results.
	2.4 Conduct staff meetings to address issues within area of authority according to store policy.
	2.5 Perform ***staff induction*** into teams according to store policy.
3 Coach on the job.	3.1 Identify opportunities to ***coach*** team members who are unfamiliar with specific ***procedures***.
	3.2 Make team members aware of the work application of the competency or job being taught.
	3.3 Use a systematic approach, including explanation and demonstration where appropriate.
	3.4 Encourage trainees by positive ***comments and feedback***.
	3.5 Design feedback during instruction to help trainees learn from their mistakes.
	3.6 Encourage and guide trainees to evaluate their own performance and diagnose it for improvement.
	3.7 ***Evaluate*** trainees' performance according to store policy and procedures.
4 Motivate the team.	4.1 Identify strengths and weaknesses of team against current and anticipated work requirements.
	4.2 Encourage individuals within the team to contribute to discussion and planning of team objectives and goals.
	4.3 Update and review team objectives and goals on a regular basis in consultation with ***relevant personnel***.
	4.4 Develop positive and constructive relationships with and between team members.
	4.5 Treat all team members fairly, equally and with respect.
	4.6 Accept responsibility for developing own competencies and identify realistic objectives.
5 Maintain staffing records.	5.1 Maintain ***staff records*** as required according to store policy and relevant awards and agreements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
  - inform team members of rosters
  - conduct staff meetings
  - coach team members, including explaining and demonstrating
  - provide feedback and encouragement through clear and direct communication
  - ask questions to identify and confirm requirements
  - give instructions and provide constructive feedback
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- literacy skills in regard to:
  - reading and interpreting workplace documents
  - reporting procedures.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - workplace ethics
  - work teams
  - staffing rosters
  - personnel records
  - trainee assessment
  - supervising new apprentices
  - staff counselling and disciplinary procedures
  - work and overtime periods
  - meetings
  - housekeeping
- store organisational structure
- rights and responsibilities of employers and employees in retail workplace
- award and agreement requirements, including employment classifications, such as full-time, part-time and casual

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REQUIRED SKILLS AND KNOWLEDGE

- forms of work in retail
- major changes affecting retail workplaces
- principles and techniques in interpersonal communication
- relevant legislation and statutory requirements, such as:
  - equal employment opportunity (EEO) legislation
  - anti-discrimination legislation
  - industry awards and agreements
- relevant OHS regulations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently and responsibly applies store policy and procedures and ethical behaviour in regard to the coordination of staff • consistently applies store policies and procedures in regard to monitoring, organising, maintaining staffing levels, communicating with staff, mentoring, coaching and motivating staff • consistently and responsibly applies store policy and procedures in regard to the induction of new staff. • consistently and responsibly applies store policy and procedures in regard to maintaining staffing levels and coordinating work teams within budgetary constraints • consistently applies state and local statutory requirements and regulations, including relevant industry awards and agreements • consistently applies appropriate communication and interpersonal skills when motivating the team and informing staff of roles and responsibilities • reports suggestions for improvements in procedures

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EVIDENCE GUIDE

	to management.
Context of and specific resources for assessment	Assessment must ensure access to: • a retail work environment relevant documentation, such as: • legislation and statutory requirements • awards and agreements • job descriptions and responsibilities • training programs • store policy and procedures manuals rostering and recording systems a work team.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SIRXMGT002A Maintain employee relations.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Staffing levels may vary according to:	• peak trading times • special events • promotion • stocktakes • refurbishment.
Store policy and procedures may relate to:	• staffing requirements • on the job training • maintaining staffing records • housekeeping.
Legislative requirements may include:	• OHS • equal opportunity • anti-discrimination • workplace relations • industry awards and agreements.
Team may include:	• full-time, part-time or casual staff • staff under contract • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions.
Statutory requirements may	• minimum and maximum hours of work

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RANGE STATEMENT

include:	• meal and other breaks • leave entitlements • remuneration scales • penalty rates • relevant industry awards and agreements.
Work may include:	• selling • merchandising • housekeeping • rostering • maintaining equipment • stocktaking.
Communication with team may be:	• face-to-face • written • in languages other than English, Indigenous languages or visual languages, such as sign language • individually or in groups.
Staff induction may include:	• formal training program • one-to-one coaching.
Coaching may be done:	• frequently or infrequently • formally or informally.
Procedures may relate to:	• modes of communication • contact with customers • job descriptions and responsibilities • interaction with other team members • interaction with supervision and management • OHS.
Techniques for providing	• using appropriate, open and inclusive language

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RANGE STATEMENT

comments and feedback may include:	• speaking clearly and concisely • using languages other than English, including Indigenous languages and visual languages, such as sign language • non-verbal communication.
Methods of ***evaluation*** may include:	• observation • third-party reports • customer feedback • questioning.
Relevant personnel may include:	• team members • supervisors • managers. •
Staff records:	• systems may be: • manual • electronic • may relate to: • attendance • leave entitlements • training • discipline.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Management and Leadership

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Competency field Management and Leadership

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SIRXRSK001A Minimise theft

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to minimise theft in a retail environment. It involves applying routine store security, taking appropriate action to minimise theft and maintaining security of cash, registers or terminals and keys.

Application of the Unit

Application of the unit This unit applies to frontline service personnel. It requires the team member to apply store policy and procedures and industry codes of practice in regard to store security and theft prevention, reporting theft or suspicious behaviour to relevant personnel and monitoring stock, work areas, customers and staff to minimise opportunities for theft.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Apply routine store security.	1.1 Apply store ***security systems and procedures*** according to store policy. 1.2 Handle and secure cash according to ***store policy and procedures***. 1.3 Observe and deal with suspect behaviour by ***customers*** according to store policy and ***legislative requirements***. 1.4 Deal with internal and external theft according to store policy and legislative requirements. 1.5 Store products and equipment in a secure manner.
2 Minimise theft.	2.1 Take appropriate action to minimise theft by applying store procedures and legislative requirements. 2.2 Match merchandise to correct price tags. 2.3 Maintain surveillance of merchandise according to store policy and ***legislative requirements***.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Check customers' bags as required at point of sale according to store policy and legislative requirements.
	2.5 Maintain security of cash, cash register and keys according to store policy.
	2.6 Maintain security of stock, cash and equipment in regard to customers, ***staff*** and outside contractors according to store policy and legislative requirements.
	2.7 Deal with suspected or potential thieves according to store policy and procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- literacy and numeracy skills in:
  - recording of stolen items
  - reporting of theft.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - security
  - checking customers' bags and purchases
  - reporting problems and faults
- relevant legislation and statutory requirements, particularly in regard to checking customers' bags and purchases
- Trade Practices and Fair Trading Acts
- store merchandising system
- security procedures relating to cash and non-cash transactions
- location and operation of store security equipment
- reporting procedures for internal and external theft or suspicious circumstances.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures and legislative requirements, including industry codes of practice in regard to store security and theft prevention in a range of contexts and situations
- consistently applies store policy and procedures in regard to following security procedures and for reporting theft or suspicious behaviour to relevant personnel
- monitors stock, work area, customers and staff to minimise opportunities for theft.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
  - store policy and procedures manuals
  - legislation and statutory regulations
  - industry codes of practice
  - Trade Practices and Fair Trading Acts
- relevant security equipment
- point-of-sale equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a simulated work environment
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party

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EVIDENCE GUIDE

workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCCS001A Apply point-of-sale handling procedures
- SIRXCCS002A Interact with customers
- SIRXINV001A Perform stock control procedures
- SIRXFIN001A Balance point-of-sale terminal.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Security systems and procedures may deal with:

- customers
- staff
- keys
- visitors, sales representatives, contractors and vendors
- stock
- records
- cash, credit cards
- equipment, including:

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RANGE STATEMENT

- alarm systems
- video surveillance
- mirrors
- security tags
- locked and secure areas
- premises
- armed hold-up.

Store policy and procedures may relate to:

- security
- surveillance of merchandise
- reporting problems and faults.

Customers may include:

- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Legislative requirements may include:

- privacy and confidentiality laws
- Trade Practices and Fair Trading Acts
- consumer law
- awards and agreements
- property offences
- credit laws
- reporting procedures
- criminal law.

Staff may include:

- management
- other staff members
- full-time, part-time and casual staff
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

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Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Risk Management and Security

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SIRXSLS001A Sell products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

Application of the Unit

Application of the unit This competency applies to frontline sales personnel. It requires the recognition and demonstration of verbal and non-verbal communication skills to determine customer requirements, sell the benefits of products and services, overcome objections and close sales. Personal evaluation is utilised to maximise sales in accordance with industry codes of practice, relevant legislation and store policy.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Apply product knowledge.	1.1 Demonstrate knowledge of the use and application of relevant products and services according to ***store policy*** and ***legislative requirements***.
	1.2 Develop ***product knowledge*** by accessing ***relevant sources of information***.
2 Approach customer.	2.1 Determine and apply timing of ***customer*** approach.
	2.2 Identify and apply effective ***sales*** approach.
	2.3 Convey a positive impression to arouse customer interest.
	2.4 Demonstrate knowledge of customer buying behaviour.

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ELEMENT	PERFORMANCE CRITERIA
3 Gather information.	3.1 Apply questioning techniques to determine customer buying motives.
	3.2 Use listening skills to determine customer requirements.
	3.3 Interpret and clarify non-verbal communication cues.
	3.4 Identify customers by name where possible.
	3.5 Direct customer to specific merchandise.
4 Sell benefits.	4.1 Match customer needs to appropriate products and services.
	4.2 Communicate knowledge of products features and benefits clearly to customers.
	4.3 Describe product use and safety requirements to customers.
	4.4 Refer customers to appropriate product specialist as required.
	4.5 Answer ***routine customer questions*** about merchandise accurately and honestly or refer to senior sales staff.
5 Overcome objections.	5.1 Identify and accept customer objections.
	5.2 Categorise objections into price, time and merchandise characteristics.
	5.3 Offer solutions according to store policy.
	5.4 Apply ***problem solving*** to overcome customer objections.
6 Close sale.	6.1 Monitor, identify and respond appropriately to customer buying signals.
	6.2 Encourage customer to make purchase decisions.
	6.3 Select and apply appropriate method of closing sale.
7 Maximise sales	7.1 Recognise and apply opportunities for making

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ELEMENT	PERFORMANCE CRITERIA
opportunities.	additional sales. 7.2 Advise customer of complementary products or services according to customer's identified need. 7.3 Review personal sales outcomes to maximise future sales.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- selling techniques, including:
  - opening techniques
  - recognising buying signals
  - strategies to focus customer on specific merchandise
  - add-ons and complementary sales
  - overcoming customer objections
  - closing techniques
- verbal and non-verbal communication skills
- handling difficult customers
- negotiation skills
- sales performance appreciation
- questioning, listening and observation
- literacy skills in regard to:
  - reading and understanding product information
  - reading and understanding store policies and procedures
  - recording information
- numeracy skills in regard to:
  - handling payment for goods
  - weighing and measuring goods.

The following knowledge must be assessed as part of this unit:

- store policies and procedures, in regard to:

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REQUIRED SKILLS AND KNOWLEDGE

- selling products and services
- allocated duties and responsibilities
- store merchandise and service range
- specific product knowledge for area or section
- relevant legislation and statutory requirements
- relevant industry codes of practice
- customer types and needs, including:
  - customer buying motives
  - customer behaviour and cues
  - individual and cultural differences
  - demographics, lifestyle and income
  - types of customer needs, e.g. functional, psychological.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales • uses questioning, listening and observation skills to determine customer requirements • consistently applies store policies and procedures in regard to selling products and services • maximises sales opportunities according to store policies and procedures • consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services • evaluates personal sales performance to maximise future sales.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as policy and procedures manuals
- a range of customers with different requirements
- a range of merchandise and products appropriate to the retail workplace
- product labels and sources of product information.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures in regard to:	• interaction with customers • selling products and services.
Legislative requirements may include:	• Trade Practices and Fair Trading Acts • tobacco laws • liquor laws • lottery legislation • industry codes of practice • OHS • sale of second-hand goods • sale of X and R rated products • trading hours • transport, storage and handling of goods.
Product knowledge may include:	• warranties • features and benefits • use-by dates • handling and storage requirements • stock availability • safety features • price.
Relevant sources of information may include:	• internet • staff members • store or supplier product manuals • product profiles • videos • demonstrations • labels • store tours.

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RANGE STATEMENT

Customers may include:	• new or repeat contacts • external and internal contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Sales transactions may be completed:	• face to face • over the telephone • online.
Routine customer questions may relate to:	• price and price reductions • quality • availability • features and benefits.
Problem solving may be affected by:	• store policies and procedures • resource implications.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Sales

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SIRXSLS002A Advise on products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor It describes the performance outcomes, skills and knowledge required to apply a depth of specialist or general product knowledge and a need for experience and skill in offering advice to customers.

Application of the Unit

Application of the unit This unit requires the team member to develop, maintain and convey detailed and specialised product knowledge to customers and other staff in accordance with store policy and relevant legislation. Specialist sales personnel undertake this function.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop product and service knowledge.	1.1 Develop and maintain ***product knowledge*** according to ***store policy*** and ***legislative requirements***.
	1.2 Convey product knowledge to other ***staff*** as required.
	1.3 Research and apply comparisons between products and services.
	1.4 Demonstrate knowledge of competitors' product and service range and ***pricing structure***.
2 Recommend specialised products or services.	2.1 Evaluate merchandise according to ***customer requirements***.
	2.2 Demonstrate features and benefits of products and services to ***customer*** to create a buying environment.
	2.3 Apply detailed specialised knowledge of product to provide accurate advice to customers.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
  - convey product knowledge to staff
  - apply knowledge to provide advice to customers
  - handle difficult customers through clear and direct communication
  - ask questions to identify and confirm requirements
  - share information
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- using a range of communication and electronic equipment
- accessing relevant product and service information
- literacy skills in regard to:
  - reading and understanding product information
  - reading and understanding store policies and procedures
  - recording information
- numerical skills in regard to:
  - estimating and calculating costs relevant to pricing products.

The following knowledge must be assessed as part of this unit:

- specialised product knowledge, including:
  - warranties
  - benefits and features
  - shelf life and use-by date
  - storage requirements
  - ingredients or materials contained in product
  - product and ingredient origins
  - care and handling of products
  - corresponding or complementary products and services
  - stock availability
- store and industry manuals and documentation
- stock and merchandise range
- service range

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REQUIRED SKILLS AND KNOWLEDGE

- procedures for taking orders
- pricing procedures, including GST requirements
- other relevant policies and procedures
- relevant legislation and statutory requirements
- relevant industry codes of practice.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services
- develops, maintains and conveys product knowledge to customers and other staff
- applies detailed and specialised product knowledge to provide accurate advice according to the needs of the customer.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- a range of stock and merchandise

relevant documentation, such as:

- price lists
- policy and procedures manuals
- a range of customers with different requirements
- a range of communication equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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EVIDENCE GUIDE

are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Product knowledge may include:

- brand options
- product features and benefits
- warranties
- safety features
- use-by dates
- handling and storage requirements
- stock availability
- price.

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RANGE STATEMENT

Product knowledge may be developed and maintained by:	• accessing the internet • attending product launches • attending product seminars • discussions with staff • accessing product information booklets and pamphlets.
Store policy and procedures in regard to:	• interaction with customers • selling products and services.
Legislative requirements may include:	• Trade Practices and Fair Trading Acts • tobacco laws • liquor laws • lottery legislation • industry codes of practice • OHS • sale of second-hand goods • sale of X and R rated products • trading hours • transport, storage and handling of goods.
Staff may include:	• full-time, part-time or casual • under contract • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions.
Customer requirements may include:	• specific brand • sizing • quality • quantity

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RANGE STATEMENT

- price range
- usage.

Customers may include:

- new or repeat contacts
- external and internal contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Pricing structure may include:

- sales reductions
- pricing procedures, including GST requirements
- mark-downs.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Sales

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SIRXSLS003A Coordinate sales performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to implement and monitor adherence to sales policies and procedures, and monitor the achievement of sales targets.

Application of the Unit

Application of the unit This unit requires the team member to implement and monitor store policies and procedures and relevant legislation in relation to sales transactions, and to provide feedback to management and staff on sales performance in relation to sales targets and planning. Those with managerial responsibility undertake this role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Implement sales policies and procedures.	1.1 Implement and monitor adherence to ***store policy and procedures*** and ***relevant legislation*** in regard to ***selling***. 1.2 Implement and monitor store policy and procedures in regard to ***sales transactions***. 1.3 Monitor ***team*** to ensure information is entered into point-of-sale equipment accurately. 1.4 Monitor team to ensure the efficient and safe ***handling*** of goods through point-of-sale areas. 1.5 Monitor team to ensure that products and services are matched to ***customer*** needs.
2 Monitor achievement of sales targets.	2.1 Monitor and record individual and department sales targets according to store policy. 2.2 Monitor and record store sales results in line with sales targets and according to store policy.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Provide ***feedback*** to management and staff on sales performance in relation to sales targets and planning.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
  - provide feedback, coaching and performance analysis through clear and direct communication
  - ask questions to identify and confirm requirements
  - share information
  - give instructions
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- literacy skills in regard to:
  - reading and understanding store policy and procedures
  - processing, recording and documenting information
- numerical skills in regard to:
  - analysis of store, department and individual sales figures.

The following knowledge must be assessed as part of this unit:

- store policies and procedures, in regard to:
  - external and internal customer contact
  - selling products and services
  - allocated duties and responsibilities
- store merchandise and services
- customer profile
- location of store departments and importance of sales to store performance
- store and department sales targets
- factors that enhance sales performance
- stock control procedures

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REQUIRED SKILLS AND KNOWLEDGE

- relevant legislation and statutory requirements
- relevant industry codes of practice
- relevant OHS requirements
- pricing procedures, including GST requirements
- principles and techniques of interpersonal communication.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services
- implements and monitors store policies and procedures in relation to sales transactions, including non-cash sales and variations to standard sales transactions
- monitors and provides feedback to management and staff on sales performance in relation to sales targets and planning.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - policy and procedures manuals
  - individual and department sales targets and results
  - reporting proformas
  - legislation and statutory requirements
- a sales team
- point-of-sale equipment and materials.

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EVIDENCE GUIDE

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the candidate in the workplace • third-party reports from a supervisor • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures in regard to:	• selling products and services • sales transactions • reporting.

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RANGE STATEMENT

Relevant legislation may include:	• Trade Practices and Fair Trading Acts • tobacco laws • liquor laws • lottery legislation • industry codes of practice • OHS • sale of second-hand goods • sale of X and R rated products • pricing procedures, including GST requirements • trading hours • transport, storage and handling of goods.
Selling may include:	• face to face • telephone • internet.
Sales transactions may include:	• cash • EFTPOS • cheque • credit card • store card • lay-by • gift voucher.
Team may include:	• full-time, part-time, casual or contract staff • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions.
Handling techniques may vary according to:	• stock characteristics • OHS • industry codes of practice.

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RANGE STATEMENT

Customers may include:	• new or repeat contacts • external or internal contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Feedback to management and staff may include:	• presentations • reports • informal meetings • email • financial reports • business documents • records of store sales.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Sales

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SIRXSLS005A Manage sales and service delivery

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to monitor, maintain and improve sales and service delivery. It involves market research, developing new markets and marketing products and services within the culture of the overall store policy.

Application of the Unit

Application of the unit This unit requires the team member to develop and maintain excellence in sales and service delivery by ensuring the provision of a well-resourced working environment for fellow staff. The team member is required to proactively pursue the continuous improvement of operations by seeking, evaluating and reporting feedback from customers and colleagues on sales and service delivery and working conditions; and locating and negotiating adequate supply of stock and other necessary resources in accordance with store policy. Those with managerial responsibly undertake this role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Monitor, maintain and improve sales and service delivery.	1.1 Implement, communicate and review ***policies and procedures for sales and service delivery*** on a regular basis.
	1.2 Maintain adequate ***resource*** allocation for client service provision in line with ***store policy and procedures***.
	1.3 Resolve ***customer*** complaints that have been referred by ***staff***, according to store policy.
	1.4 Ensure sales and service targets and plans are consistent with quality and functional ***specifications***.
	1.5 Monitor sales and service targets and plans to ensure that customer requirements are met, and take appropriate

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ELEMENT	PERFORMANCE CRITERIA	
		remedial action if required.
	1.6	Communicate sales and service targets and plans to ***relevant personnel*** according to implementation schedules.
	1.7	Provide ***feedback*** to staff on operations and outcomes.
	1.8	Encourage staff to take responsibility for meeting customer requirements.
	1.9	Seek and use feedback from customers to improve future operations.
	1.10	Take corrective measures to minimise ***factors that may cause disruption to operations***.
	1.11	Monitor and evaluate effectiveness of corrective actions for future operational planning.
	1.12	Ensure current and accurate ***records*** on sales are available to authorised personnel.
	1.13	Interpret and act on relevant reports as required.
2 Negotiate supply of goods.	2.1	***Negotiate*** and implement ***arrangements with suppliers*** according to store policies and procedures and communicate to relevant personnel.
	2.2	Authorise and communicate special pricing arrangements and customer payment agreements to relevant staff and management personnel according to store policy.
	2.3	Monitor records of suppliers and stock for accuracy and legibility and take appropriate action where necessary.
	2.4	Identify and communicate to relevant personnel market factors affecting ***supply***.
	2.5	Convey complete and accurate records of negotiations and agreements to appropriate personnel within designated time limits.
	2.6	Take immediate corrective action where potential or actual ***problems with supply*** are indicated.
	2.7	Identify and develop new suppliers to maintain and improve sales and service delivery.

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ELEMENT	PERFORMANCE CRITERIA
3 Establish customer requirements.	3.1 Plan and develop strategies to enhance provision of customer service according to store policy.
	3.2 Research and accurately ***analyse customer needs*** in regard to local geographic and cultural issues.
4 Provide productive work environment.	4.1 Establish and maintain a sufficient supply of resources of the necessary quantity and quality to meet customer requirements.
	4.2 Regulate and monitor access to and use of resources for maximum efficiency.
	4.3 Maintain staff working conditions that meet requirements of ***relevant legislation*** and store policy.
	4.4 Ensure that maintenance frequency and use of equipment conform to recommended schedules and procedures.
	4.5 Replace, repair or adapt resources that do not meet requirements as soon as practicable and with minimum disruption to work activity.
	4.6 ***Communicate recommendations*** for improving conditions to relevant personnel within designated timeframe.
	4.7 Maintain complete, accurate records and make them available to authorised personnel.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
  - communicate with staff through clear and direct communication
  - ask questions to identify and confirm requirements
  - share information
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication

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REQUIRED SKILLS AND KNOWLEDGE

- negotiating with suppliers and customers
- presentation skills
- using new technology
- literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing reports
  - documenting results
- numeracy skills in regard to:
  - interpreting and maintaining data
  - estimating volume
  - calculating costs and pricing arrangements.

The following knowledge must be assessed as part of this unit:

- store policies and procedures in regard to:
  - sales and service delivery
  - supply specifications
  - quality assurance and control
  - stock maintenance and control
  - pricing procedures, including GST requirements
- store merchandise and service range
- store merchandising plan
- range and availability of new products and services
- customer demand and market trends
- product quality standards
- relevant legislation and statutory requirements
- relevant industry codes of practice
- principles and techniques in:
  - purchasing and supply specifications
  - stock control
  - interpersonal communication.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently maintains, monitors and evaluates sales and service delivery
- communicates sales and service targets and plans and provides feedback on operations and outcomes to relevant personnel in accordance with store policy
- proactively improves sales and service delivery operations
- accurately interprets and maintains data on sales and services delivery
- negotiates and arranges supply of goods according to store policy and procedures
- consistently authorises pricing and payment agreements according to store policy and procedures
- consistently maintains, monitors and evaluates supply of stock.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - policy and procedures manuals
  - sales and service delivery targets and plans
  - records of sales and service
  - legislation and statutory requirements
  - industry codes of practice
  - OHS legislation and codes of practice
- suppliers
- a team.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace

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- third-party reports from a supervisor
- customer feedback
- research report
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Policies and procedures for sales and service delivery may involve:

- service standards
- staff presentation
- customer complaints
- staff induction
- customer service and sales training.

Resources may include:

- people
- materials

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RANGE STATEMENT

- equipment and technology
- finances
- time.

Store policy and procedures in regard to:

- the acquisition and sale of products and services
- quality assurance and control
- interaction with customers
- interaction with other team members
- OHS.

Customers may include:

- new or repeat contacts
- external and internal contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Staff may include:

- full-time, part-time, casual or contract staff
- people from a range of social, cultural and ethnic backgrounds
- people with varying degrees of language and literacy levels.

Specifications may include:

- customer agreements
- operational means for meeting agreements
- specific functional duties within the organisation.

Relevant personnel may include:

- managers
- supervisors
- members of own or other work teams.

Feedback may be sought and given:

- verbally
- in writing
- in groups

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RANGE STATEMENT

- individually.

Factors that may cause disruption to operations may include:

- supply
- operational resources
- quality of materials.

Records may be:

- hard copy
- electronic.

Techniques used to ***negotiate*** with suppliers may include:

- face to face contact
- correspondence
- meetings
- telephone
- email.

Arrangements with suppliers may relate to:

- pricing
- delivery
- partnerships and exclusivity
- credit levels.

Sources of ***supply*** may include:

- people
- external organisations
- internal departments and teams.

Problems with supply may involve:

- quality
- quantity
- coverage or content
- time schedules or scales
- cost.

Methods used to ***analyse customer needs*** may be:

- quantitative
- qualitative.

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RANGE STATEMENT

Relevant legislation may include:	• federal, state and local legislation • OHS • equal employment opportunity and anti-discrimination laws.
Recommendations may be communicated to:	• higher-level managers • subordinates • colleagues, specialists, staff from other departments • external organisations with a health, safety or environmental responsibility • government bodies.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Sales

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SITHFAB001A Clean and tidy bar areas

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide general assistance in a bar area. It includes the skills to clean and tidy bars and public areas, including collecting glasses and interacting with customers. It does not include the preparation and service of alcoholic beverages which is found in the unit SITHFAB002A Operate a bar.

Some States and Territories will have legislative requirements in relation to the service of alcohol.

Application of the Unit

This unit reflects the role of a bar useful or may be part of the role of a bar attendant in various hospitality establishments where alcoholic beverages are served such as bars, restaurants and hotels. Persons undertaking the role of bar useful work as part of a team under direct supervision. Bar attendants may work as part of a team but with some autonomy and responsibility for own outcomes.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:

SITXOHS002A Follow workplace hygiene procedures.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Clean bar and equipment.	1.1 Clean **bar surfaces and equipment** according to enterprise standards and hygiene regulations, in consultation with other bar attendants and with minimum disruption to bar operations.
	1.2 Operate equipment according to manufacturer instructions and enterprise procedures.
	1.3 Check condition of utensils and glassware during the cleaning process for dirty or damaged items.
	1.4 Safely dispose of broken and cracked items and other waste according to enterprise procedures and environmental considerations.
2 Clean and maintain public areas.	2.1 Identify **public areas** that require cleaning or maintenance promptly and take appropriate action.
	2.2 Clear empty and unwanted glasses on a regular basis with minimum disruption to customers.
	2.3 Clean and prepare tables and public areas hygienically according to enterprise requirements.
	2.4 Interact with customers, where appropriate, to enhance customer service.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

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The following skills must be assessed as part of this unit:

operation of bar equipment, including glass washer

safe and appropriate use of cleaning equipment and chemicals

other safe work practices and hygiene issues specific to bar operations

logical and efficient work flow

problem-solving skills to deal with minor problems, such as spillages and stains

communication skills to liaise with other team members, clarify requirements, provide information and listen to and interpret information and non-verbal communication

numeracy skills to calculate quantities for cleaning materials

literacy skills to read instructions on equipment and cleaning materials.

The following knowledge must be assessed as part of this unit:

requirements of the relevant state or territory Liquor Act in relation to general licensing requirements and responsibilities of individual staff members

requirements of the state or territory Health Act in relation to basic hygiene requirements in bar areas.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency	Evidence of the following is essential: ability to maintain the cleanliness and tidiness of bar area during normal operating conditions within appropriate timeframes ability to follow enterprise bar cleaning procedures safely and hygienically.
Context of and specific resources for assessment	Assessment must ensure: access to a fully equipped bar, including current industry equipment, as defined in the Assessment Guidelines access to an appropriate range of cleaning

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	equipment and chemicals industry-realistic conditions, such as typical bar staff to customer ratios.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: direct observation of the candidate cleaning and maintaining bar area and public area written or oral questions to test knowledge of hygiene, relevant legislation and OHS issues review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: SITHFAB002A Operate a bar SITHFAB009A Provide responsible service of alcohol.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different

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work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Bar surfaces and equipment include:	service counters beer, wine and post-mix service points cash register and related equipment refrigeration equipment ice machines blenders coffee machines utensils glassware food containers for garnishes and chips glass-washers.
Public areas may be indoor or outdoor and include:	bar areas restaurant areas function areas gaming areas.

Unit Sector(s)

Hospitality

Competency field

Food and Beverage

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SITHFAB003A Serve food and beverage to customers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to serve food and beverage to customers in a range of hospitality industry enterprises.

The unit does not focus on the full range of product knowledge and service techniques required in a restaurant dining situation, which is addressed in SITHFAB004A Provide food and beverage service.

Some States and Territories have legislative requirements in relation to service of alcohol.

Application of the Unit

Application of the unit

This unit reflects the role of a food and beverage attendant in hospitality settings such as restaurants, clubs, pubs, cafes, coffee shops, cafeterias and catering operations. Persons undertaking this role usually work as part of a team under supervision.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units

This unit must be assessed after the following prerequisite unit:

SITXOHS002A Follow workplace hygiene procedures.

Employability Skills Information

Employability skills

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for service.	1.1 Check *furniture* and fittings for cleanliness and condition prior to ***service*** according to enterprise procedures, and take corrective action where required.
	1.2 Prepare and adjust the ***environment*** to ensure comfort and ambience for customers, as appropriate.
	1.3 Set up any furniture according to enterprise requirements, customer requests and customer and staff convenience and safety.

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Check any furniture for stability and customer and service personnel access according to legislative requirements.
	1.5 Check and prepare ***equipment*** for service and remove, clean or replace items not meeting enterprise standards.
	1.6 Display food and beverage items according to enterprise and ***legislative requirements***.
2 Welcome customers.	2.1 Greet customers on arrival, according to enterprise customer service standards.
	2.2 Provide ***information*** to customers, giving clear explanations and descriptions.
	2.3 Make recommendations and suggestions to customers to assist them with drink and meal selection.
	2.4 Answer customer questions on menu items correctly and courteously.
3 Take and process orders.	3.1 Take and record orders accurately and legibly using the format required by the enterprise, and convey them promptly to the kitchen or bar, where appropriate.
	3.2 Operate the ordering system according to enterprise procedures.
	3.3 Relay information about any special requests or dietary or cultural requirements to relevant person where appropriate.
	3.4 Provide glassware, serviceware and cutlery suitable for menu choice, according to enterprise procedures.
	3.5 ***Process accounts*** and receive payment at appropriate time and according to enterprise procedures.
4 Serve and clear food and drinks.	4.1 Collect food and beverage selections promptly from kitchen or bar, check for accuracy and presentation, and convey them to customers safely.
	4.2 Serve food and beverage courteously and to the correct person, according to enterprise standards and hygiene requirements.
	4.3 Promptly recognise and follow up any delays or deficiencies in service.

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ELEMENT	PERFORMANCE CRITERIA
	4.4 Advise and reassure customers about any delays or problems.
	4.5 Check customer satisfaction at the appropriate time.
	4.6 Remove used items in a timely manner and safely transfer them to the appropriate location for cleaning.
	4.7 Dispose of leftover food and disposables, according to hygiene regulations and enterprise practice.
	4.8 Dispose of recyclable items according to local regulations and enterprise practice.
	4.9 Thank and farewell customers courteously.
5 Close down after service.	5.1 Clear, clean, dismantle and store furniture and equipment according to enterprise procedures and safety requirements.
	5.2 Prepare and ***set up for next service*** according to enterprise procedures and requirements.
	5.3 Review and evaluate services with colleagues where appropriate and identify possible improvements.
	5.4 Provide handover to incoming colleagues and share relevant information.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- food and beverage service techniques appropriate to the enterprise, including plate carrying
- safe and hygienic work practices in relation to food and beverage service
- problem-solving skills to deal with menu changes, lack of availability of items and difficult customer situations
- communication skills to liaise with customers and other team members, clarify requirements, provide information and listen to and interpret information and non-verbal communication

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REQUIRED SKILLS AND KNOWLEDGE

- technical skills to use enterprise ordering systems and equipment
- literacy skills to read menus and orders
- numeracy skills to calculate customer accounts.

The following knowledge must be assessed as part of this unit:

- typical work flow structure for food and beverage service appropriate to the enterprise
- ordering and service procedures
- range and use of standard food and beverage equipment
- menus and drink lists appropriate to the enterprise
- waste minimisation techniques and environmental considerations in relation to food and beverage service.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency

Evidence of the following is essential:

- demonstrated ability to serve food and beverage according to established systems and procedures
- ability to meet, greet and interact positively with customers
- ability to work with speed and efficiency, and within typical workplace time constraints
- knowledge of hygiene and OHS requirements and demonstrated safe practices.

Context of and specific resources for assessment

Assessment must ensure:

- access to authentic food and drink items
- demonstration of skills within normal operating conditions of a commercial food and beverage operation, including industry-current equipment as follows:
  - tables and chairs

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EVIDENCE GUIDE

- condiments
- counter or waiter's station
- tea and coffee-making facilities
- selected linen
- assorted cutlery
- menus and drink lists
- crockery, including cups, plates and jugs
- serviettes
- glassware
- docket books or computerised ordering system
- sugar bowls or dispensers
- POS system

- industry-realistic ratios of staff to customers
- time pressures typical of a commercial operation.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate preparing for service, providing service to customers and closing down after service
- direct observation of the candidate undertaking specific tasks, such as taking and processing orders, serving food and drink items or clearing tables
- written or oral questions to test knowledge of sequence of service, typical problems, menu items and drink selections
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITHFAB010C Prepare and serve non-alcoholic beverages
- SITHFAB011A Develop and update food and beverage knowledge
- SITXFIN001A Process financial transactions.

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EVIDENCE GUIDE

Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Styles of ***service*** may include:	• counter • bistro • table • à la carte.
Environment may include:	• lighting • room temperature • music • decorations and displays • privacy • background noise.
Equipment may include:	• glassware • crockery • overlays and napkins • placemats • floral arrangements • cutlery • condiments

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RANGE STATEMENT

- tea and coffee-making facilities
- menus and wine lists
- display materials
- computerised ordering systems
- point-of-sale (POS) equipment.

Legislative requirements may be related to:

- liquor, including responsible service of alcohol
- OHS
- hygiene
- consumer protection and trade practices
- duty of care.

Information provided to customers may include:

- menu choices, options and availability
- information about food and beverages
- specials
- information about the location or area
- location of customer facilities.

Processing accounts will vary according to enterprise procedures and may include:

- depositing money in cash register, processing and giving change
- processing credit cards or electronic funds transfer at point of sale (EFTPOS)
- handing account to another person to process.

Set up for next service may include:

- polishing glassware
- placing equipment in allocated storage areas
- resetting tables
- cleaning equipment, such as coffee machines and bains marie
- general cleaning of surfaces
- restocking.

Unit Sector(s)

Sector Hospitality

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Competency field

Competency field Food and Beverage

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SITHFAB004A Provide food and beverage service

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to provide quality food and beverage service to customers in a range of hospitality industry enterprises.

The unit does not focus on basic product knowledge about food and beverage, which is found in SITHFAB011A Develop and update food and beverage knowledge and SITHFAB005A Provide table service of alcoholic beverages, which covers detailed knowledge of wine.

Some States and Territories have legislative requirements in relation to service of alcohol.

Application of the Unit

Application of the unit

This unit applies to establishments where table service of food and beverage is provided, such as restaurants, dining rooms, function and catering outlets, and some cafes. It reflects the role of a waiter or food and beverage attendant and may apply to different styles of service.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units

This unit must be assessed after the following prerequisite units:

SITHFAB003A Serve food and beverage to customers

SITXOHS002A Follow workplace hygiene procedures.

Employability Skills Information

Employability skills

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Organise tasks and plan work flow.	1.1 Access ***relevant information*** and plan and organise work; prioritising, sequencing and monitoring tasks and processes.
	1.2 Clarify job roles with other team members and delegate tasks to others as appropriate.
	1.3 Develop and follow a work schedule or plan to maximise efficiency, taking into consideration roles

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ELEMENT	PERFORMANCE CRITERIA	
		and responsibilities of other team members.
	1.4	Plan and monitor work flow during service, including own tasks and those of other team members and make adjustments where appropriate.
2 Manage the service cycle.	2.1	Complete ***set up and mise en place*** of restaurant, dining area, function or catering outlet and check and adjust ***dining environment*** to ensure comfort and ambience for customers according to ***service*** requirements and enterprise procedures.
	2.2	Welcome customers and offer available ***pre-meal services*** according to enterprise procedures.
	2.3	Escort and seat customers according to table allocation, assisting with seating and providing napkin service according to enterprise procedures.
	2.4	Present menus and drinks lists to customers and provide ***information***, giving clear explanations and descriptions and answering questions correctly and courteously.
	2.5	Make recommendations and suggestions to customers to assist them with drink and meal selection, and promote or up-sell products as appropriate.
	2.6	Take orders and relay to kitchen and bar, providing additional information about any special requests or dietary or cultural requirements where appropriate.
	2.7	Provide and adjust glassware, serviceware and cutlery suitable for menu choices and according to enterprise procedures.
	2.8	Monitor flow of service and meal delivery, serving and clearing food, drinks and plates at the appropriate time during service with minimal disruption to customers.
	2.9	Identify any delays or deficiencies in service or products and address promptly to customer satisfaction and according to enterprise policy and procedures.
	2.10	Organise and present accounts to customers on request, and ***process*** them according to enterprise procedures.
	2.11	Farewell customers courteously in a manner that will encourage them to return.
	2.12	Perform ***close-down procedures*** after service according to enterprise procedures.

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ELEMENT	PERFORMANCE CRITERIA
	2.13 Undertake tasks according to ***environmental considerations***.
3 Manage relationships with colleagues and customers.	3.1 Liaise with kitchen, bar and other waiting staff before, during and after service to maximise communication and flow of information.
	3.2 Identify clearly any problems and address them promptly and courteously using appropriate communication techniques.
	3.3 Provide a hospitality experience, according to established protocols and service techniques, enterprise policies and customer expectations.
	3.4 Provide handover to incoming restaurant colleagues and share relevant information.
	3.5 Review and evaluate services with colleagues where appropriate, identifying possible improvements and innovations and informing relevant others as appropriate.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- table dressing and setting techniques for different settings, styles and occasions, including restaurants, functions and catering
- napkin folding for different settings, styles and occasions, including restaurants, functions and catering
- plate clearing and carrying techniques
- use of enterprise computerised ordering systems
- safe work practices and hygiene issues of specific relevance to food and beverage service
- problem-solving skills to deal with under or over-booking situation
- communication skills to liaise with customers and other team members, clarify requirements, provide information and listen to and interpret information and non-verbal communication
- literacy skills to read menu items and specials and explain them to customers
- numeracy skills to calculate and estimate accuracy of customer accounts.

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REQUIRED SKILLS AND KNOWLEDGE

The following knowledge must be assessed as part of this unit:

- ordering and service procedures
- ways of dressing and setting tables for a range of different functions, service styles and service periods, including restaurants, functions and catering
- typical work flow structure for service within a food and beverage service environment
- range and use of standard restaurant equipment
- typical food and beverage service styles and types of menus used in different hospitality contexts, including buffet, tray, plate and silver service
- typical table and room set-ups for different types of restaurants, functions and catering venues, including furniture, seating and decoration
- menus appropriate to the enterprise
- legislative and regulatory requirements, including OHS, food safety and responsible service of alcohol
- the environmental impacts of food and beverage service and minimal impact practices to reduce these especially those that relate to reusable resources, water and energy use
- correct and environmentally sound disposal methods for food and beverage waste including recyclable glass and plastic bottles and containers.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency	Evidence of the following is essential: • ability to provide integrated food and beverage service within a restaurant or dining area according to established systems and procedures • ability to deal with typical issues such as workplace time constraints, late bookings, no-shows, walk-ins and menu changes • ability to meet, greet and interact positively with customers throughout their dining experience • ability to maintain the cleanliness and tidiness of

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	service areas, including dealing with disposables and recyclables • ability to monitor and adjust the service process and work flow to meet customer requirements, appropriate timing and enterprise policies and procedures • compliance with regulatory and legislative requirements • demonstrated health and safety practices.
Context of and specific resources for assessment	Assessment must ensure: • demonstration of skills within a fully equipped operational restaurant or dining area, including industry-current equipment as defined in the Assessment Guidelines, and actual food items and meals • presence of industry-realistic conditions, such as commercial ratios of customers to staff.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the candidate preparing the restaurant for service, providing service to customers and closing down the restaurant or dining room • direct observation of the candidate undertaking specific tasks, such as dressing or setting tables • written or oral questions to test knowledge of sequence of service, typical problems, menu items and beverage selection • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SITHFAB005A Provide table service of alcoholic beverages • SITHFAB010C Prepare and serve non-alcoholic beverages • SITHFAB011A Develop and update food and beverage knowledge • SITHFAB018A Provide silver service

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- SITXCOM006A Address protocol requirements
- SITXFIN001A Process financial transactions.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Relevant information may include:

- bookings and reservations
- table and seating requirements
- customer requests and special requirements
- menus, wine lists and specials
- staffing availability
- job role
- station and table allocation.

Set up and mise en place includes:

- checking dining environment and customer facilities for cleanliness, and preparing and adjusting as appropriate
- setting up furniture according to legislative and enterprise requirements, bookings, customer requests, and customer and staff convenience and safety
- checking tables and table settings for stability and customer and service personnel access
- checking and preparing equipment and materials for

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RANGE STATEMENT

	service, including: • glassware • crockery • cutlery • linen • condiments • tea and coffee-making facilities • tables and chairs • menus and wine lists • display materials • manual and electronic cash registers • computerised ordering systems • point-of-sale equipment and stationery • table dressing, including: • linen presentation, such as tablecloths, overlays and napkins • paper overlays and napkins • placemats • glassware • serviceware • flatware • floral arrangements.
Dining environment may include:	• lighting • room temperature • music • floral and other decorations • privacy • background noise.
Styles of ***service*** may include:	• set menu (table d'hôte) • à la carte • buffet • function • breakfast.
Pre-meal services available to	• bar service

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RANGE STATEMENT

customers may include:	• lounge and waiting areas • valet services, including cloakroom facilities.
Information provided to customers may include:	• menu choices and options • information about food and beverages • specials • information about the location or area • location of customer facilities.
Process accounts will vary according to enterprise procedures and includes the following:	• depositing money in cash register, processing and giving change • processing credit cards or electronic funds transfer at point of sale (EFTPOS) • handing account to other person to process.

Close-down procedures may include:	• removing used items from service areas and transferring them to the appropriate location for cleaning
	• disposing of leftover food, disposables and reyclables
	• storing and preparing equipment for the next service
	• clearing, cleaning or dismantling work area, furniture and equipment such as coffee machines
	• setting up for next service, including:
	  • polishing flatware and glassware
	  • storing serviceware, flatware and glassware in allocated storage areas
	  • resetting and dressing tables
	  • general cleaning of restaurant and customer facilities.

Environmental considerations may include:	• correct disposal of leftover food, disposables and recyclables such as paper products, toothpicks, bottles, plastics and linen • minimising waste • minimising usage of power and water.

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Unit Sector(s)

Sector Hospitality

Competency field

Competency field Food and Beverage

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SITHFAB005A Provide table service of alcoholic beverages

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to advise on and serve a range of bottled and pre-poured alcoholic beverages within a hospitality setting. It covers general knowledge of and service of all alcoholic beverages, including wines. The unit is related to SITHFAB011A Develop and update food and beverage knowledge, which also covers general information on beverages. Specialist knowledge and service of wines is found in SITHFAB325A Provide specialised advice on Australian wines and SITHFAB326A Provide specialised advice on imported wines.

The essential knowledge base for this unit will vary according to local industry needs, and it is vital that any training take account of these.

Some States and Territories will have legislative requirements in relation to service of alcohol.

Application of the Unit

Application of the unit

This unit applies to beverage attendants in all establishments where alcoholic beverages are served at the table, such as restaurants, catering venues and hotels. Persons undertaking this function usually work as part of a team and have considerable autonomy with responsibility for their own work outputs.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	This unit must be assessed after the following prerequisite units: SITHFAB009A Provide responsible service of alcohol SITXOHS002A Follow workplace hygiene procedures.

Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Advise customers on alcoholic beverages	1.1 Provide ***general information*** on ***alcoholic beverages*** served by the enterprise.

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ELEMENT	PERFORMANCE CRITERIA
and take orders.	1.2 Offer drinks and wine list to customers, using correct terminology and pronunciation to describe beverages.
	1.3 Offer advice and recommendations on beverage choices to customers courteously and when appropriate.
	1.4 Promote products and drinks to customers according to preferences and enterprise requirements.
	1.5 Assist customers in selection of food and wine combinations, when appropriate.
	1.6 Take customer orders and verify selection with the customer.
2 Serve alcoholic beverages.	2.1 Store alcoholic beverages appropriately according to ***enterprise practices***.
	2.2 Select beverages and check both temperature and presentation of bottle prior to serving.
	2.3 Select appropriate glassware and other ***equipment*** for beverage service, according to enterprise requirements.
	2.4 ***Prepare glassware*** and place according to enterprise and industry standards.
	2.5 Load, carry and unload trays where required, safely and avoiding spillage.
	2.6 Present beverages selected by customers to verify, where appropriate.
	2.7 Open and serve beverages correctly, safely and without spillage.
	2.8 Pour beverages as required according to enterprise and industry protocol.
	2.9 ***Verify customer complaints*** about quality of beverages and respond according to enterprise procedures.
	2.10 Refill glasses where appropriate during service, with minimal disruption to customers.
	2.11 Remove used and unused glassware from tables at the appropriate time and in the correct manner.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- preparation of glassware, including:
  - checking for chips and cracks
  - polishing
  - arranging placement on table
  - placing in storage
- beverage serving techniques for appropriate range, including:
  - bottled beer
  - bottled wine
  - spirits
  - liqueurs
- safety work practices and hygiene issues of specific relevance to table service of beverages
- problem-solving skills to correct a situation where a bottle of wine has not had cork removed correctly
- communication skills to liaise with customers and other team members, clarify requirements, provide information and listen to and interpret information and non-verbal communication
- literacy skills to read wine and other beverage labels
- numeracy skills to calculate customer accounts.

The following knowledge must be assessed as part of this unit:

- general knowledge of wines in relation to:
  - major Australian and international wine types
  - compatibility of major Australian and international wine styles with different types of food
  - general features of wine from the major Australian wine producing areas
- major international wines commonly sold in Australia, such as chianti and champagne
- main grape varieties and wine types, including:
  - red, including cabernet sauvignon, shiraz, pinot noir and merlot
  - white, including semillon, sauvignon blanc, gewürztraminer, riesling and chardonnay
  - blended wines, including cabernet sauvignon, merlot, semillon and sauvignon blanc
  - sparkling wines

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REQUIRED SKILLS AND KNOWLEDGE

- popular fortified wines, including sherry, port, muscat, vermouth, tokay and marsala
- dessert wines
- content of beverage labels, including wine, beer and spirits
- general knowledge of beers and spirits in relation to:
  - flavour and characteristics
  - differences between Australian and imported products
  - glassware required for different types of beverage
- flow of service within a food and beverage service environment according to enterprise practices
- requirements of the relevant state or territory Liquor Act in relation to service of alcohol (Please note that this should be covered by completion of SITHFAB009A Provide responsible service of alcohol).

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency	Evidence of the following is essential: • ability to serve a range of alcoholic drinks at the table within enterprise acceptable timeframes • opening and serving beverages that require the application of different techniques, such as sparkling and still wines • provision of professional and courteous advice on beverage selection • provision of beverage service during a complete service period.
Context of and specific resources for assessment	Assessment must ensure: • demonstration of skills within a fully equipped operational restaurant or dining area, as defined in the Assessment Guidelines, with access to a bar or service outlet

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EVIDENCE GUIDE

- industry-realistic conditions, such as typical customer to beverage attendant ratios.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate providing table service of a variety of alcoholic beverages
- written or oral questions to test knowledge of wine styles, wine service techniques and food and beverage combinations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITHFAB004A Provide food and beverage service
- SITHFAB010C Prepare and serve non-alcoholic beverages
- SITHFAB011A Develop and update food and beverage knowledge
- SITXFIN001A Process financial transactions.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

General information on alcoholic beverages to be provided to customers includes:	• suitable drinks before and after a meal • suggested basic wine and food combinations • typical wines and growing areas • grape varieties and characteristics • typical beers, place of origin and characteristics • characteristics of spirits, liqueurs and aperitifs, and appropriate mixers • range of cocktails.
Alcoholic beverages include:	• wines - still, sparkling and fortified • beers - local, imported, bulk and packaged • spirits • liqueurs • aperitifs • cocktails.
Enterprise practices for storage relate to:	• refrigeration • shelving and cellaring • vertical or horizontal storage.
Equipment for beverage service at the table includes:	• ice buckets or stands • openers and wine knives • napkins • glassware appropriate to beverage and style • wine lists.
Prepare glassware includes:	• checking for cracks and chips • polishing • table placement • placing in storage.
Verifying customer complaints	• visual appeal

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RANGE STATEMENT

about quality of beverages involves assessing:	• smell • taste.

Unit Sector(s)

Sector Hospitality

Competency field

Competency field Food and Beverage

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SITHFAB009A Provide responsible service of alcohol

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to responsibly sell or serve alcohol and to satisfy the requirements for responsible sale and service of alcohol (RSA) under state or territory legislation.

A harm minimisation approach is central to compliance with liquor licensing legislation which, across all Australian States and Territories, imposes obligations on all licensed venues to participate in the management of public safety through the responsible sale and service of alcohol.

Those developing training to support this unit must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors.

This unit covers the RSA skill and knowledge requirements common to all States and Territories. Some legislative requirements and knowledge will differ across borders. In some cases after completion of this unit, state and territory liquor authorities may require candidates to complete a bridging course to address these specific differences.

All persons undertaking training as part of a national qualification that includes the sale and service of alcohol must complete this unit. Under differing state and territory legislation it is a required unit only for certain nominated personnel operating in licensed premises.

Application of the Unit

Application of the unit

Responsible practices must be undertaken wherever alcohol is served and sold, including where alcohol samples are served during on-site product tastings. This unit, therefore, applies to

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any workplace situation where alcohol is served and sold, including all types of hospitality venues, retail liquor outlets and tourism venues such as wineries, breweries and distilleries. Training and assessment must be contextualised so that the requirements of specific industry sectors and workplaces are met.

This unit applies to all levels of sales personnel involved in the sale or service and promotional service of alcohol in licensed premises, including the licencee when involved in sales. Those selling and serving alcohol may include food and beverage attendants; retail liquor sales persons; winery, brewery and distillery cellar door staff; supplier sales representatives and the licencee.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the required performance needed

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essential outcomes of a unit of competency.	to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Sell or serve alcohol responsibly.	1.1 Sell or serve alcohol according to provisions of relevant state or territory legislation, licensing requirements and responsible service of alcohol principles. 1.2 Provide ***accurate information*** to customers on alcoholic beverages according to enterprise or house policy and government legislation, including types, strengths, standard drinks and the alcoholic percentages of a range of frequently sold alcoholic beverages. 1.3 Assist customers with information on the range of non-alcoholic beverages available for purchase. 1.4 Identify ***issues related to the sale and service of alcohol*** to ***different types of customers***, ***especially those at risk***, and incorporate them into sales or service.
2 Assist customers to drink within appropriate limits.	2.1 Prepare and serve ***standard drinks or samples*** according to industry requirements. 2.2 Encourage customers courteously and diplomatically to drink within appropriate limits. 2.3 Recognise ***erratic drinking patterns*** as an early sign of possible intoxication and take appropriate action. 2.4 Monitor emotional and physical state of patrons for signs of intoxication and ill effects of illicit or other drug usage. 2.5 Where appropriate, offer food and non-alcoholic beverages. 2.6 Politely decline requests for alcohol to be dispensed in a manner that is ***irresponsible***, ***or which encourages the rapid or excessive consumption of alcohol***, and advise customers of the reasons for the refusal.

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ELEMENT	PERFORMANCE CRITERIA
3 Assess alcohol-affected customers and identify customers to whom sale or service must be refused.	3.1 Assess intoxication levels of customers using a number of methods, including observing ***changes in behaviour***, observing emotional and physical state of customers, monitoring noise levels and monitoring drink purchases. 3.2 When assessing intoxication, take into account ***factors that may affect individual responses to alcohol***. 3.3 Identify customers to whom sale or service must be refused according to state and territory legislation, including minors, those purchasing on behalf of minors, intoxicated persons, and persons affected by the consumption of illicit and other drugs. 3.4 Where appropriate, request and obtain acceptable ***proof of age*** prior to sale or service.
4 Refuse to provide alcohol.	4.1 Refuse service in a polite manner and state reasons for the refusal. 4.2 Speak to ***intoxicated*** customers in a suitable and consistent manner, minimising confrontation and arguments and pointing out ***signage*** where relevant. 4.3 Provide ***appropriate assistance*** to customers when refusing service. 4.4 Where appropriate, give patrons a verbal warning and ask them to leave the premises according to enterprise or house requirements, the specific situation and provisions of state or territory legislation and regulations. 4.5 Use ***appropriate communication and conflict resolution skills*** in handling difficult situations. 4.6 Refer difficult situations beyond the scope of individual responsibility to the appropriate person. 4.7 Promptly identify situations that pose a threat to the safety or security of colleagues, customers or property, and seek assistance from appropriate colleagues according to enterprise policy.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

appropriate communication and conflict resolution skills for dealing with intoxicated patrons

- literacy skills to read and comprehend documents such as ID cards, proof of age cards, driver's licences, statutory signage, warning signs and wording within advertising or promotional material, in-house policies and procedures and any general plain English regulatory and advisory information issued by local, or state and territory liquor licensing authorities
- numeracy skills to measure and calculate standard drinks or samples and calculate blood alcohol levels as they relate to alcohol consumption.

The following knowledge must be assessed as part of this unit:

- public interest reasons for implementation of responsible service of alcohol practices, including:
  - government and community concern with alcohol misuse and abuse
  - crime, violence and anti-social behaviour associated with alcohol abuse
- impact of excessive drinking on:
  - local neighbourhood and community
  - premises and staff
  - customers
  - particular types of customers who may be at heightened risk such as young people, pregnant women and minors
  - government agencies such as the local police, health facilities and road authority
- key agencies and how to source relevant information on laws, regulations and codes of practice or conduct
- current promotional and strategic community education campaigns developed and conducted by agencies and industry groups
- effects of alcohol on:
  - emotional state
  - health
  - physical alertness
- factors that affect individual responses to alcohol, including:
  - gender
  - weight
  - general health

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REQUIRED SKILLS AND KNOWLEDGE

- rate of consumption
- food intake
- other substances taken
- time for effects of alcohol to be registered
- standard drinks and acceptable measures of alcohol
- indicators of intoxication, including ways of assessing intoxication of customers
- ways of assessing customers affected by the consumption of illicit and other drugs
- principles of harm minimisation
- strategies laid down in legislation and codes of conduct developed by government agencies or industry groups and in-house policies that are designed to reduce the harm associated with liquor abuse
- understanding that these requirements are strategies to minimise the harm associated with liquor abuse

- knowledge and understanding of liquor laws and regulations at a depth relevant to the scope of job responsibility within licensed premises, including the following list that expresses general statements about requirements of liquor legislation and information that must be customised for each State or Territory:
  - legislative definition of intoxication
  - role of individual staff members and supervisors or managers in providing responsible service of alcohol, including seller or server duty of care and liability
  - requirement to adopt and use statutory signage on the premises for the entire range of circumstances applicable to the enterprise
  - requirements for mandatory content of any warning signs and wording within advertising or promotional material of any form, such as print advertising or internet sales
  - requirements for the remote sale and delivery of alcohol sales generated via the telephone, fax, email or mail
  - requirements for proof of age and obligations to minors under local legislation
  - provisions for retaining and reporting falsified proof of age documents
  - provisions for requiring someone to leave the premises
  - transportation options
  - barring procedures, where applicable
  - opening and closing hour provisions
  - requirements for monitoring noise and disturbances in and around licensed premises
  - requirements laid down in codes of practice or conduct developed by government agencies or industry groups
  - requirements described by an in-house policy, standard or code of practice or conduct
  - training and record keeping requirements
  - banned or undesirable products

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REQUIRED SKILLS AND KNOWLEDGE

- personal and business implications of breaching any laws, regulations, government or industry-driven codes of practice or conduct
- offences and penalties relating to offences
- legal restrictions on alcohol use customised to state or territory legislation, including intoxication provisions of liquor licensing laws
- legal drink and drive limits.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • working knowledge and understanding of the relevant state or territory liquor legislation and industry codes and the ramifications of non-compliance for the enterprise and individual staff members • knowledge of underpinning reasons for and benefits of responsible service of alcohol • knowledge of principles of responsible service of alcohol and harm minimisation • ability to apply knowledge of responsible service of alcohol and harm minimisation to alcohol sales or service situations, according to the level of responsibility of the candidate's current job role or the role they are seeking.
Context of and specific resources for assessment	Assessment must ensure: • activities that allow the candidate to demonstrate the application of knowledge to specific responsible service of alcohol situations, which might include interaction with others to demonstrate appropriate communication skills • use of relevant and current publications, signage,

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EVIDENCE GUIDE

	information and fact sheets distributed by key government agencies and industry bodies • use of organisations or individual trainers and assessors approved or accredited by the liquor licensing authority, where required by certain states or territories.
Methods of assessment	A range of assessment methods that comply with assessment requirements set by the relevant state or territory liquor licensing authority should be used to assess the practical skills and knowledge required to sell or serve alcohol responsibly. Because of the nature of this unit, i.e. intoxication provisions, it may be inappropriate in a training or assessment situation to demonstrate the practical aspects of this competence in the workplace or in a realistic simulation, therefore role-plays or case studies are recommended. The following examples are appropriate for this unit: • written and oral questioning or interview to test knowledge of legislation and all other knowledge components of this competency • role-play by candidate to demonstrate ability to deal with intoxicated persons or refuse sales or service • case studies and problem-solving activities • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. For holistic purposes, combined training and assessment is appropriate, but determination of competency for this unit must focus on the understanding and implementation of responsible service of alcohol practices that meet the requirements of state or territory legislation.
Assessing employability **skills**	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work

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EVIDENCE GUIDE

functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Accurate information may be provided to customers:

- verbally
- by use of mandatory signage
- by use of fact sheets and advertising material that comply with legislative requirements.

Issues related to the sale and service of alcohol may include:

- familiarity with specific customers
- physical stature
- demeanour and mood
- social context
- perceived health status
- perceived effects of illicit and other drug usage.

Different types of customers, especially those at risk may include:

- young customers
- women
- minors
- Aboriginal and Torres Strait Islanders
- people from non-English speaking backgrounds
- people affected by the consumption of illicit and other drugs.

Standard drinks or samples should be measured using:

- appropriate nip measures
- electronic dispensing and measuring devices

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RANGE STATEMENT

- appropriately sized sample glasses.

Samples may include tastings of any item for sale in a:

- retail liquor outlet
- winery
- brewery
- distillery
- hospitality venue.

Erratic drinking patterns may include:

- mixing a wide range of drink types
- drinking quickly and asking for more immediately
- ordering more than one drink for self-consumption
- mixing alcohol consumption with consumption of prescription or illicit drugs
- consistently returning to the tasting site to request more samples
- ordering multiple samples
- ordering large samples
- ordering 'triple shots' or extra large drinks.

Examples of requests for drinks to be dispensed in a manner that is ***irresponsible***, ***or which encourages the rapid or excessive consumption of liquor*** may include:

- test tubes
- yard glasses
- laybacks
- jugs of spirits and mixers
- shooters
- rocket fuel
- large samples
- multiple samples for self-consumption.

Changes in behaviour may involve the customer becoming:

- quarrelsome
- disorderly
- aggressive
- violent.

Factors that may affect individual responses to alcohol include:

- gender
- weight
- general health
- rate of consumption

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RANGE STATEMENT

	• food intake • other substances taken, especially illicit and other drugs.
Proof of age according to state or territory liquor legislation includes:	• current driving licence • proof of age card • passport.
Intoxicated:	• denotes those to whom service may be refused due to excessive consumption of alcohol • 'unduly intoxicated' may also be used in some state or territory legislation.
Signage may include:	• standard promotional signs issued by the relevant state or territory licensing authority • signs produced in-house that comply with wording required by legislation • warning notices within any form of advertising.
Appropriate assistance to customers when refusing sale or service may include:	• organising transport for customers wishing to leave • providing information on taxis • assisting the customer to connect with their designated driver • offering to sell or serve non-alcoholic drinks • offering alternatives to alcohol, including food.
Appropriate communication and conflict resolution skills may include:	• using open and non-aggressive body language • using a number of strategies to diffuse a situation, such as taking the person away from an audience or blaming the refusal on the 'law' • monitoring the reactions of other customers • picking early warning signs and intervening before the person is intoxicated • not using physical touch or body language • remaining calm and using tactful language.

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Unit Sector(s)

Sector Hospitality

Competency field

Competency field Food and Beverage

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SITHFAB010B Prepare and serve non alcoholic beverages

Modification History

Not Applicable

Unit Descriptor

Not Applicable

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Not Applicable

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

Not Applicable

Required Skills and Knowledge

Not Applicable

Evidence Guide

Not Applicable

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Range Statement

Not Applicable

Unit Sector(s)

Not Applicable

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SITHGAM001A Attend gaming machines

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct day-to-day gaming machine operations. It covers the operation and maintenance of gaming machines, payouts and security of gaming areas and the provision of advice on all games offered by the enterprise.

The operation of TAA and Keno are found in the units SITHGAM002A Operate a TAB outlet and SITHGAM003A Conduct a Keno game.

In some States and Territories, responsible conduct of gambling or gaming is a requirement of state and territory legislation. This is addressed in SITHGAM006A Provide responsible gambling services.

Application of the Unit

Application of the unit

This unit applies to all sectors of the hospitality industry where gaming activities are carried out, including clubs, hotels, pubs and casinos. It applies to all header systems, including Tabaret, Tattersall's, electronic data transfer (EDT) and data retrieval and promotion systems, including computer games, Dacom, Turbo-Bonus, player tracking and government monitoring systems.

Persons undertaking these functions would usually work as part of a team and operate with significant autonomy.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units This unit must be assessed after the following prerequisite unit:

SITXFIN001A Process financial transactions.

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Advise customers on games and gaming activities.	1.1 According to relevant rules and regulations, advise customers on available ***games and gaming activities***; basic player rules and conditions; odds, win rates and return to player; collection of payments and winnings;

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ELEMENT	PERFORMANCE CRITERIA
	and promotions.
	1.2 Interpret and explain artwork and machine operations correctly and courteously to customers.
	1.3 Display ***promotional materials and information*** on gaming activities in suitable locations.
	1.4 Respond to customer queries, requests and complaints appropriately and courteously.
2 Operate and maintain gaming machines.	2.1 Operate ***gaming machines*** correctly according to their design function and enterprise practices.
	2.2 Clear and refill machines according to industry, enterprise and government regulations.
	2.3 Identify machine faults promptly and correctly.
	2.4 Make ***simple machine repairs*** with minimum disruption to players according to manufacturer instructions and to the level authorised by legislation and enterprise practices.
	2.5 Identify unserviceable machines 'out of order' promptly and report them according to enterprise practices and state and territory legislative requirements.
	2.6 Observe OHS procedures and practices in operating and maintaining machines.
3 Monitor security of gaming areas.	3.1 Observe players and onlookers, note any unusual practices and behaviours accurately, and report as appropriate.
	3.2 Carry out machine security checks according to industry and enterprise procedures.
	3.3 Identify any breakdowns in security functions or safety and deal with them according to scope of responsibility, enterprise procedures and OHS requirements.
	3.4 Report breakdowns in security or safety to appropriate persons according to industry and enterprise practices and legislative requirements.
	3.5 Keep voucher and gaming machine record books and cash box keys secure at all times.
	3.6 Where appropriate, follow barring procedures according to enterprise policy.

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ELEMENT	PERFORMANCE CRITERIA
4 Make gaming machine payouts.	4.1 Verify ***payout*** claims according to enterprise procedures. 4.2 Record payout according to industry and enterprise procedure. 4.3 Check the identification and age of players where required, according to industry, enterprise and government regulations prior to payouts. 4.4 Identify situations where ***payouts should be refused*** and refer them to the appropriate person according to enterprise and government regulations. 4.5 Pay winnings to the player and witness them according to enterprise and government regulations. 4.6 Validate machines and return them to service promptly where appropriate. 4.7 Complete payout summaries or issue payout vouchers and balance them with cash, float and machine readings, according to industry and enterprise procedures. 4.8 Resolve payout disputes or refer to supervisor according to enterprise policies and customer service standards.
5 Operate and maintain coin dispensing equipment.	5.1 Operate coin dispensing equipment according to design function and manufacturer instructions. 5.2 Identify equipment faults promptly and correctly, and repair or report them according to individual scope of responsibility. 5.3 Dispense coins and receive and weigh them according to industry and enterprise procedures. 5.4 Handle cash according to enterprise security procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

The following skills must be assessed as part of this unit:

- basic accounting requirements for balancing cash receipts and payments
- problem-solving skills to resolve payout disputes and suspected security breaches and solve technical problems with machines
- literacy skills to read machine manuals and enterprise policies and procedures
- numeracy skills to provide correct change and payouts to customers and balance gaming floats.

The following knowledge must be assessed as part of this unit:

- range of gaming activities offered by the enterprise, including:
  - basic player rules and conditions
  - odds, win rates and return to players
  - collection of payments and winnings
  - promotions
- awareness of potential social and economic costs and benefits of gambling and their impact on gaming operations
- basic requirements of relevant state and territory legislation and relevant codes of practice, including:
  - general requirement for responsible provision of gambling services
  - general licence requirements
  - licensing requirements for gaming personnel (e.g. managers and employees, machine technicians, service consultants and machine managers, manufacturers and sales personnel)
  - penalties for non-compliance
- types, parts and basic functions of gaming machines, including:
  - credit and currency systems
  - software, menus and display screens and associated functions
  - terminology used
  - data retrieval systems
- enterprise security and safety procedures for gaming machines.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment

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EVIDENCE GUIDE

Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency

Evidence of the following is essential:

- ability to use technical skills to operate gaming machines and provide effective customer service and advice
- awareness of security issues and compliance with security procedures in gaming operations
- compliance with responsible gaming legislation or requirements
- ability to apply terminology and knowledge of software and hardware correctly to gambling operations.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of skills within a fully equipped gaming venue, including:
  - gaming machines, which may include poker machines, approved amusement devices, slot machines, multi-terminal gaming machines, progressive or stand-alone machines, stand-alone games, linked machines and linked progressive jackpot systems
  - applicable header systems
  - replacement parts, maintenance tools and cleaning materials
  - coin dispensing equipment, and cash and coin buckets
  - cash distribution facility
- interaction with others to allow opportunities to respond to different customer service requirements and issues
- integration and management of multiple transactions and activities, including typical customer and equipment problems.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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EVIDENCE GUIDE

are appropriate for this unit:

- direct observation of the candidate completing customer payouts, dealing with minor technical problems in gaming and coin dispensing machines and undertaking general gaming machine maintenance
- oral or written questions to assess knowledge of gaming legislation, codes of practices and enterprise procedures
- case studies or role-plays to demonstrate handling of payouts, illegal credits and security issues
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

SITHGAM006A Provide responsible gambling services.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Games and gaming activities for which ***advice is given*** may

- gaming machines
- Totalisator Agency Board (TAB)

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RANGE STATEMENT

include:

- Keno
- bingo
- calcuttas and sweepstakes
- lotteries
- miscellaneous games of chance, such as raffles and trade competitions
- lucky envelopes.

Promotional materials and information include brochures, flyers, signs and stickers, and advertisements in the media and may refer to:

- conduct and rules of games
- responsible conduct of gaming
- sources of assistance
- enterprise rules and policies
- promotional activities.

Gaming machines include:

- poker machines
- approved amusement devices
- slot machines
- multi-terminal gaming machines
- progressive and stand-alone gaming machines
- stand-alone games
- linked machines
- linked progressive jackpot systems.

Simple machine repairs and maintenance may include:

- replacing globes
- fixing coin diverter apparatus faults
- unblocking coin jams
- resolving frozen screens
- resolving incorrect payouts
- filling hoppers and clearing jams
- replacing printer rolls and ribbons.

Payouts may include:

- cash
- cheque
- voucher.

Situations where ***payouts should***

- machine malfunctions
- illegal credit

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RANGE STATEMENT

be refused may include:	• player ineligibility.

Unit Sector(s)

Sector	Hospitality

Competency field

Competency field	Gaming

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SITHGAM004A Analyse and report on gaming machine data

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to analyse and report on gaming machine operations.

In some States and Territories, responsible conduct of gambling or gaming is a requirement of state and territory legislation. This is addressed in SITHGAM006A Provide responsible gambling services.

Application of the Unit

This unit applies to all sectors of the hospitality industry where gaming activities are carried out, including clubs, hotels, pubs and casinos. It relates to the gaming machine reports generated for management by operational staff. These tasks are generally undertaken by a senior gaming attendant or supervisor.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

This unit must be assessed after the following prerequisite units:

SITXFIN001A Process financial transactions

SITHGAM001A Attend gaming machines.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Obtain gaming machine data.	1.1 Retrieve data from **gaming machine and system** using **retrieval system** in line with enterprise procedures and legislative requirements.
	1.2 Record **data** using correct methods and terminology according to enterprise procedures and legislative requirements.
2 Analyse data.	2.1 Analyse data according to enterprise procedures and legislative requirements.
	2.2 Perform cash flow analysis according to the correct mathematical equation, including analysis of metered information and cash data.
	2.3 Identify variances and determine possible causes according to legislative requirements and enterprise procedures.
3 Prepare reports.	3.1 Prepare **reports** and present them to the appropriate person according to industry and enterprise standards and legislative requirements.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

problem-solving skills to identify variances in data analysis, determine reason and rectify

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problem

literacy skills to compare data against key performance indicators and identify variances

writing skills to complete reports on gaming machine data or outcomes

numeracy skills to check and analyse data.

The following knowledge must be assessed as part of this unit:

basic requirements of relevant state and territory legislation, including:

requirements for record keeping, analysing and reporting on the operation of gaming machines and subsidiary equipment

requirement for responsible provision of gambling services, including procedures for self-exclusion of problem gamblers

general licence requirements

licensing of repairers, service consultants and machine managers

general accounting requirements

fees, taxes and levies

mathematical design and reconciliation of all linked systems

mathematical and analytical concepts relevant to gambling

working knowledge of a computerised gaming machine program.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency	Evidence of the following is essential: ability to analyse and report on gaming machine data accurately for a range of different games appropriate to industry sector and enterprise awareness of security issues and compliance with security procedures compliance with legislative and licensing requirements

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	demonstration of skills in analysing and reporting on gaming machine data for various gaming machines on multiple occasions.
Context of and specific resources for assessment	Assessment must ensure demonstration of skills using operational gaming machines and gaming equipment, including: gaming machines, which may include poker machines, approved amusement devices, slot machines, multi-terminal gaming machines, progressive or stand-alone machines, stand-alone games, linked machines and linked progressive jackpot systems applicable header systems data retrieval system gaming machine reporting software.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: evaluation of reports and gaming data analysis completed by candidate oral or written questions to assess knowledge of gaming legislation and enterprise procedures review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: SITHGAM005A Develop and manage gaming activities SITHGAM006A Provide responsible gambling services.

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Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Gaming machines and systems include:	stand-alone gaming machines stand-alone progressive jackpot machines multi-terminal machines linked progressive systems, including: bonus (random) link systems combination dependent systems progressive and stand-alone jackpot systems where appropriate inter-venue progressive jackpot link systems hyperlink player loyalty systems data retrieval systems.
Retrieval systems may be:	manual electronic accounting, including header and

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	venue-specific promotional.
Data includes:	gross results of a gaming machine's operation, including meter readings and their increments operational data of a gaming machine, including clearances, payouts and hopper weigh amounts cash flow, including machine specifications and linked progressive jackpot configurations.
Reports include:	cash flow analysis net revenue analysis and profit variance meter comparison report history reports, including net revenue analysis and profit variance stand-alone progressive and link-progressive jackpot system reconciliations reports to enterprise management profit reports and declarations duty calculations and returns.

Unit Sector(s)

Hospitality

Competency field

Gaming

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SITHGAM006A Provide responsible gambling services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to provide responsible gambling services, and information to customers who require assistance with their problem gambling.

The unit also relates to satisfying the requirements for providing responsible gambling services under state and territory legislation. The terms used to describe this vary across state and territory regulatory bodies and can include responsible conduct of gambling (RCG) and responsible service of gaming or responsible service of gambling (RSG).

Those developing training to support this unit must consult the relevant state and territory gaming licensing authority to determine accreditation arrangements for courses, trainers and assessors.

Under differing state and territory legislation this is a required certification unit only for certain nominated personnel operating in licensed gambling premises.

The requirement to ensure compliance with enterprise policies, legal obligations and codes of practice for gambling venues is not covered by this unit but may be found in SITHGAM005A Develop and manage gaming activities.

Application of the Unit

Application of the unit

Responsible gambling services must be provided wherever gambling activities are undertaken. In the hospitality industry, the gambling environment is usually referred to as the gaming area and is provided in a range of venues such as hotels, motels, clubs, pubs and casinos.

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Gambling is defined as the staking of money on uncertain events driven by chance. The major forms of gambling are wagering (racing and sport) and gaming (gaming machines, table games, Keno and lotteries). Both forms of gambling are relevant to the hospitality industry.

Hospitality venues operate Totalisator Agency Board (TAB) outlets for wagering on racing and sport events. They also cover the full range of gaming activities, including the operation of gaming machines, table games, Keno and lotteries.

The responsible provision of gambling services is an essential underpinning skill for any level of hospitality personnel involved in the sale and service of gambling activities in licensed premises, including the licencee, gaming supervisors and gaming managers when involved in operational gambling activities.

The unit applies equally to frontline operational gambling personnel who operate with a limited level of autonomy and under some supervision and guidance from others. They would operate within the predefined organisational procedures and industry and regulatory authority codes of conduct.

Operational job roles would include gaming attendant, table game attendant, croupier and multi-skilled food and beverage attendant.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Provide responsible service of gambling.	1.1 Follow ***responsible gambling service procedures*** according to relevant ***state and territory legislation and industry and enterprise policy*** or codes of conduct.
	1.2 Communicate with appropriate personnel on *gambling-related incidents or situations* and compliance with legislation and industry and enterprise policy.
	1.3 Maintain accurate records of ***gambling-related incidents*** and associated staff action, according to industry and enterprise policy and procedures.
	1.4 Ensure ***gambling environmental features*** support responsible gambling policies.
2 Provide information and assistance to	2.1 Provide accurate and appropriate ***information*** on ***problem gambling*** to customers on request.

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ELEMENT	PERFORMANCE CRITERIA
customers about problem gambling.	2.2 Follow ***procedures*** for ***self-exclusion and exclusion*** requests according to legislation, industry and enterprise policy and confidentiality and privacy requirements. 2.3 Display ***signage and information*** related to responsible gambling in appropriate places visible to players, according to industry, enterprise and legislative requirements. 2.4 Provide information on available support services according to confidentiality and privacy requirements, and industry, enterprise and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- appropriate communication and interpersonal skills for dealing with customers identifying problems with gambling and requesting self-exclusion
- literacy skills to read and interpret documents, such as problem gambling signage, general information and brochures; industry or regulatory codes of conduct; in-house policies and procedures; and general plain English regulatory and advisory information issued by local, state and territory gambling licensing authorities
- numeracy skills to explain chances of winning and probability as they relate to the gambling activities of the enterprise.

The following knowledge must be assessed as part of this unit:

- profile of gambling industry, including size and economic benefits of gambling
- reasons for and personal impacts of gambling problems
- public interest reasons for implementation of responsible service of gambling practices, including:
  - government and community concerns with problem gambling
  - economic costs of problem gambling
- principles of harm minimisation, and strategies to reduce the harm associated with problem gambling
- indicators of problem gambling, and understanding that indicators are not always overt

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REQUIRED SKILLS AND KNOWLEDGE

and that assumptions cannot be made until customer indicates a problem and requests assistance

- roles of government, industry and the enterprise in providing responsible gambling services; broad working knowledge of the requirements of relevant state and territory legislation; and regulatory, industry and enterprise codes of conduct
- working knowledge of enterprise responsible gambling service procedures, especially self-exclusion and exclusion procedures; and the role of individual staff members, supervisors and managers in providing responsible gambling services
- working knowledge of the contents of problem gambling information provided by the enterprise
- available counselling services and referral procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • working knowledge and understanding of current legislation and industry and enterprise policies and procedures in relation to responsible service of gambling and the ramifications for the enterprise of non-compliance • knowledge of underpinning reasons for and harm-minimisation approach of responsible gambling services • ability to deal with requests for exclusion or counselling services tactfully and according to enterprise procedures • project or work activities that show candidate's ability to provide responsible gambling services in a range different gambling-related situations to ensure consistency in the application of procedures.
Context of and specific resources for assessment	Assessment must ensure: • activities that allow the candidate to demonstrate the

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EVIDENCE GUIDE

application of knowledge to specific responsible gambling service situations, which might include interaction with others to demonstrate appropriate communication skills
- access to current regulatory documents distributed by key state and territory gambling licensing agencies, such as plain English legislative publications and codes of conduct outlining responsible gambling requirements
- access to industry and enterprise codes of conduct, policies, procedures, information, signage and brochures relating to responsible gambling services.

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to provide responsible gambling services. The following examples are appropriate for this unit:

- direct observation of the candidate providing information to customers
- role-play to demonstrate appropriate interpersonal skills
- case studies or problem-solving to assess the application of knowledge to various problem-gambling situations and contexts
- oral or written questions to assess knowledge of gaming legislation, codes of practice and industry and enterprise procedures
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

This unit underpins effective performance in a range of gaming activities and so holistic assessment with other gaming units relevant to the industry sector, workplace and job role is strongly recommended, including:

- SITHGAM001A Attend gaming machines
- SITHGAM002A Operate a TAB outlet
- SITHGAM003A Conduct a Keno game
- SITHGAM005A Develop and manage gaming activities.

However, determining competency for this unit must focus on the understanding and implementation of responsible provision of gambling services which meets the

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EVIDENCE GUIDE

	requirements of state and territory legislation.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Responsible gambling service procedures may relate to:	• provision of gambling-related information, brochures and signage • posting of signage in appropriate locations • self-exclusion and exclusion procedures • provision of appropriate environmental features • responsible practices, such as offering a cooling off period or payment of large sums by cheque.
State and territory legislation and industry and enterprise policy refer to:	• relevant state and territory gaming legislation and regulations • relevant state and territory licensing authority regulations and policies • industry codes of practice • house policies.
Gambling-related incidents	• requests for exclusion or assistance • under-age gambling

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RANGE STATEMENT

include:

- refusal of credit
- disputes or complaints
- involvement of families and friends
- impact of alcohol
- attempts to breach exclusion.

Gambling may include:

- wagering on racing and sport events, including:
  - TAB activities
  - calcuttas and sweepstakes
- gaming, including:
  - electronic gaming machines
  - poker machines
  - linked progressive jackpot systems
  - Keno and lottery games
  - table games
  - miscellaneous games of chance
  - bingo
  - lucky envelopes
  - multi-terminal gaming machines (MTGMs).

Gambling environmental features include:

- provision and placement of signage
- lighting and availability of natural light
- provision and placements clocks
- placement of automatic teller machines (ATMs)
- strategies to indicate the passage of time
- strategies to encourage breaks in play
- advertising and promotional materials and activities
- positioning of machines, change machines and equipment.

Information on problem gambling may include:

- availability of counselling services
- availability of self-exclusion programs
- availability of responsible gambling pamphlets.

Problem gambling may involve:

- gambling more money than the player can afford
- gambling that makes the home life of the player unhappy

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RANGE STATEMENT

- feelings of remorse after gambling
- bills that cannot be paid by the player due to excessive gambling
- borrowing money to gamble
- trying to win back gambling losses
- gambling to escape worry or personal problems
- changes in sleeping or eating habits due to gambling
- committing illegal acts or considering these to finance gambling
- considering self-harm as a result of gambling.

Procedures for self-exclusion and exclusion may involve:

- referral to a colleague, supervisor or manager according to scope of responsibility
- initiating exclusion processes when requested by customer
- referral to counsellors or support services.

Self-exclusion and exclusion may relate to:

- customer identifying a problem with gambling and requesting to be barred from gaming or to have access limited (self-exclusion)
- venue exclusion
- third-party exclusion.

Signage and information to be displayed may cover:

- chances of winning and probability
- problem gambling
- self-exclusion and exclusion
- available counselling services
- house policy
- industry code of conduct for responsible gambling services
- venue code of conduct
- responsible gambling initiatives.

Unit Sector(s)

Sector Hospitality

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Competency field

Competency field Gaming

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SITTGDE001A Work as a guide

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to work effectively as a guide. It covers key legal, ethical, safety and professional development issues that must be considered by guides in their day-to-day work. It is an essential skill for all guides and underpins all guiding activities.

All tour guides residing in any part of Australia are subject to the Queensland Tourism Services Act (2003) when working in Queensland. They do not need to register or meet any training or certification requirements but they can be fined if they participate in unconscionable conduct when selling Queensland-based tourism products and services.

This unit covers the requirement for guides to deliver tours according to legal and ethical requirements. The Queensland Tourism Services Act (2003) specifically deals with ethical practices. Therefore, training and assessment of this unit must take into account the specific requirements of this legislation as it has implications on all guiding activities when a guide operates within the Queensland borders.

No occupational licensing or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit describes a key tour guiding function for guides working in a range of locations and in multiple tourism industry sectors and organisation types. Guides can work within a particular city, region and tourist precinct or at a single site, but commonly work across a variety of sites, cities and regions.

Guides are frontline personnel who operate with some level of autonomy or under limited supervision and guidance from others. They apply discretion and judgement within predefined organisational procedures and, when on tour, take the lead role without supervision. They may be engaged as employees or contractors or may perform guiding functions as one of the many occupational roles within their own small business. Guiding functions are undertaken by a diverse range of people such as tour guides, tour managers, tour directors, site guides, interpretative guides, walking guides, outdoor recreation guides, museum guides, heritage guides, cultural guides, nature-based guides, driver guides, specialist guides and owner-operators of small tour operations.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Apply knowledge of the guiding sector.	1.1 Conduct day-to-day guiding activities in a manner that takes account of the roles and responsibilities of different types of guides.
	1.2 Identify key guide information sources and contacts.
	1.3 Use industry knowledge and guide networks to enhance the quality of guiding services provided to customers.
2 Guide tours according to safety, ethical and legal requirements.	2.1 Conduct day-to-day guiding activities according to the legal requirements governing the industry.
	2.2 Actively and regularly **participate in risk assessments** according to established organisational policies and procedures and identify situations where a risk assessment may be required.
	2.3 Guide tours according to **general ethics of guiding and specific ethical considerations** for particular contexts.

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		2.4 Guide tours according to safety requirements and in a manner that minimises risk to customers and colleagues.
		2.5 Guide tours in a manner that minimises any negative impact on the social or natural environment.
3	Develop guiding skills and knowledge.	3.1 Identify and use **opportunities to update the knowledge and skills** required by guides.
		3.2 Identify and access sources of assistance and support for guides when required.
		3.3 Share knowledge with colleagues to enhance the quality of service provided to customers.
4	Communicate with tourism industry operators in English.	4.1 Articulate information clearly using industry acceptable language.
		4.2 Achieve mutual understanding and agree on details relevant to guiding activities.
		4.3 Provide accurate information and explanations about customer requirements and any special requests.
		4.4 Communicate according to **social, cultural and business requirements**.
		4.5 Identify the nature and key facts of operational problems and provide an appropriate solution by consulting and openly communicating with the **tourism operator**.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

ability to access appropriate risk assessment templates

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critical thinking skills to facilitate rational and logical analysis of ethical issues and the making of decisions on appropriate behaviours and actions

speaking and listening skills to carry out predictable and creative communication in English involving daily transactions and interactions of a non-routine and varied nature.

The following knowledge must be assessed as part of this unit:

general knowledge of the tourism industry and in particular tour operations and wholesaling sectors and the way that guiding fits into the tourism industry

roles, responsibilities and career paths for different types of guides, including tour guides, tour managers, site guides, adventure guides, meet and greet guides, city hosts and driver guides

roles and services provided to guides by peak body Guiding Organisations of Australia (GOA) and industry associations

broad and working knowledge of industry and legal compliance requirements that affect guiding operations, including:

consumer protection laws

occupational licensing and industry accreditation

contents of various guiding codes of conduct or practice (e.g. GOA and Ecotourism Association of Australia) and the impacts of compliance and non-compliance

public liability and the guide's duty of care

environmental legislation

permit requirements for operating within regulated land managed areas

Queensland Tourism Services Act (2003), associated requirements for guides when working in Queensland, the code of conduct imposed on inbound tour operators (ITOs) and impacts on guides when engaged by an ITO to work in Queensland

safety issues that specifically affect guiding operations in particular contexts

broad and working knowledge of risk management systems

format and use of appropriate risk assessment templates

key factors to consider in minimising negative impacts on the social and natural environments in which tours take place

social, cultural and business conventions applicable to working as a guide.

Evidence Guide

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: provision of guiding services in a safe, ethical and legally compliant manner broad knowledge of roles and responsibilities of different types of guides knowledge of safety, ethical and legal issues to be considered in specific guiding contexts speaking and listening skills to communicate with industry colleagues in English and achieve mutual understanding on day-to-day operational requirements.
Context of and specific resources for assessment	Assessment must ensure: working safely, ethically and legally within commercially realistic guiding environments, e.g. at a tourist site, on a coach tour, in a national park or on a walking tour access to plain English documents that describe the legal requirements of the Queensland Tourism Services Act (2003), consumer laws and land management issues access to industry association membership information and codes of conduct interaction with others to ensure communication in English on practical guiding matters.
Methods of assessment	A range of assessment methods should be used to assess the practical skills and knowledge required to work safely, ethically and legally as a guide. The following examples are appropriate for this unit: case studies and problem-solving to assess application of knowledge to different guiding situations and contexts, including analysis of ethical issues review of reports of guiding activities

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undertaken as part of industry placement and training with an industry operator

role-plays to assess the candidate's ability to communicate in English on practical guiding issues

written and oral questioning or interview to test knowledge of different guide roles, the content of industry codes of conduct and the content and impact of the Queensland Tourism Services Act (2003) and other legal issues

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

SITTIND001A Develop and update tourism industry knowledge

SITTGDE003A Coordinate and operate a tour

SITTGDE004A Lead tour groups

SITTTSL005A Sell tourism products and services.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Participation in risk assessments may involve:	identifying hazards and conducting risk assessments individually or with others reporting hazards and identifying a need for a risk assessment using hazard identification and risk assessment template documents making simple reports using template-reporting documents.
General ethics of guiding and specific ethical considerations may include:	truth and honesty regarding all information given to customers provision of services as promoted or confirmed ethical dealings with local communities compliance with specific requirements of industry codes of conduct or ethics relationships with industry colleagues, customers and suppliers cultural considerations environmental considerations and sustainable practice.
Opportunities to update knowledge and skills and key guide information sources may include:	industry seminars training courses familiarisation tours participation or membership in professional guide associations participation in industry accreditation schemes use of industry codes of conduct or ethics

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	formal and informal research internet research.
Social, **cultural and business requirements** may relate to:	body language cultural customs and mores.
Tourism operators may be:	suppliers of any tourism product or service that is a component of the touring itinerary, including: coach company tour operators and cruise operators airlines accommodation providers food and beverage outlets attraction or theme parks inbound tour operators retail outlets, including: opal or souvenir outlets tax free stores factory outlets other guides.

Unit Sector(s)

Tourism

Competency field

Guiding

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SITTGDE002A Provide arrival and departure assistance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge to offer arrival and departure assistance to customers between transport terminals and accommodation. It requires the ability to check the customer's arrival and departure information, reconfirm all operational aspects of the transportation and accommodation, and provide customers with accurate information.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit describes a key tour guiding function for guides working in a range of locations and in multiple tourism industry sectors and organisation types. The role may be undertaken by a range of personnel working for tour operating, tour wholesaling, event management or accommodation organisations; by hire car drivers and coach captains.

Tour managers, who accompany tour groups on extended touring programs, manage the logistics of all group arrivals and departures at each port and terminal throughout their tour.

Arrival and departure assistance can be provided at any international or domestic transport terminal and can be for groups or individual travellers.

The provision of arrival and departure assistance requires significant organisational, decision making and communication skills. Those tour guides, tour managers and other tourism operational staff who perform this function, at sometimes large and complex terminals, operate with some level of autonomy or under limited supervision and guidance from others. They apply

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discretion and judgement within predefined organisational procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
1 Conduct arrival transfers for visitor groups or individuals.	1.1 Check and note customer arrival information accurately, and implement promptly any action required to deal with alterations in schedule or delays.
	1.2 Confirm transport for the correct time and place with transport supplier.
	1.3 Employ identification techniques that allow customers to locate the guide at the ***transport terminal***.
	1.4 Use available ***terminal facilities*** correctly and fully to assist in meeting customers.
	1.5 Use passenger lists to accurately and legibly record arrivals, no-shows and other comments.
	1.6 Establish and monitor arrangements for the transport of baggage from the terminal prior to the arrival of the customer.
	1.7 Use checking procedures to ensure the correct number of baggage pieces and passengers are transported.
	1.8 Follow established procedures for lost baggage promptly and correctly.
2 Deliver arrival information to visitors.	2.1 Greet customers in a manner that encourages positive feelings of goodwill towards the guide, the company, the region and Australia in general.
	2.2 Provide customers with correct and adequate ***information and advice*** to introduce them to the local area.
3 Check in groups and individuals at accommodation.	3.1 Brief customers on ***accommodation*** check-in procedures to minimise confusion and time delay on arrival at accommodation venue.
	3.2 Offer customers friendly and efficient assistance with accommodation check-in or facilitate check-in on behalf of customers.
	3.3 Liaise with accommodation staff during check-in to minimise any communication difficulties between customers and accommodation staff.
4 Conduct departure	4.1 Verify departure details with carriers prior to

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ELEMENT	PERFORMANCE CRITERIA
transfers for groups and individuals.	commencement of transfer and take action according to a contingency plan if changes in schedule or other problems occur. 4.2 Organise customers for departure from accommodation in a manner that minimises disruption in the hotel lobby. 4.3 Use passenger lists to accurately check details of all departing passengers and ensure all are accounted for. 4.4 Check baggage prior to departure using procedures that ensure that no items are left behind. 4.5 Advise customers to check belongings for accommodation keys, items stored securely by the accommodation venue, tickets and passports. 4.6 Advise customers correctly regarding procedures for any taxes, duty free requirements, outgoing passenger cards and general procedures that apply to departure from transport terminal. 4.7 Obtain feedback on products and services courteously from customers and relay information accurately to the company. 4.8 Offer customers friendly and efficient assistance with transport check-in at the terminal or facilitate check-in on behalf of customers.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- verbal and written use of the 24-hour clock
- microphone techniques, as and when applicable to the operational context, e.g. for coach transfers
- interpretation of tourism industry jargon, especially terminal and transport codes, such as airline and airport city codes
- high-level communication skills to communicate with customers, terminal staff, transport operator staff and accommodation staff on sometimes complex issues like lost baggage and incorrect allocation of accommodation
- literacy skills to read and interpret customer and operational information, such as travel

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REQUIRED SKILLS AND KNOWLEDGE

vouchers, customer and technical itineraries, rooming lists and briefing instructions provided by tour operators

- writing skills to accurately and legibly record arrivals and departures, no-shows and other comments
- numeracy skills to count and check group members and the number of luggage pieces.

The following knowledge must be assessed as part of this unit:

- all main arrival and departure points and facilities within the local area
- in-depth knowledge of the local transport terminal facilities and procedures for arrivals and departures for all terminals within the local area
- guide identification techniques within transport terminals
- baggage collection and movement procedures within various local transport terminals and accommodation venues
- lost baggage procedures for the transport operators at the terminals
- accommodation check-in procedures for various customer types
- formats of and terminology used in standard customer travel documentation (e.g. rail, air and bus tickets; accommodation vouchers; and transfer vouchers) and operational documentation (e.g. operational or technical itineraries).

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conduct of arrival and departure transfers and ability to follow correct procedures at transport terminals and accommodation venues • effective communication of information to customers • coordination of multiple arrival and departure activities using different operational details for different customer groups to ensure consistency of performance • coordination of arrival and departure activities across multiple transport terminals, as applicable to the guide's location, to ensure that skills can be adapted to different terminal environments e.g. in a major city all terminals and types would be covered, in a regional

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EVIDENCE GUIDE

location the available types of terminals would be covered.

Context of and specific resources for assessment

Assessment must ensure:

- coordination of arrival and departure activities within fully operational transport terminals and accommodation venues, where security requirements permit
- access to and use of transport of a style used by local industry for the conduct of transfers
- involvement of transport suppliers and accommodation venues
- interaction with customer groups of a size and nature that reflect the commercial environment in which the guide operates
- use of industry-current customer and operational documentation to support the arrival and departure process.

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to offer arrival and departure assistance. The following examples are appropriate for this unit:

- direct observation of complete arrival and departure transfers conducted by the candidate
- review of arrival and departure assistance activities undertaken as part of industry placement and training with an industry operator
- review of documentation, such as passenger lists and baggage checklists recorded by the candidate
- case studies and problem-solving to assess ability to respond effectively to problems that occur during arrivals and departures
- written and oral questioning or interview to test knowledge of transport terminals, baggage procedures and travel documentation
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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EVIDENCE GUIDE

for example:

- SITTGDE003A Coordinate and operate a tour
- SITTGDE007A Develop and maintain the general and regional knowledge required by guides.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Transport terminals may include:

- airports
- air charter facilities
- bus and coach terminals
- train stations
- shipping ports or cruise ship terminals.

Terminal facilities to be used may include:

- public address systems
- airside access
- special areas set aside for groups
- message boards
- communication systems between terminals and parking facilities.

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RANGE STATEMENT

Information and advice to customers may include:	• general welcome and introduction • details of transfer procedures • details of check-in procedures • details of forthcoming tour arrangements • local time • local weather • money exchange rates and facilities • tipping • accommodation facilities • geography of hotel and immediate vicinity • overview destination information.
Accommodation may include:	• hotel • guesthouse • motel • resort • bed and breakfast • caravan park • camping grounds.

Unit Sector(s)

Sector Tourism

Competency field

Competency field Guiding

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SITTGDE003A Coordinate and operate a tour

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct a tour including multiple products, services and sites. It requires the ability to manage the tour logistics of a prearranged tour itinerary. The coordination of the delivery of the tour requires significant planning and organisational skills as well as the ability to liaise with suppliers and industry colleagues to maximise tour efficiency and customer service quality.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

The additional skills required to cohesively operate an extended tour covering multiple destinations and overnight stays are covered in SITTGDE005A Manage extended touring programs.

SITTGDE004A Lead tour groups, focuses on the communication, leadership and conflict resolution skills required by guides and on the ability to coordinate the movement of groups.

Application of the Unit

Application of the unit

This unit describes a key tour guiding function. It applies to guides working in a range of locations and in multiple tourism industry sectors, but has particular application to guides engaged by tour operators, inbound tour operators and tour wholesalers. It may also be undertaken by driver guides and coach captains.

Tours can be provided at any international or domestic destination and can be for groups or individual customers. The complexity of the touring itinerary and its component parts will vary, but typically tours would be half-day or full-day and

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travelling within a city or region.

This unit has particular application to local guides and would not apply to a guide who works solely within one site. The unit also applies to tour managers who accompany tour groups on extended touring programs to manage the logistics of all group movements and touring arrangements at each destination throughout their tour.

Coordinating and operating a tour requires significant organisational, decision making and communication skills. Tour guides, tour managers and other tourism operational staff performing this function operate with a considerable level of autonomy or under limited supervision and guidance from others. They apply discretion and judgement within predefined organisational procedures and when on tour take the lead role without supervision.

It is critical that training and assessment is contextualised to meet the requirements of local tourism industry operations. Funding and hours allocated to pre-vocational training must allow for coverage of a broad scope of locations and destinations within the city or region in which the guide is training to work. This critical requirement will ensure that city or region-based local guides have the skills and knowledge required to operate tours to the range of different locations expected by local tourism industry operators.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan the logistics of tour delivery.	1.1 Plan the delivery of ***the tour*** according to ***briefing information or documentation from the tourism operator***.
	1.2 Identify hazards for customers and delivery personnel for all touring components, conduct a ***risk assessment*** and incorporate controls into management of tour logistics.
	1.3 Make tour preparations and ***consider specific issues to ensure customer needs are met***.
	1.4 Prioritise and action tasks required for tour preparation and conduct, in advance of tour commencement.
2 Brief and assist customers.	2.1 Welcome customers to the tour and provide an accurate briefing on ***tour practicalities and procedures***.
	2.2 Provide ***additional information and assistance*** to customers to enhance enjoyment of the tour.

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ELEMENT	PERFORMANCE CRITERIA
3 Liaise with industry colleagues.	3.1 Liaise with ***industry colleagues*** to achieve smooth operation of the tour.
	3.2 Action requests from industry colleagues promptly and willingly wherever possible.
	3.3 Request assistance politely when required.
	3.4 Make agreements about individual and joint responsibilities during the tour.
	3.5 Make forward ***reconfirmations and bookings*** with suppliers in an accurate and timely manner.
	3.6 Interpret documentation from other organisations correctly and apply appropriately.
4 Manage the itinerary.	4.1 Conduct the tour to schedule and include all features as set down in the itinerary.
	4.2 Advise customers courteously and sensitively about unavoidable changes to itinerary.
	4.3 Re-plan the itinerary promptly when necessary to ensure all purchased inclusions or their equivalents are delivered and disruption to customers is minimised.
	4.4 Advise industry colleagues and suppliers affected by changes promptly and according to company procedures.
	4.5 Maintain contact with those fixing the problem when itinerary delays occur and employ negotiation techniques to minimise time delay and negative impact on customers.
	4.6 Keep customers accurately informed of reasons for delays and actions being taken to manage delays.
5 Deal with unexpected events.	5.1 Implement contingency plans without delay when unexpected events occur.
	5.2 Assess the situation and select appropriate action promptly.
	5.3 Follow company procedures strictly in the case of accidents or where safety of customers or colleagues may be threatened.

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ELEMENT	PERFORMANCE CRITERIA
	5.4 Identify and access sources of assistance promptly.
	5.5 Amend tour to minimise impact on customer enjoyment.
6 Debrief tour.	6.1 Provide accurate and complete tour reports according to organisation guidelines.
	6.2 Provide accurate customer and personal feedback and other information to the company to assist with future improvements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- ability to conduct a safety-based risk assessment and implement appropriate hazard controls
- interpretation of the specific needs of customers and any specific services previously promoted or confirmed to them
- interpretation of tourism industry jargon, especially product codes
- use of the 24-hour clock for itinerary timings
- high-level communication skills to communicate with customers, industry colleagues and suppliers about touring logistics and sometimes complex issues such as itinerary changes
- literacy skills to read and interpret customer and operational information, such as travel vouchers, customer and technical itineraries, and briefing instructions provided by tourism operators
- writing skills to complete documents such as hazard identifications, risk assessments, tour reports and written reconfirmations of touring arrangements accurately and legibly
- numeracy skills to calculate tour component times and translate from the 24-hour to 12-hour clock for customer use.

The following knowledge must be assessed as part of this unit:

- in-depth product knowledge appropriate to the specific touring itinerary and its component products and services
- the key features of culturally or environmentally sensitive areas to be visited and use of fundamental minimal impact practices to protect and sustain these

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REQUIRED SKILLS AND KNOWLEDGE

- tourism industry, supplier networks and interrelationships that impact on the conduct of a multi-product and multi-site touring itinerary
- industry reconfirmation and booking procedures for tour components
- legal and liability issues affecting guides specifically in relation to domestic and relevant overseas consumer law regarding provision of services as advertised
- in-depth knowledge of planning procedures relating to the delivery logistics of a multifaceted touring itinerary and the management processes to be undertaken before, during and on completion of a tour
- tour management problems, and strategies to address these.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to plan for and operate the tour logistics of prearranged tour itineraries, comprising multiple products, services and sites in a safe and environmentally protective manner • knowledge of the tourism industry, supplier networks and interrelationships that impact on the conduct of a multi-product, multi-site touring itinerary • procedures for reconfirmation of touring components and mechanisms for solving situations and problems on tour • coordinating and operating multiple tours to ensure consistency of performance • delivery of multifaceted tours of a duration that reflect local industry product and practice, such as half-day tour and full-day tour • coordinating and operating multifaceted tours to a number of locations and destinations within the city or region in which the guide works or is training to work, including coverage of a range of full and half-day tours popular and available in that location e.g. half-day city tours or tours to regional destinations.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- planning for and operating multifaceted tours within commercially realistic touring environments, including all operational elements of a commercial tour
- access to equipment and resources required for the delivery of tours, e.g. transport and venue access
- interaction with and involvement of a tourism operator for whom the tours are being conducted
- interaction with customer groups of a size and nature that reflect the commercial environment in which the guide operates
- use of industry-current customer and operational documentation to support the delivery of a multifaceted touring itinerary.

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to coordinate and operate a tour. The following examples are appropriate for this unit:

- direct observation of organisational and tour management skills by participating in a tour conducted by the candidate
- review of tour preparation notes or tour reports prepared by the candidate
- problem-solving case studies to assess ability to apply contingency and risk management skills to a range of different touring situations and problems
- written and oral questioning or interview to test knowledge of industry networks, tour management procedures and legal issues affecting tour management
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITTGDE004A Lead tour groups
- SITTGDE005A Manage extended touring programs
- SITTGDE006A Prepare and present tour commentaries

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EVIDENCE GUIDE

	or activities.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The tour may be a:	• half or full-day tour • extended tour • city or rural tour • cultural tour • ecotour • adventure tour • special interest tour.
Briefing information or documentation from the tourism operator may include:	• customer information • itinerary information • supplier information • special request notes • tickets, vouchers or other travel documentation for guide and group • supplier contact details • optional tour information • financial documents

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RANGE STATEMENT

- promotional materials.

Risk assessment may involve assessment of:

- customers' abilities to fully engage in all activities (e.g. customer health issues)
- blocked, inaccessible tour routes
- health or safety hazards associated with weather and exposure, e.g. insufficient shade or protection from rain
- health or safety hazards associated with insufficient distance or protection from local wildlife
- crowd-related issues
- health or safety hazards associated with activities to be undertaken
- the cultural or environmental sensitivity of areas to be visited and use of minimal impact practices to protect and sustain these
- potential service delivery difficulties
- tight timing or scheduling.

Consideration of specific issues to ensure customer needs are met must include:

- type of customers
- customer special needs
- size of tour group
- length of tour
- specific itinerary requirements
- special requests
- style of commentary required
- location of tour
- climate
- equipment and resources required
- environmental and cultural considerations
- language considerations.

Tour practicalities and procedures to be communicated must include:

- tour itinerary or program, including route, schedule and highlights
- availability of free time
- health and safety procedures
- local culture, customs and security
- local regulations, including:
  - customs
  - immigration

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RANGE STATEMENT

- luggage
- specific site procedures
- procedures at tour stops
- any group rules, regulations and codes of behaviour
- the cultural or environmental sensitivity of areas to be visited and use of minimal impact practices to protect and sustain these.

Additional information and assistance that may be provided to customers may include:

- local events and activities
- options for free time activities
- optional tours and costs
- general directions
- local facilities.

Industry colleagues may include:

- host communities
- coach drivers
- tour managers
- local guides
- airlines
- tour operators
- product suppliers, including hotels, restaurants, attractions and retail locations
- land managers and other statutory authorities
- tour company office.

Reconfirmations and bookings may be for any touring product or service component and may include:

- accommodation venue
- restaurant
- catering provider
- ground transport
- airline
- charter airline
- scenic flight
- train
- retail outlet
- attraction
- guided tour within attractions and sites
- cruise
- local tour guide

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RANGE STATEMENT

- optional tour.

Unit Sector(s)

Sector Tourism

Competency field

Competency field Guiding

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SITTGDE004A Lead tour groups

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate a group of touring customers. It focuses on the communication, leadership and conflict resolution skills required by guides. The unit requires the ability to coordinate the physical movement of groups.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Customer service and complaints resolution is covered in SITXCOM001A Work with colleagues and customers.

Application of the Unit

Application of the unit

This unit describes a key tour guiding function for guides working in a range of locations and in multiple tourism industry sectors and organisation types. The unit can apply to any situation where a guide is involved in delivering a tour or activity to a group of customers. This would include multifaceted tours inclusive of multiple products and sites e.g. half-day tours of cities and regional destinations as well as tours of specific attractions and sites.

This unit can apply to cultural industries where group tours or activities take place in a museum, gallery, library, performing arts centre or zoo; to sport and recreation industries where groups participate in outdoor and adventure activities, such as guided bushwalking; and to any industry that operates tours at an industrial site, e.g. breweries, waste management facilities and factories.

The unit also applies to tour managers who accompany tour groups on extended touring programs.

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Leading tour groups requires significant organisational and communication skills. Guides who perform this function operate with a considerable level of autonomy or under limited supervision and guidance from others. They apply discretion and judgement within predefined organisational procedures and when leading groups take the lead role without supervision. The role is undertaken by tour guides, tour managers, tour directors, site guides, interpretative guides, walking guides, outdoor recreation guides, museum guides, heritage guides, cultural guides, nature-based guides, driver guides, coach captains, specialist guides and owner-operators of small tour operations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence

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guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Coordinate group movements.	1.1 Maintain the tour schedule wherever possible through effective communication with the group. 1.2 Use techniques to promptly attract group attention when required. 1.3 Advise the group sensitively and accurately about ways in which minimum disruption and disturbance can be caused to other tour members, host communities and the environment. 1.4 Complete physical group movements in an orderly manner, checking group numbers at appropriate times. 1.5 Advise customers of appropriate procedures if they become separated from the group. 1.6 Provide instructions in a manner and pace appropriate to the particular group. 1.7 Encourage customers to seek clarification of instructions where necessary. 1.8 Locate lost or late group members, ensure they rejoin the group and are advised of future need to comply with group movements.
2 Encourage group morale and goodwill.	2.1 Use ***techniques to build group cohesion*** during the tour. 2.2 Balance the needs of individuals and the group in the conduct of the tour.
3 Deal with conflicts and difficulties.	3.1 Assess potential for conflict promptly and take swift and tactful action should conflict arise, to prevent escalation and assist resolution. 3.2 Take appropriate action to deal with difficult tour members. 3.3 Respond to ***conflicts and difficulties*** in a manner likely to optimise the goodwill and morale of the group.

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ELEMENT	PERFORMANCE CRITERIA
	3.4 Follow procedures for controlling drug or alcohol-affected customers according to company guidelines and legal requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- high-level communication skills to communicate with customers about the tour or activity movements, provide clear instructions and advise on procedures they must adhere to
- conflict resolution skills and strategies incorporating the skills and techniques of:
  - assertiveness
  - active listening
  - non-verbal communication
  - inclusive language style
  - problem-solving
  - negotiation
- numeracy skills to count tour members.

The following knowledge must be assessed as part of this unit:

- procedures for maximising efficiency of group movements
- procedures for locating lost or late group members and coordinating reunion with the group
- minimal impact practices to ensure minimum disruption and disturbance to host communities and the environment
- principles of group management and group dynamics
- communication and leadership techniques with particular application to guiding activities and building group cohesion
- types of conflict and people management issues likely to arise in a group touring situation and typical causes
- procedures for negotiating and resolving conflicts and difficulties
- conflict theory, including signs, stages, levels, factors involved and resolution.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- coordinating the movement of groups, using communication and leadership techniques that build group cohesion
- responding to people management problems and issues during group tours or activities
- knowledge of the range of conflict and people management issues that could arise during group tours or activities
- leading multiple tour groups to ensure consistency of performance
- leading group tours or activities of a duration that reflects local industry product and practice and of sufficient duration to allow the candidate to demonstrate techniques to build group cohesion.

Context of and specific resources for assessment

Assessment must ensure:

- leading tour groups within commercially realistic guiding environments, e.g. at a tourist site, on a coach tour, in a national park or on a walking tour
- interaction with customer groups of a size and nature that reflect the commercial environment in which the guide operates.

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to lead tour groups. The following examples are appropriate for this unit:

- direct observation of the candidate's ability to coordinate the movement of groups by participating in tours conducted by the candidate
- direct observation of the candidate's people

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management skills during the operation of group tours
- questioning group tour members as to the candidate's clarity of communication and leadership skills
- review of guiding activities undertaken as part of industry placement and training with an industry operator
- case studies and problem-solving to evaluate ability to apply solutions to different group conflicts and difficulties
- written and oral questioning or interview to test knowledge of conflict resolution, leadership and group motivation techniques and procedures relevant to the movement of tour groups
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITTGDE003A Coordinate and operate a tour
- SITTGDE005A Manage extended touring programs
- SITTGDE006A Prepare and present tour commentaries or activities
- SITTVAF002A Provide a briefing or scripted commentary.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Techniques to build group cohesion may include:

- encouraging interaction between group members
- group activities or games
- inviting individuals to address the group
- using the skills of individual group members in the operation of the tour
- focusing the group on shared experiences
- using seat rotation systems.

Conflicts and difficulties may involve:

- personal conflict between customers
- dominant or disruptive customers
- customers who cause disruption and disturbance to other tour members, host communities and the environment
- negative customers
- subgroups or cliques within the group
- perception of favouritism by guide
- dissatisfaction with the tour.

Unit Sector(s)

Sector Tourism

Competency field

Competency field Guiding

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SITTGDE005A Manage extended touring programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate an extended touring program of more than one day's duration. It requires the ability to manage all tour logistics taking a holistic approach to the touring program and to solve touring and group member problems. It also requires the ability to ensure the ongoing welfare and satisfaction of group tour members and to develop and maintain group cohesion and rapport throughout the touring program.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit describes a key tour guiding function. It applies to those who work in a range of locations and in multiple tourism industry sectors, but has particular application to personnel engaged by tour operators, inbound tour operators and tour wholesalers. It applies to those industry personnel known as tour managers, tour directors, tour leaders and tour escorts, who lead extended tours both within Australia and overseas.

Extended touring programs would usually cover multiple destinations and overnight stays but could also cover those tours that operate just one or two overnight stays to one or two destinations. The complexity of the touring itinerary and its component parts will vary.

The logistical management of extended touring programs requires significant organisational, decision making and communication and negotiation skills. Those tour managers who perform this function operate with a considerable level of autonomy or under limited supervision and guidance from

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others. They apply significant discretion and judgement within predefined organisational procedures. When on tour they take the lead role without supervision, only referring problems to the tourism operator when absolutely necessary.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

This unit must be assessed after the following prerequisite units:

SITTGDE003A Coordinate and operate a tour

SITTGDE004A Lead tour groups.

Employability Skills Information

Employability skills

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Manage touring arrangements.	1.1 Manage all tour logistics taking a holistic approach to the whole ***touring program*** at all times.
	1.2 Conduct touring program according to the prearranged touring itinerary.
	1.3 Make forward ***reconfirmations and bookings*** progressively throughout the program.
	1.4 Reconfirm or arrange ***operational details*** progressively throughout the program.
	1.5 ***Reorganise and adjust touring arrangements*** when required within the scope of individual responsibility.
	1.6 Make major adjustments within budget according to ***controlling office*** guidelines.
	1.7 Make adjustments to touring arrangements in the context of the whole program.
	1.8 Maintain ongoing contact with controlling office and forward suppliers as required.
2 Liaise and negotiate with others.	2.1 Maximise operational efficiency and customer service levels by effective ***liaison and negotiation*** with all those contributing to the operation of the program.
	2.2 Conduct negotiations in a businesslike and professional manner within the relevant cultural context.
	2.3 Conduct negotiations in the context of the entire touring program.
	2.4 Conduct negotiations to take account of the overall relationship between the organisation and the other stakeholders.
	2.5 Select communication and negotiation style appropriate to the circumstance.
	2.6 Use negotiation and communication techniques to maximise the chances of an acceptable outcome for all parties.
	2.7 Note and confirm accurately in writing all agreements as required by specific circumstances.
	2.8 Provide relevant information to the controlling office

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ELEMENT	PERFORMANCE CRITERIA
	promptly and as required by organisation guidelines.
3 Develop and maintain group rapport.	3.1 Develop and maintain a team spirit for the duration of the program.
	3.2 Gain the trust and confidence of the group through the demonstration of professional competence and integrity and ensure customer satisfaction with the touring program.
	3.3 Use leadership and communication skills to foster group cohesion.
	3.4 Encourage customer participation and group interaction.
	3.5 Identify and assess potential conflict within the group promptly and should conflict arise, take appropriate action to assist resolution.
4 Solve problems that arise on tour.	4.1 Identify and consider ***problems*** promptly from both an operational and customer service perspective in the context of the entire touring program.
	4.2 Initiate short-term action to resolve the immediate problem where appropriate.
	4.3 Analyse problems for any long-term commercial impact and assess and action solutions.
	4.4 Present a positive image of the organisation and its contracted suppliers at all times.
	4.5 Take responsibility for resolving the problem within the scope of individual authority and to ensure customer satisfaction.
	4.6 Consult the controlling office when required and appropriate to resolve problems outside scope of guidelines and responsibility.
	4.7 Take appropriate follow-up action to monitor the effectiveness of chosen solutions.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpretation of the specific needs of customers, their level of expectation and satisfaction with touring arrangements
- critical thinking skills to facilitate rational and logical analysis of such things as customer dissatisfaction and logistical touring problems, and appropriate solutions to be applied
- high-level communication and negotiation skills to deal with customers, industry colleagues and suppliers about touring logistics and complex issues, such as itinerary changes
- literacy skills to read and interpret customer and operational information, such as travel vouchers, customer and technical itineraries provided by tourism operators, and manifests provided by suppliers, e.g. rooming lists
- numeracy skills to calculate tour component times, to translate from the 24-hour to 12-hour clock for customer use, and to calculate the cost of changes to itineraries.

The following knowledge must be assessed as part of this unit:

- in-depth product knowledge appropriate to the specific touring itinerary and its component products and services
- the key features of culturally or environmentally sensitive areas to be visited and use of fundamental minimal impact practices to protect and sustain these
- policies, procedures and guidelines issued by the controlling tourism operator
- tourism industry, supplier networks and interrelationships that impact on the conduct of an extended touring program
- in-depth knowledge of planning the delivery logistics of an extended touring program and the management processes and procedures to be undertaken before, during and at the completion of a tour to maximise the efficiency of extended touring programs
- negotiation techniques and their application to different tour managing contexts
- leadership, motivation and communication techniques and their application to different tour managing contexts.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment

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EVIDENCE GUIDE

Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- holistic management of all tour logistics for an extended touring program
- ability to ensure the ongoing welfare and satisfaction of group tour members and develop and maintain group cohesion and rapport throughout the touring program
- ability to apply effective negotiation and contingency management techniques to deal with the range of practical and people-related problems and issues that arise during the operation of an extended tour
- knowledge of communication, negotiation, leadership and motivation techniques
- delivery of an extended touring program of a duration that reflects local industry product and practice and of sufficient duration to allow the candidate to demonstrate techniques that build group rapport.

Context of and specific resources for assessment

Assessment must ensure:

- coordination and operation of an extended group touring program within commercially realistic touring environments, including all the operational elements of a commercial tour
- access to equipment and resources required for the delivery of the program, e.g. transport and accommodation venues
- interaction with and involvement of a tourism operator for whom the extended program is being conducted
- interaction with customer groups of a size and nature that reflect the commercial environment in which the tour manager operates
- use of industry-current customer and operational documentation to support the delivery of an extended touring program.

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to manage extended touring programs. The following examples are appropriate for this unit:

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- direct observation of the candidate's ability to holistically manage all tour logistics by participating in tours conducted by the candidate
- direct observation of the candidate's people management skills during the operation of group tours
- direct observation of the candidate's communication, negotiation and problem-solving skills by participating in an extended tour conducted by the candidate
- questioning group tour members as to the candidate's clarity of communication, and leadership and motivational skills
- review of tour management activities undertaken as part of industry placement and training with an industry operator
- review of tour preparation notes, checklists and tour reports prepared by the candidate
- problem-solving case studies to assess ability to apply people management and contingency management skills to a range of different touring situations, including emergency situations
- written and oral questioning or interview to test knowledge of tour management procedures, leadership, motivation and communication techniques and tourism industry networks relevant to the management of extended tours
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITTGDE002A Provide arrival and departure assistance
- SITTGDE006A Prepare and present tour commentaries or activities
- SITTTOP006B Operate tours in a remote area.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

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EVIDENCE GUIDE

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Types of extended ***touring programs*** may include:

- general sightseeing tours
- ecotours
- adventure tours
- camping tours
- cultural and historical tours
- cruise programs
- pre and post-conference tours.

Reconfirmations and bookings may be for any touring product or service component and may include:

- accommodation venues
- restaurants
- catering providers
- ground transport
- airlines
- charter airlines
- scenic flights
- trains
- retail outlets
- attractions
- guided tours within attractions and sites
- cruises
- local tour guides
- optional tours.

Operational details may include:

- management of passenger travel documentation, such

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RANGE STATEMENT

	as: • airline tickets and vouchers • seat allocations or boarding passes • travel vouchers • luggage coordination • documentation preparation • group currency requirements • customs and immigration procedures and requirements • seat rotation • check-in and check-out procedures • local touring liaison.
Reorganisation and adjustment of touring arrangements may include:	• developing alternative routes • re-booking one or multiples services • organising new or replacement documentation • renegotiating cost.
Controlling office refers to the tourism operator that has engaged the tour manager as its representative for the delivery of the tour and may include:	• inbound tour operator • tour operator • outbound tour wholesaler • event management organisation • professional conference organiser • destination marketing company.

Liaison and negotiation may be with:	• coach drivers
	• local guides
	• tour leaders accompanying group from home country
	• interpreter guides
	• traditional owners
	• airlines
	• tour operators
	• hotels
	• restaurants
	• attractions
	• retail locations
	• government authorities, including:
	  • land management agencies
	  • customs

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RANGE STATEMENT

- immigration.

Problems may include:

- unexpected delay
- missed connection
- hotel or supplier overbooking situation
- change of accommodation
- supplier driven change of date and time of supply or change to alternative supplier
- passenger sickness, injury or death
- loss of personal valuables and documents e.g. passport
- passenger robbery
- lost luggage
- equipment and transportation in contingency situations, e.g. coach breakdown
- lost passengers
- late passengers
- group conflict or dissatisfaction
- customers who cause disruption and disturbance to other tour members, host communities and the environment
- service complaints
- poor supplier performance
- political unrest in area of tour
- inclement weather conditions, such as:
  - fire
  - flood
  - storm
  - cyclone
- lack of access to tour areas, including:
  - road closures
  - road blockages.

Unit Sector(s)

Sector Tourism

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Competency field

Competency field Guiding

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SITTGDE006A Prepare and present tour commentaries or activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and present commentaries or activities to customers. Its main focus is on the need to use effective interpretation and presentation techniques to ensure customer participation and enjoyment. Tour guides may have generalist or specialist knowledge and the diversity of information imparted is immense and immeasurable.

This unit does not focus on the knowledge base but on the skills required to prepare and present information. The unit goes beyond the delivery of fully-scripted commentary and requires significant creative input. SITTPPD005A Plan and develop interpretive activities, is dedicated to the actual development of interpretive activities.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

Interpreting and presenting information to visitors is a key function for guides working in a range of locations and in multiple tourism industry sectors and organisation types.

This unit can have broader industry application and can apply to cultural industries where delivery of a commentary or activity takes place in a museum, gallery, library, performing arts centre or zoo; sport and recreation industries for commentaries or activities that are linked to outdoor and adventure activities such as guided bushwalking; and to any industry that operates tours at an industrial site, e.g. breweries, waste management facilities

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and factories.

It applies to frontline personnel who operate with some level of autonomy or under limited supervision and guidance from others. The role is undertaken by a diverse range of people such as tour guides, tour managers, tour directors, site guides, interpretive guides, walking guides, outdoor recreation guides, museum guides, heritage guides, cultural guides, nature-based guides, driver guides, coach captains, specialist guides and owner-operators of small tour operations.

It is critical that training and assessment is contextualised to meet the requirements of local tourism industry operations. Funding and hours allocated to pre-vocational training must allow for a broad scope of guiding contexts to be covered to allow for broad vocational outcomes and utility of the graduate to the local industry. Pre-vocational training should also cover a broad scope of locations and destinations within the city or region in which the guide is training to work. This critical requirement will ensure that city or region-based local guides have the skills and knowledge required to deliver commentary for the range of different locations expected by local tourism industry operators.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

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Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare commentaries or activities for presentation to customers.	1.1 Select and organise appropriate information to meet the ***needs of specific customers***, operational contexts and timing restrictions. 1.2 Select or develop appropriate themes as a basis for commentaries or activities. 1.3 Construct ***commentaries or activities*** to maximise the potential for customer enjoyment and learning. 1.4 Obtain, check and assemble all support materials in advance of the tour or activity.
2 Present commentaries or activities to customers.	2.1 Use interpretive and presentation techniques to combine entertainment and learning and to enhance the quality of the experience for the customer. 2.2 Use language appropriate to the customer group. 2.3 Present current, accurate and relevant information in a logical order.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Present information of appropriate depth and breadth for specific customer needs.
	2.5 Present information in a manner that demonstrates cultural and social sensitivity.
	2.6 Pace the presentation according to timing requirements and ***operational context***.
	2.7 Use ***equipment and resources*** correctly and identify and report any equipment defects promptly.
3 Interact with customers.	3.1 Encourage customer participation within safety requirements through effective use of interpretive and presentation techniques.
	3.2 Invite questions and feedback from customers both during and at the conclusion of any commentary or activity.
	3.3 Answer questions courteously and correctly and, if required, involve the whole group by repetition of the question and delivery of answer audible to all.
	3.4 Where the answer to a question is unknown, offer to supply the answer at a future time or refer the customer to other information sources.
	3.5 Maintain communication with appropriate colleagues as required by specific tour or activity circumstances.
	3.6 Implement contingency plans without delay when ***unexpected events*** occur and amend presentation format, order or structure to minimise impact on customer enjoyment.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- microphone techniques, as and when applicable to the operational context of delivering the tour commentary or activity, e.g. a coach touring context
- interpretation of specific customer needs and any specific services previously confirmed

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REQUIRED SKILLS AND KNOWLEDGE

with customer

- high-level communication skills to facilitate the gathering and analysis of complex information and interpret and adapt this for simpler communication to customers
- creative communication techniques for interpretive commentaries or activities, including such things as storytelling, role-play, games, sensory awareness exercises and illustrated talks
- high-level communication skills to present in an informative, engaging, educational and enjoyable manner and interpret and answer customer questions.

The following knowledge must be assessed as part of this unit:

- in-depth knowledge of subject matter being presented which will vary according to context
- presentation and interpretive techniques, including the role and use of:
  - humour
  - body language
  - role-play
  - voice techniques
  - storytelling
  - games and activities
  - sensory awareness exercises
  - visual aids and props
  - positioning
- safety and emergency procedures for relevant locations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to select information and prepare commentaries or activities to meet a specific need • ability to use interpretive and presentation techniques to create customer-focused, informative and

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EVIDENCE GUIDE

	entertaining experiences for customers • preparation and presentation of multiple commentaries or activities covering a range of topics that meet the differing needs of various customer groups to ensure consistency of performance (for city or region-based generalist guides, this should include the delivery of information that covers different destinations within the city or region • presentation of activities and commentaries of a duration that reflects local industry product and practice • preparation for and presentation of commentaries or activities within multiple guiding environments (e.g. at a tourist site, on a coach tour, in a national park or on a walking tour) to ensure that skills can be adapted to different guiding contexts.
Context of and specific resources for assessment	Assessment must ensure: • preparation for and presentation of commentaries or activities within commercially realistic guiding environments (e.g. at a tourist site, on a coach tour, in a national park or on a walking tour) • use of industry-current equipment for presentation that will vary according to the operational context of delivering the commentary or activity (e.g. a microphone is essential equipment for coach touring) • presentation to and interaction with customer groups of a size and nature that reflect the commercial environment in which the guide operates.
Methods of assessment	A range of assessment methods should be used to assess the practical skills and knowledge required to prepare and present tour commentaries or activities. The following examples are appropriate for this unit: • direct observation of the candidate presenting commentaries or activities and using equipment effectively • questioning tour members as to the candidate's communication skills, breadth of knowledge and ability to deliver knowledge in an interesting way • case studies to assess ability to tailor activities and

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EVIDENCE GUIDE

information to suit particular customer needs

- case studies and problem-solving to assess ability to respond effectively to problems that occur during activities or commentaries
- written and oral questioning or interview to test knowledge of interpretive and presentation techniques
- review of guiding activities undertaken as part of industry placement and training with an industry operator
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITTGDE007A Develop and maintain the general and regional knowledge required by guides
- SITTGDE008A Research and share general information on Australian Indigenous cultures
- SITTGDE009A Interpret aspects of local Australian Indigenous culture
- SITTGDE010B Prepare specialised interpretive content on flora, fauna and landscape
- SITTGDE011B Prepare specialised interpretive content on marine environments
- SITTGDE012B Prepare specialised interpretive content on cultural and heritage environments
- FDFCDSWTB Promote wine tourism information.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Needs of specific customers may vary according to:

- geographic origin
- cultural background
- age
- disability
- educational level
- special interests
- requested coverage.

Commentaries or activities may relate to a range of subjects, including:

- history and heritage
- culture
- art
- natural environment
- built environment
- wildlife
- domestic and farm animals
- birds.

Operational context may relate to:

- coach touring
- guided walks
- guided site activities
- entertainment-based tours, such as ghost tours.

Equipment and resources may include:

- microphone, where applicable to the operational context and assessed as necessary (e.g. on a coach)
- audiovisual equipment
- videotapes and DVDs
- props.

Unexpected events may include:

- systems failure
- equipment failure
- injury, accident or death
- adverse weather conditions

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RANGE STATEMENT

- inappropriate customer behaviour
- customers who cause disruption and disturbance to other tour members, host communities and the environment
- unpredictable animal behaviour
- sudden closures
- change of access
- customer health issues, causing a reassessment of physical abilities.

Unit Sector(s)

Sector Tourism

Competency field

Guiding.

Co-requisite units

This unit involves substantial knowledge of the subject matter around which the commentary or activity is based. This knowledge must be thoroughly assessed.

Assessment with one of the following co-requisite units of competency, unless previously completed, is required:

- SITTGDE007A Develop and maintain the general and regional knowledge required by guides
- SITTGDE008A Research and share general information on Australian Indigenous cultures
- SITTGDE009A Interpret aspects of local Australian Indigenous culture
- SITTGDE010B Prepare specialised interpretive content on flora, fauna and landscape
- SITTGDE011B Prepare specialised interpretive content on marine environments
- SITTGDE012B Prepare specialised interpretive content on cultural and

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heritage environments

- FDFCDSWTB Promote wine tourism information.

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SITTGDE007A Develop and maintain the general and regional knowledge required by guides

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to research information on Australia for presentation to customers. It requires broad general knowledge of Australia and a breadth and depth of regional and location-specific knowledge, highlighting the need for ongoing research to update and expand the guide's knowledge.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Specialised skills and knowledge relating to cultural and heritage sites and natural environments are found in other units:

- SITTGDE010B Prepare specialised interpretive content on flora, fauna and landscape
- SITTGDE011B Prepare specialised interpretive content on marine environments
- SITTGDE012B Prepare specialised interpretive content on cultural and heritage environments.

The skills required to prepare and present information are covered in SITTGDE006A Prepare and present tour commentaries or activities.

Application of the Unit

Application of the unit

Interpreting and presenting information and knowledge to visitors is a key function for guides who work in a range of locations and in multiple tourism industry sectors and organisation types. They must have an essential knowledge base to support this delivery.

Wherever guides are located or travel, they provide Australia-wide and region-specific information and the diversity

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of information imparted is immense and immeasurable.

This unit does not require an in-depth knowledge of every feature of Australia or every regional location. It focuses on the ability to collect and interpret general information on Australia and the regional or location-specific information required by guides.

It applies to frontline guiding personnel who operate with some level of autonomy or under limited supervision and guidance from others. It is undertaken by a diverse range of people such as tour guides, tour managers, tour directors, site guides, interpretative guides, walking guides, outdoor recreation guides, driver guides, specialist guides and owner-operators of small tour operations.

Guiding personnel are expected to have a breadth and depth of knowledge in order to satisfy the information needs of their customers and funding and hours allocated to training must reflect this industry requirement. Training and assessment programs must:

- cover the broad range of knowledge covered within the required skills and knowledge section of this unit
- ensure that the depth of knowledge covered is sufficient to meet the requirements of a guide
- tailor the regional knowledge base to cover specific aspects of the local region
- allow for guides who have moved to different locations to participate in retraining.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research information on Australia and the local region.	1.1 Identify subjects of potential customer interest, based on direct contact with customers and consultation with industry colleagues.
	1.2 Identify the key information sources frequently used by guides.
	1.3 Evaluate the credibility and reliability of information sources.
	1.4 Select and use ***formal and informal research techniques*** appropriately to access current, accurate and relevant information about Australia and the local region.
	1.5 Obtain information in a culturally appropriate way.
2 Prepare information for guiding activities.	2.1 Create and update accurate ***personal reference materials using a filing system*** that allows quick and efficient access and retrieval.

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Organise information to reflect the needs of customers and the way in which information may be presented during a guiding activity.
	2.3 Identify themes and messages from research to meet specific customer needs.
3 Update general knowledge of Australia and the local region.	3.1 Identify and use ***opportunities to maintain the currency of general knowledge*** about Australia and the local region.
	3.2 Incorporate updated knowledge into guiding activities regularly and in a culturally appropriate way.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- basic research skills
- interpretation of the specific information needs of customer groups and specific customers
- literacy skills to source, read and interpret complex general information on Australia and regional or location-specific information.

The following knowledge must be assessed as part of this unit:

- key information sources frequently used by guides
- a depth of knowledge to satisfy the information needs of the guide's customers and the expectations of the tourism operators who will engage the guide
- aspects of Australia in general and in-depth knowledge of the specific aspects of the local region, which must include the following broad knowledge base:
  - history (historical development of Australia and the local region, major historical events and prominent individuals, key dates and overview of Australian Indigenous history)
  - government and politics (general structure, political parties, major political figures, and current federal, state and local political issues)
  - economy (overview of current state of the economy, and key features of the local

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REQUIRED SKILLS AND KNOWLEDGE

economy and local industry)

- trade (key exports and main trading partners)
- education (overview of school and higher education systems and comparison of systems to those of other countries or states)
- climate (weather patterns, including any extreme conditions, impact of climate on lifestyle and stories associated with climate in a local area)
- geography and geology (major land formations, landmarks, natural attractions and their key features for both Australia and the local region)
- architecture (major styles and their proponents, key buildings, their heritage and current use, and structures both in Australia and the local area)
- cultural elements (overview of Indigenous cultures within Australia, different cultures within Australia and the local area, cultural activities and local customs)
- lifestyle (key features of the day-to-day living patterns of Australians and local people, and family and social customs)
- art, theatre, music and literature (key Australian performers, writers and artists, major works by Australians and major cultural events)
- religion (religious make-up of Australia and the local area, and aspects of religious practices)
- natural environment and tourism (how the environment is a tourism asset, impacts of tourism on the environment, and land management in Australia including the role of national parks)
- flora and fauna (overview of native flora and fauna, their characteristics and key locations)
- transport (main transport systems, usage of different forms of transport across Australia, historical development of different forms of transport and current transport within the local region)
- agriculture (Australia's history as a primary producer, key products of Australia, current issues, past and current agricultural aspects of the local region)
- science and technology (Australia's contribution both past and present, prominent individuals and key discoveries)
- sport (main Australian sporting activities, Australia's sporting record, local sporting focus, sporting facilities and sporting comparisons with other countries or areas)
- food (local dishes and produce)
- wine (Australian wine styles, major wine areas, specific wine areas and wines produced within the local region)
- shopping (key locations and local products)
- tourism services and local facilities of interest to visitors (currency exchange locations, tour booking offices, accommodation, attractions, banks, dry cleaners and medical facilities)
- current events in Australia and the local region.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- required breadth of knowledge of Australia and the local region as specified in this unit, to a level and familiarity sufficient to:
  - develop coherent and interesting interpretations for customers
  - answer typical questions asked by customers on given topics
- ability to source initial and updated information to meet differing customer needs and to ensure that information supplied is current.

Context of and specific resources for assessment

Assessment must ensure:

- that the candidate has accessed and used appropriate computers, communication technology, information programs and publications to facilitate the processes involved in conducting research of general and local knowledge.

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to source and apply the general and location-specific knowledge required by guides. The following examples are appropriate for this unit:

- direct observation of the candidate using knowledge to deliver interpretive commentaries or activities
- questioning of group members as to the candidate's breadth of knowledge and ability to answer customer questions
- review of guiding activities undertaken as part of industry placement and training with an industry operator

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- review of a research portfolio to assess the candidate's ability to research current and accurate information
- written and oral questioning or interview to assess the candidate's use of appropriate information sources
- written and oral questioning or interview to test knowledge of Australia and the local area
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Assessment methods should take into account that individuals may have acquired their knowledge through formal study or life experience. This would include such things as the recognition of scientific qualifications of ecotour guides and recognition systems that relate to cultural knowledge that exists in Aboriginal and Torres Strait Islander societies.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITTGDE002A Provide arrival and departure assistance
- SITTGDE003A Coordinate and operate a tour
- SITTGDE005A Manage extended touring programs
- SITTTOP006B Operate tours in a remote area.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Formal and informal research**, **techniques and ***opportunities to maintain the currency of knowledge*** may include:	• talking and listening to local experts • talking and listening to traditional owners • personal on-site observation and exploration • organising information from own memory and experiences • watching television, videos and films • listening to radio • reading newspapers, books and other references • internet • industry association membership • attending seminars or conferences.
Personal reference materials and filing systems may include:	• card reference systems • computerised database of information • notes based around different themes or characters • notes for specific touring routes or locations • notes for specific customer interests • notes for particular types of customer groups, e.g. from particular countries or with special interests • chronologies of major events • storylines • customer profiles, e.g. interest profiles for particular age groups and nationalities.

Unit Sector(s)

Sector Tourism

Competency field

Guiding.

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Co-requisite units

Co-requisite units	Assessment with the following co-requisite unit of competency, unless previously completed, is required: SITTGDE006A Prepare and present tour commentaries or activities.

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SITTGDE008A Research and share general information on Australian Indigenous cultures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to research and share information about Australian Indigenous societies in a culturally appropriate way. It focuses on information that is widely available to the general community. The unit recognises that there is no single Australian Indigenous culture and emphasises the importance of culturally appropriate behaviour and local community consultation.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

This unit does not include in-depth interpretation of local Australian Indigenous cultures, which is covered in SITTGDE009A Interpret aspects of local Australian Indigenous culture.

Application of the Unit

Application of the unit

The sharing of information on Australian Indigenous cultures with visitors is a key guiding function for many people who work in a range of locations and in multiple tourism industry sectors and organisation types. They must have an essential knowledge base to support this activity. The information sourced and shared could relate to Australian Indigenous countries across Australia and cover a broad knowledge of Indigenous cultures. It could also cover knowledge of a specific Australian Indigenous country and culture. The breadth and depth of knowledge does not have to be extensive to meet the requirements of this unit.

Those people sharing the information may not identify themselves as tour guides and may work at a particular cultural site. However, this unit can apply to any type of tour guide,

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including those who operate in a particular city, region, tourist precinct or site; those who work in a variety of sites, cities, and regions; and those who cross regional, state and territory borders regularly while accompanying travellers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research general information on Australian Indigenous cultures.	1.1 Identify sources of ***information*** and conduct accurate ***research*** into Australian Indigenous cultures.
	1.2 Interpret written sources of information, extract the required information, and check for accuracy and any required permission to disseminate to local communities prior to use.
	1.3 Access information from other than written sources in a culturally appropriate way.
	1.4 Demonstrate behaviour that shows respect for local Australian Indigenous culture and customs and follow correct protocols when seeking information.
	1.5 Share knowledge gained with work colleagues to increase cultural awareness and understanding in the organisation.
2 Share general information on Australian Indigenous cultures with customers.	2.1 Identify and use Indigenous interpreters where possible and within scope of individual responsibility.
	2.2 Provide customers with guidance on appropriate behaviours when interacting with Indigenous interpreters or communities.
	2.3 Share accurate information on Australian Indigenous cultures with customers.
	2.4 Include reference to the diversity of Australian Indigenous cultures when sharing information.
	2.5 Share information in a manner respectful of local community values and customs.
	2.6 Share information in a manner that enhances customer understanding of Australian Indigenous cultures.
	2.7 Answer customer questions in a polite and friendly manner and according to community wishes about what information can be shared with customers.
	2.8 Respond to culturally inappropriate customer behaviour promptly and in a manner that minimises the likelihood of offence being taken.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- basic research skills and techniques for acquiring and maintaining current information generally available about Australian Indigenous cultures
- literacy skills to source, read and interpret sometimes complex information on Australian Indigenous cultures
- communication skills, including cross-cultural skills and awareness of Indigenous communication techniques.

The following knowledge must be assessed as part of this unit:

- protocols for researching and sharing information about Australian Indigenous cultures
- copyright and intellectual property issues associated with the sharing of information
- general knowledge of Australian Indigenous cultures in general
- general knowledge of the specific Australian Indigenous culture within the particular regional location.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • researching and sharing accurate information about Australian Indigenous societies in a culturally appropriate way • knowledge of the protocols that apply to researching and sharing information generally available about Australian Indigenous cultures • general knowledge of Australian Indigenous cultures and specific cultures within a regional location • ability to source different types of information

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EVIDENCE GUIDE

	covering multiple topics to ensure a breadth of knowledge • ability to share general information about Australian Indigenous cultures with customers on numerous occasions to ensure consistency of performance.
Context of and specific resources for assessment	Assessment must ensure: • sharing of information about Australian Indigenous cultures within commercially realistic guiding environments e.g. in a national park, on a bush walking tour or at a tourist site • involvement of appropriate people accepted by the local community in the assessment process • interaction with Australian Indigenous communities to obtain information • sharing of information with customer groups of a size and nature that reflect the commercial environment in which the guide operates • access to information sources in order to conduct research and collect sufficient information.
Methods of assessment	A range of assessment methods should be used to assess the practical skills and knowledge required to research and share general information on Australian Indigenous cultures. The following examples are appropriate for this unit: • direct observation of the candidate sharing information about Australian Indigenous cultures with customers • questioning of group members as to the candidate's breadth of knowledge and ability to answer customer questions • review of guiding activities undertaken as part of industry placement and training with an industry operator • review of a portfolio of information that has been sourced to assess the candidate's ability to identify and source current and accurate information • written and oral questioning or interview to evaluate the process undertaken by the candidate to source information • written and oral questioning or interview to assess

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general knowledge of Australian and Indigenous cultures appropriate to the region

- case studies to assess ability to apply correct protocols to particular situations
- written and oral questioning or interview to test knowledge of protocols and other issues
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Assessment methods should take into account that individuals may have acquired their knowledge through formal study or life experience. This would include such things as the recognition of scientific qualifications of ecotour guides and the recognition systems that relate to cultural knowledge that exists in Aboriginal and Torres Strait Islander societies.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITTGDE006A Prepare and present tour commentaries or activities
- SITTGDE009A Interpret aspects of local Australian Indigenous culture.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work

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RANGE STATEMENT

environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Information:

- may be about:
  - Australian Indigenous cultures and countries in general
  - specific Australian Indigenous cultures and countries
- may cover the following topics:
  - history, pre and post-European contact
  - traditional life and culture
  - contemporary Indigenous life and culture
  - art and music
  - dance
  - bushcraft, bush food and bush medicine
  - tools and implements
  - land ownership
  - cultural sites, which may include galleries, cultural centres, natural sites and occupation sites like middens.

Research may include:

- talking and listening to Australian Indigenous people
- organising information from personal memory and experiences
- watching television, videos and films
- listening to radio
- reading books and other references
- internet
- museum research.

Unit Sector(s)

Sector Tourism

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Competency field

Competency field Guiding

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SITTGDE009A Interpret aspects of local Australian Indigenous culture

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to interpret different aspects of a specific local Australian Indigenous culture. The unit focuses on an in-depth interpretation of that specific local culture. It is this in-depth, localised interpretation that distinguishes this unit from SITTGDE008A Research and share general information on Australian Indigenous cultures.

The unit recognises that there is no single Australian Indigenous culture and emphasises the importance of in-depth local cultural knowledge, appropriate behaviour and local community consultation.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit has particular application to people who have in-depth knowledge of a specific local Australian Indigenous culture and who work within one region or one specific site or tour operation.

The local cultural knowledge necessary to achieve competency in this unit may only be accessible to those individuals who identify as elders or who are authorised by local elders on behalf of their communities.

There are many different Indigenous language groups in Australia, therefore focus of cultural interpretation will vary and should ultimately be decided in consultation with elders on behalf of the local community.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
1 Consult with the local community.	1.1 Consult appropriate community members about cultural tourism activities, including what information can be shared, who can give information to whom, who can receive the information, what activities are appropriate and who should be involved. 1.2 Prepare for and conduct tourism activities according to the needs and wishes of the local community. 1.3 Identify potential conflicts within the local community in relation to tourism activities and seek solutions through appropriate consultation.
2 Interpret aspects of local Australian Indigenous culture for customers.	2.1 ***Interpret cultural aspects*** of Australian Indigenous culture for customers to the level that is appropriate for the guide and the particular customer. 2.2 Take account of any copyright and intellectual property requirements in cultural interpretation. 2.3 Brief customers on culturally appropriate behaviour. 2.4 Make customers aware of copyright and intellectual property issues that may affect their own future behaviour. 2.5 Show respect for Australian Indigenous culture and values through appropriate personal behaviour during activities. 2.6 Show customers traditional and contemporary practices when appropriate, and in a manner that enhances their understanding of Australian Indigenous culture. 2.7 Use local language correctly and share with customers when appropriate. 2.8 Invite customers to actively participate and share in the Australian Indigenous ***cultural experience*** when appropriate.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

The following skills must be assessed as part of this unit:

- ability to provide in-depth interpretation of a specific local Australian Indigenous culture
- communication skills, including cross-cultural skills and awareness of communication from both an Indigenous and non-Indigenous perspective.

The following knowledge must be assessed as part of this unit:

- in-depth knowledge and understanding of a specific Australian Indigenous culture within a specific regional location
- protocols for the sharing of information about specific local Australian Indigenous cultures
- copyright and intellectual property issues associated with interpreting Australian Indigenous cultural aspects for customers.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • provision of cultural interpretation for customers in a culturally appropriate and respectful manner • in-depth knowledge and understanding of the Australian Indigenous culture appropriate to the region • ability to consult with community members to determine the appropriateness of information to be shared with customers • ability to interpret different types of information covering multiple topics to ensure a breadth of knowledge of local cultural aspects • ability to interpret information about the Australian Indigenous culture with customers on numerous occasions to ensure consistency of performance.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- interpretation of information about the Australian Indigenous culture within commercially realistic guiding environments, e.g. within a cultural site, on a walking tour or at a tourist site
- access to appropriate cultural sites and locations
- interpretation of information with customer groups of a size and nature that reflect the commercial environment in which the guide operates
- involvement of persons approved of by relevant local community elders in the assessment process.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge.

For this unit, methods should be chosen by relevant local community elders or those approved of by the elders.

Assessment methods should take into account that individuals may have acquired their knowledge through formal study or life experience. This would include such things as the recognition of scientific qualifications of ecotour guides and the recognition systems that relate to cultural knowledge that exists in Aboriginal and Torres Strait Islander societies.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITTGDE006A Prepare and present tour commentaries or activities
- SITTGDE008A Research and share general information on Australian Indigenous cultures.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job

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EVIDENCE GUIDE

role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The focus of ***cultural interpretation*** may include:	• art • dance • music • storytelling • tools and implements • bush foods and medicine.
Cultural experience may take place in:	• galleries • cultural centres • natural sites.

Unit Sector(s)

Sector Tourism

Competency field

Competency field Guiding

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SITTGDE010A Prepare specialised interpretive content on flora, fauna and landscape

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to research the specialised information on flora, fauna and landscape required by some guides for presentation to customers. It requires a depth of specialised knowledge and highlights the need for ongoing research to update and expand the guide's knowledge.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Broad general knowledge of Australia, including the breadth and depth of regional and location-specific knowledge, is covered in SITTGDE007A Develop and maintain the general and regional knowledge required by guides.

Application of the Unit

Application of the unit

The interpretation and presentation of specialised information and knowledge to visitors is a key function for many guides working in a range of locations. They must have an essential specialist knowledge base to support this delivery.

This unit has particular application to those specialist guides working within one region or one specific site or tour operation. For example, guides who work in a national park will require a detailed knowledge about the specific park landscape.

This unit applies to frontline guiding personnel who operate with some level of autonomy or under limited supervision and guidance from others. It is undertaken by a diverse range of people such as site guides, interpretive guides, specialist guides, walking guides, outdoor recreation guides, museum guides, heritage guides, cultural guides, nature-based guides, tour guides, driver guides and owner-operators of small tour

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operations.

These guiding personnel are expected to have a specialised knowledge base and must have a breadth and depth of knowledge in order to satisfy the information needs of their customers.

Funding and hours allocated to training must reflect this industry requirement. Training and assessment programs must:

- cover the broad range of knowledge covered within the required skills and knowledge section of this unit
- ensure that the depth of knowledge covered is sufficient to meet the requirements of a guide
- tailor the regional knowledge base to cover specific aspects of the local region
- allow for guides who have moved to different locations to participate in retraining.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research specialised information on flora, fauna and landscape for presentation.	1.1 Identify key sources of information on specialised topics relating to flora, fauna and ***landscape***. 1.2 Use ***formal and informal research techniques*** correctly and appropriately to access current, accurate and relevant information on specialised topics. 1.3 Identify subjects of potential customer interest, based on direct contact with customers and consultation with industry colleagues. 1.4 Make subjects of potential customer interest the focus of research activities.
2 Prepare specialised information on flora, fauna and landscape for guiding activities.	2.1 Organise information in a manner that reflects the needs of customers and the way in which information may be presented during a guiding or interpretive activity. 2.2 Identify and develop interpretive themes and messages from research to meet specific customer needs.
3 Update knowledge of specialised information on flora, fauna and landscape.	3.1 Identify and use ***opportunities to maintain current knowledge*** about specialised topics. 3.2 Incorporate updated knowledge into day-to-day guiding activities.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- basic research skills and techniques for acquiring and maintaining current knowledge of specialised topics
- interpretation of the specific information needs of customer groups and specific customers
- literacy skills to source, read and interpret sometimes complex information on flora, fauna and landscapes.

The following knowledge must be assessed as part of this unit:

- relationship between the guide's interpretation of knowledge and the quality of the customer experience
- sources of information on the flora, fauna and landscape
- depth of knowledge to satisfy the information needs of the customers and the expectations of the tourism operators, including the following broad knowledge base:
  - landscapes of tourism interest within a local region, such as waterways and landforms, and their general characteristics
  - key ecological terminology
  - key concepts of ecology, including biotic and physical factors, populations, numbers, food web, community relations, life cycles, succession, zonation, carbon cycle, water cycle and energy flow
- interrelationships between parts of the ecosystem
- developmental processes related to the formation of the local landscapes, including geological formations and history, soil composition and its relation to plant and animal life and water catchment areas
- principles of Gondwana theory and the impact of Gondwana on plant and animal communities
- major species of flora and fauna within the landscape, including nature of species and where it is found, roles of individual species, characteristics, commonalities, interactions between species and the environment, nutrition and life cycles and species harmful to humans
- identification techniques for flora and fauna
- environmental influences that affect the landscape, including climate and fire
- nature of human impact on the landscape, including industrial impacts
- management regimes for the local landscape, including relevant authorities and codes of practice
- Australian Indigenous perspective on the landscape.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- presentation of commentaries or activities to ensure application of the knowledge
- required breadth of knowledge of flora, fauna and landscape as specified in this unit, to a level and familiarity sufficient to:
  - develop a coherent and interesting interpretation for customers
  - answer typical questions asked by customers on given topics
- ability to source initial and updated information to meet differing customer needs and ensure that information supplied is current
- ability to incorporate this information into multiple interpretive commentaries or activities that cover multiple topics, to ensure a breadth of knowledge.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of relevant knowledge through the presentation of commentaries or activities within commercially realistic guiding environments, e.g. in a national park or on a bush walking tour
- presentation of information to, and sharing of knowledge with, customer groups of a size and nature that reflect the commercial environment in which the guide operates
- access to information sources in order to conduct research and collect sufficient information.

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to prepare

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EVIDENCE GUIDE

specialised interpretive content on flora, fauna and landscape. The following examples are appropriate for this unit:

- direct observation of the candidate using knowledge to deliver interpretive commentaries or activities
- questioning of group members as to the candidate's breadth of knowledge and ability to answer customer questions
- review of guiding activities undertaken as part of industry placement and training with an industry operator
- review of a research portfolio to assess the candidate's ability to research current and accurate information
- written and oral questioning or interview to assess the way in which the research process has been used
- oral or written questions to assess key knowledge requirements detailed in this unit
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Assessment methods should take into account that individuals may have acquired their knowledge through formal study or life experience. This would include such things as the recognition of scientific qualifications of ecotour guides and the recognition systems that relate to cultural knowledge that exists in Aboriginal and Torres Strait Islander societies.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITTGDE004A Lead tour groups
- SITTPPD005A Plan and develop interpretive activities.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job

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role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Landscapes may be:

- alpine
- outback
- desert
- tropical
- temperate
- coastal.

Formal and informal research, ***techniques*** and ***opportunities to maintain current knowledge*** may include:

- talking and listening to local experts
- talking and listening to traditional owners
- personal observation and exploration
- watching television, videos and films
- listening to radio
- internet
- reading newspapers, books and other references
- membership of professional associations
- undertaking formal study
- community groups, such as historical societies.

Unit Sector(s)

Sector Tourism

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Competency field

Guiding.

Co-requisite units

Co-requisite units

Assessment with the following co-requisite unit of competency, unless previously completed, is required:

- SITTGDE006A Prepare and present tour commentaries or activities.

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SITTGDE011A Prepare specialised interpretive content on marine environments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to research the specialised information on marine environments required by some guides for presentation to customers. It requires a depth of specialised knowledge and highlights the need for ongoing research to update and expand the guide's knowledge.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Broad general knowledge of Australia, including breadth and depth of regional and location-specific knowledge, is covered in SITTGDE007A Develop and maintain the general and regional knowledge required by guides.

The skills required to prepare and present information are covered in SITTGDE006A Prepare and present tour commentaries or activities.

Application of the Unit

Application of the unit

The interpretation and presentation of specialised information and knowledge to visitors is a key function for many guides working in a range of locations. They must have an essential specialist knowledge base to support this delivery.

This unit has particular application to those specialist guides working within one region or one specific site or tour operation. For example, guides who work a reef cruise operator within a marine park will require a detailed knowledge of the specific marine environment of that park.

The unit applies to frontline guiding personnel who operate with

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some level of autonomy or under limited supervision and guidance from others. It is undertaken by a diverse range of people such as site guides, interpretive guides, specialist guides, walking guides, outdoor recreation guides, heritage guides, cultural guides, nature-based guides, tour guides, driver guides and owner-operators of small tour operations.

These guiding personnel are expected to have a specialised knowledge base and must have a breadth and depth of knowledge in order to satisfy the information needs of their customers. Funding and hours allocated to training must reflect this industry requirement. Training and assessment programs must:

- cover the broad range of knowledge covered within the required skills and knowledge section of this unit
- ensure that the depth of knowledge covered is sufficient to meet the requirements of a guide
- tailor the regional knowledge base to cover specific aspects of the local region
- allow for guides who have moved to different locations to participate in retraining.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

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Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research specialised information on marine environments for presentation.	1.1 Identify key sources of information on specialised topics relating to ***marine environments***. 1.2 Use ***formal and informal research techniques*** correctly and appropriately to access current, accurate and relevant information on specialised topics. 1.3 Identify subjects of potential customer interest, based on direct contact with customers and consultation with industry colleagues. 1.4 Make subjects of potential customer interest the focus of research activities.
2 Prepare specialised information on marine environments for guiding activities.	2.1 Organise information in a manner that reflects the needs of customers and the way in which information may be presented during a guiding or interpretive activity. 2.2 Identify and develop interpretive themes and messages from research to meet specific customer needs.

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ELEMENT	PERFORMANCE CRITERIA
3 Update knowledge of specialised information on marine environments.	3.1 Identify and use ***opportunities to maintain current knowledge*** about specialised topics. 3.2 Incorporate updated knowledge into day-to-day guiding activities.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- basic research skills and techniques for acquiring and maintaining current knowledge of specialised topics
- interpretation of the specific information needs of customer groups and specific customers
- literacy skills to source, read and interpret sometimes complex information on marine environments.

The following knowledge must be assessed as part of this unit:

- relationship between the guide's interpretation of knowledge and the quality of the customer experience
- sources of information on the local marine environment
- depth of knowledge to satisfy the information needs of the customers and the expectations of the tourism operators, including the following broad knowledge base:
- key marine environments of tourism interest within a local area, such as reef, coastal, beach and estuarine; and their general characteristics, including fishing, types of boats and ships and their impact on the environment
- key ecological terminology
- key concepts of ecology, including biotic and physical factors, populations, biodiversity and abundance, food web, community relations, life cycles, succession, zonation, carbon cycle, water cycle, energy flow and nutrient cycle
- interrelationships between parts of the ecosystem in a marine context
- developmental processes related to the formation of different local marine environments and biogeography
- major species of animals and plant life within the local marine environment, including:

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REQUIRED SKILLS AND KNOWLEDGE

- nature of species and where it is found
- roles of individual species within the ecosystem
- characteristics
- commonalities
- interactions between species and the environment
- nutrition and life cycles
- potentially hazardous marine organisms
- identification techniques for marine plants and animals
- environmental influences that affect the local marine environment, including climate
- nature of human impact on the local marine environment, including positive and negative tourism impacts
- management and catchment management regimes for local marine environments, including relevant authorities and codes of practice
- Australian Indigenous perspective on the local marine environment.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• presentation of commentaries or activities to ensure application of the knowledge
	• required breadth of knowledge of marine environments as specified in this unit, to a level and familiarity sufficient to:
	  • develop a coherent and interesting interpretation for customers
	  • answer typical questions asked by customers on given topics
	• ability to source initial and updated information to meet differing customer needs and to ensure that information supplied is current
	• ability to incorporate this information into multiple interpretive commentaries or activities that cover multiple topics, to ensure a breadth of knowledge.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of relevant knowledge through the presentation of commentaries or activities within commercially realistic guiding environments, e.g. on a beach or a boat cruise
- presentation of information to, and sharing of knowledge with, customer groups of a size and nature that reflect the commercial environment in which the guide operates
- access to information sources in order to conduct research and collect sufficient information.

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to prepare specialised interpretive content on marine environments. The following examples are appropriate for this unit:

- direct observation of the candidate using knowledge to deliver interpretive commentaries or activities
- questioning of group members as to the candidate's breadth of knowledge and ability to answer customer questions
- review of guiding activities undertaken as part of industry placement and training with an industry operator
- review of a research portfolio to assess the candidate's ability to research current and accurate information
- written and oral questioning or interview to assess the way in which the research process has been used
- oral or written questions to assess key knowledge requirements detailed in this unit
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Assessment methods should take into account that individuals may have acquired their knowledge through formal study or life experience. This would include such things as the recognition of scientific qualifications of ecotour guides and the recognition systems that relate to cultural knowledge that exists in Aboriginal and Torres

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	Strait Islander societies. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SITTGDE004A Lead tour groups • SITTPPD005A Plan and develop interpretive activities.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Marine environments and ecosystems may be:	• marsh • reef • river estuarine • lagoon estuarine • beach • rock platform • mangrove.
Formal and informal research, techniques and ***opportunities to maintain current knowledge*** may include:	• talking and listening to local experts and personalities • talking and listening to traditional owners • personal observation and exploration • watching television, videos and films

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RANGE STATEMENT

- listening to radio
- internet
- reading newspapers, books and other references
- membership of professional associations
- undertaking formal study
- community groups, such as historical societies.

Unit Sector(s)

Sector Tourism

Competency field

Guiding.

Co-requisite units

Co-requisite units Assessment with the following co-requisite unit of competency, unless previously completed, is required:

SITTGDE006A Prepare and present tour commentaries or activities.

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SITTGDE012A Prepare specialised interpretive content on cultural and heritage environments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to research the specialised information on cultural and heritage environments required by some guides for presentation to customers. It requires a depth of specialised knowledge and highlights the need for ongoing research to update and expand the guide's knowledge.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Broad general knowledge of Australia, including breadth and depth of regional and location-specific knowledge, is covered in SITTGDE007A Develop and maintain the general and regional knowledge required by guides.

The skills required to prepare and present information are covered in SITTGDE006A Prepare and present tour commentaries or activities.

Application of the Unit

Application of the unit

The interpretation and presentation of specialised information and knowledge to visitors is a key function for many guides working in a range of locations. They must have an essential specialist knowledge base to support this delivery.

This unit has particular application to those specialist guides working within one region or one specific site or tour operation. For example, guides who work in cultural centres will require specific information related to the centre's cultural focus.

The unit applies to frontline guiding personnel who operate with some level of autonomy or under limited supervision and guidance from others. It is undertaken by a diverse range of people such as site guides, interpretive guides, specialist guides,

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walking guides, museum guides, heritage guides, cultural guides, nature-based guides, tour guides, driver guides and owner-operators of small tour operations.

These guiding personnel are expected to have a specialised knowledge base and must have a breadth and depth of knowledge in order to satisfy the information needs of their customers. Funding and hours allocated to training must reflect this industry requirement. Training and assessment programs must:

- cover the broad range of knowledge covered within the required skills and knowledge section of this unit
- ensure that the depth of knowledge covered is sufficient to meet the requirements of a guide
- tailor the regional knowledge base to cover specific aspects of the local region
- allow for guides who have moved to different locations to participate in retraining.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research specialised information on cultural and heritage environments for presentation.	1.1 Identify key sources of information on specialised topics relating to ***cultural and heritage environments***. 1.2 Use ***formal and informal research techniques*** correctly and appropriately to access current, accurate and relevant information on specialised topics. 1.3 Identify subjects of potential customer interest, based on direct contact with customers and consultation with industry colleagues. 1.4 Make subjects of potential customer interest the focus of research activities.
2 Prepare specialised information on cultural and heritage environments for guiding activities.	2.1 Organise information in a manner that reflects the needs of customers and the way in which information may be presented during a guiding or interpretive activity. 2.2 Identify and develop interpretive themes and messages from research to meet specific customer needs.
3 Update knowledge of specialised information on cultural and heritage environments.	3.1 Identify and use ***opportunities to maintain current knowledge*** about specialised topics. 3.2 Incorporate updated knowledge into day-to-day guiding activities.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- basic research skills and techniques for acquiring and maintaining current knowledge of specialised topics
- interpretation of the specific information needs of customer groups and specific customers
- literacy skills to source, read and interpret sometimes complex information on cultural and heritage environments.

The following knowledge must be assessed as part of this unit:

- relationship between the guide's interpretation of knowledge and the quality of the customer experience
- sources of information on cultural and heritage environments
- detailed knowledge of a specific environment of visitor interest to provide a guided tour of the environment and to satisfy the information needs of the customers, including the following broad knowledge base:
  - how the environment developed and evolved
  - historically and culturally significant features of the environment, including details of any exhibits, displays or performances
  - individuals associated with the environment, their roles and impacts
  - role of the environment within the local community, both past and present
  - relationship of the specific environment to past and current Australian culture and history
  - nature and extent of use of the environment.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment Evidence of the following is essential:

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and evidence required to demonstrate competency in this unit

- presentation of commentaries or activities to ensure application of the knowledge
- required breadth of knowledge of cultural and heritage environments as specified in this unit, to a level and familiarity sufficient to:
  - develop a coherent and interesting interpretation for customers
  - answer typical questions asked by customers on given topics
- ability to source initial and updated information to meet differing customer needs and to ensure that information supplied is current
- ability to incorporate this information into multiple interpretive commentaries or activities that cover multiple topics, to ensure a breadth of knowledge.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of relevant knowledge through the presentation of commentaries or activities within commercially realistic guiding environments, such as within a cultural centre, gallery or national park
- presentation of information to and sharing of knowledge with customer groups of a size and nature that reflect the commercial environment in which the guide operates
- access to information sources in order to conduct research and collect sufficient information.

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to prepare specialised interpretive content on cultural and heritage environments. The following examples are appropriate for this unit:

- direct observation of the candidate using knowledge to deliver interpretive commentaries or activities
- questioning of group members as to the candidate's breadth of knowledge and ability to answer customer questions
- review of guiding activities undertaken as part of industry placement and training with an industry operator

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- review of a research portfolio to assess the candidate's ability to research current and accurate information
- written and oral questioning or interview to assess the way in which the research process has been used
- oral or written questions to assess key knowledge requirements detailed in this unit
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Assessment methods should take into account that individuals may have acquired their knowledge through formal study or life experience. This would include such things as the recognition of scientific qualifications of ecotour guides and the recognition systems that relate to cultural knowledge that exists in Aboriginal and Torres Strait Islander societies.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITTGDE004A Lead tour groups
- SITTPPD005A Plan and develop interpretive activities.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the

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RANGE STATEMENT

performance criteria is detailed below.

Cultural and heritage environments may be natural or built and may include:	• museums • historic theme parks • art galleries • Aboriginal art or occupation sites • cultural centres • heritage trails • historic localities or regions • prehistoric and fossil sites.
Formal and informal research, ***techniques*** and ***opportunities to maintain current knowledge*** may include:	• talking and listening to local experts • talking and listening to traditional owners • personal observation and exploration • watching television, videos and films • listening to radio • internet • reading newspapers, books and other references • membership of professional associations • undertaking formal study • community groups, such as historical societies.

Unit Sector(s)

Sector	Tourism

Competency field

Guiding.

Co-requisite units

Co-requisite units	Assessment with the following co-requisite unit of competency, unless previously completed, is required: SITTGDE006A Prepare and present tour commentaries or activities.

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Co-requisite units

Assessment with the following co-requisite unit of competency, unless previously completed, is required:

SITTGDE006A Prepare and present tour commentaries or activities.

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SITTPPD001A Research, assess and develop tourism products

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage product development strategically within tourism and hospitality organisations. It requires the ability to research the market, analyse issues relevant to establishing the product, determine a profitable selling price, establish the product, and monitor and evaluate its success.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

This unit has a focus on product planning processes. It underpins other specialised Planning and Product Development units that look at the specific and additional skills required to meet particular environmental or cultural requirements:

SITTPPD006A Plan and develop ecologically sustainable tourism operations

SITTPPD007A Plan and develop culturally appropriate tourism operations.

Negotiating with suppliers for any product component is covered in SITXMGT006A Establish and conduct business relationships.

SITTPPD003A Source and package tourism products, takes a less strategic and more operational focus to product development.

Application of the Unit

This unit describes a key product planning function for a diverse range of tourism and hospitality products and services and applies to the full range of industry sectors.

The unit applies to the development of new or enhanced tourism products. Increasingly, tourism operators are choosing to provide specialised tourism products. This unit describes the generic tourism product planning process that applies to the development of any style or category of product for the domestic or international customer, covering any international or Australian destination.

Product planning involves a strategic focus on the overall and long-term operation of the

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tourism product.

This unit applies to senior tourism and hospitality industry personnel who operate autonomously and have strategic tourism planning and product development roles. These roles would include product development manager, marketing manager, operations or general manager, regional tourism manager, account manager, events manager, resort or hotel manager and owner-operator of any type of tourism business.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

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Element	Performance Criteria
1 Research the market.	1.1 Focus the research of potential **tourism products** within the context of the overall business plan and marketing focus of the organisation.
	1.2 Identify and access general **information sources** for tourism, tourism market trends, and distribution and marketing networks.
	1.3 Consult with and incorporate input from internal colleagues and **external stakeholders** in the research phase.
	1.4 Conduct research to identify current market trends, needs, and **product and service gaps** and analyse the potential for future product development.
	1.5 Identify a range of product development opportunities based on review of the market place and market needs.
	1.6 Identify distribution and marketing networks that would support the proposed tourism product and analyse the ability to successfully market.
2 Analyse issues relevant to establishing the product.	2.1 Identify and analyse product preferences and requirements of different consumer markets, including those with special needs.
	2.2 Consult external stakeholders on customer and tourism industry service and quality expectations for tourism products and services.
	2.3 Identify and analyse **external issues that impact on establishing a product**.
	2.4 Assess suitability of destinations at which product will be delivered for accessibility and availability of services that will meet preferences and requirements of target market.
	2.5 Conduct a **self-assessment of organisation's capability to provide proposed product** and identify additional resources required to establish and deliver the product.
	2.6 Consider issues relating to product life cycle.

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3 Determine a profitable selling price.	3.1 Identify all **expenditure items** involved in delivering the tourism product to determine the nett delivery cost.
	3.2 Identify organisations that will be involved in the product distribution network and the commission or mark-up structures that would apply.
	3.3 Incorporate required distributor commissions or mark-ups, and determine required profit margin and mark-up for profit.
	3.4 Make reasonable cost adjustments to ensure market take-up of price-competitive product.
	3.5 Assess cost-effectiveness and profitability of a range of proposed products and choose products that will provide the highest yield.
	3.6 Clearly and accurately document the full range of pricing structures.
4 Establish the product.	4.1 Communicate a clear, scheduled implementation plan for all personnel involved in establishing the operational details of the product.
	4.2 Establish all required marketing activities to promote the product.
	4.3 Where appropriate, test new products and services in the marketplace prior to full implementation.
5 Monitor and evaluate the success of the product.	5.1 Monitor product development initiatives in terms of response in the marketplace; feedback from the distribution network, staff and customers; and changes in the internal or external environment that may impact on plans, cost-effectiveness and profitability.
	5.2 Identify and action changes required in a timely manner and according to any contractual obligations.
	5.3 Communicate changes to all relevant colleagues, customers and distributors.

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Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

market research skills

critical thinking skills to facilitate rational and logical analysis of all input from colleagues and external stakeholders and to research information collected

high-level communication skills to conduct consultation with internal and external stakeholders

high-level literacy skills to read complex tourism research documents that relate to tourism trends, market statistics, information on market preferences and requirements

numeracy skills to enable complex budgetary costings, calculate a range of different commission and mark-up structures and assess the profitability of various product options.

The following knowledge must be assessed as part of this unit:

detailed knowledge of the tourism industry, including structure and interrelationships, tourism industry networks and information sources

in-depth knowledge of distribution and marketing networks, especially those that would support the proposed tourism product

in-depth knowledge of main stakeholders in local, regional, state and national tourism organisations and the structures of these organisations at each level

current market trends, products and service styles that would meet certain market requirements and customer and tourism industry service and quality expectations for tourism products

in-depth knowledge of the current tourism product base for the proposed destination and market to be serviced

competitors' current and proposed products and services

in-depth knowledge of the destination at which the product will be delivered

environmental, cultural and legal compliance and insurance issues that will affect the delivery of the proposed product

understanding of the financial operating costs of the organisation, desired profit margins and achievement of high yield in order to determine an appropriate selling price

industry commission and mark-up procedures and rates appropriate to the varying organisations within the distribution network

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planning and project management.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: project or work activities that show the candidate's ability to research, assess and develop tourism products for a specific tourism operation and to monitor the product's success ability to fully research, comprehend and analyse information on the full range of issues that relate to the development of the tourism product detailed knowledge of the tourism industry, including structure and interrelationships, tourism industry networks, information sources and distribution and marketing networks ability to consult and communicate with colleagues and external stakeholders project or work activities conducted over a commercially realistic period of time so that the research, analysis and monitoring aspects of this unit can be assessed.
Context of and specific resources for assessment	Assessment must ensure: that the candidate has accessed a fully equipped office environment using appropriate computers, communication technology, information programs and publications to facilitate the processes involved in developing tourism products access to an operation for which tourism products would be developed or to

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comprehensive and sufficient information about that tourism operation to allow the candidate to fully research, assess and develop tourism products

access to current tourism industry data and information sources about tourism market trends and appropriate product match

involvement of key stakeholders, both internal and external, so that consultation can be achieved.

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to research, assess and develop tourism products. The following examples are appropriate for this unit:

project activities to research, assess and develop tourism products in conjunction with an industry operator

project activities to research, assess and develop a tourism product for the training college or local community

review of completed product costing and pricing structures for specific products

case studies to assess the candidate's ability to assess markets with differing product preferences and requirements

case studies to assess the candidate's ability to evaluate tourism products and markets with different distribution and marketing networks

written and oral questioning or interview to test knowledge such as structure of the tourism industry, tourism industry interrelationships, distribution networks, and mark-up and commission structures

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role

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	is recommended, for example: SITXMGT003A Manage projects SITTPPD002A Research tourism data SITTPPD003A Source and package tourism products SITTPPD006A Plan and develop ecologically sustainable tourism operations SITTPPD007A Plan and develop culturally appropriate tourism operations.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Tourism products offered within the tourism industry are diverse and may include:	products designed for: domestic tourists travelling within Australia international tourists travelling within Australia (inbound) Australians travelling internationally (outbound) group tours

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touring products for individuals

a single product or service

multiple products and services making up a complete tour package

brochured tours

day tours

extended touring programs

specially tailored itineraries

inclusive products or optional touring products

series tours

incentive tours

meetings and conferences

special events

cultural events

sporting events

transportation

transfers

accommodation

food, beverage and catering

entertainment

cruises

attractions or sites

exhibits

guest activities and shows

tour guiding services

adventure activities

functions

venue facilities

convention facilities.

Information sources may include:

local, regional, state or territory, and federal tourism organisations

local, regional, state or territory, and federal

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tourism and tourism marketing plans

other government agencies

government funding bodies

government and private tourism research bodies

tourism industry associations

destination marketing companies

others in the distribution network, which will vary but can include:

tour operators

tour wholesalers

inbound tour operators

retail travel agencies

event management companies

professional conference organisers

business management and marketing consultancies

reports on tourism

privately owned tourism businesses

national parks and land management agencies

other local communities

local people

internet.

External stakeholders may include:

local, regional, state or territory, and federal tourism organisations

other government agencies

privately owned tourism businesses

tourism industry associations

tourism marketing organisations

destination marketing companies

business management and marketing consultancies

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	others in the distribution network, which will vary but can include: tour operators tour wholesalers inbound tour operators retail travel agencies event management companies professional conference organisers local communities and cultural groups within the destination of the product local businesses within the destination of the product land management authorities special interest groups licensing or regulatory authorities.
Product and service gaps may include:	gaps within the existing product range gaps in product not currently delivered by any competitor or potential competitor gaps in products delivered at current or prospective destinations specific consumer markets not currently serviced by any competitor or potential competitor markets for which level of demand is not being met.
External issues that impact on establishing a product may include:	legal compliance legal liability issues environmental considerations cultural considerations technological developments general industry trends.

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Self-assessment of organisation's capability to provide proposed product may involve:	consideration of the range of products currently offered and resources required to diversify consideration of the product preferences and requirements of target market conduct of a risk assessment of all aspects of providing required products consideration of resources required to establish a new product consideration of the budgetary constraints involved in providing the product and applying a profitable selling price.
Expenditure items may include:	supply of all component products and services that make up the product capital costs of the product developer and proportion attributed to the product fixed costs that relate to delivery of the product variable costs marketing costs human resource costs for all personnel involved in planning and delivering the product business insurances licensing and permit fees proportion of product developer's operating costs attributed to operating the product.

Unit Sector(s)

Tourism

Competency field

Planning and Product Development

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SITTPPD003A Source and package tourism products

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to source and package tourism products to meet the needs of particular markets or customers. It requires the ability to create, tailor and cost packages that may include complex itineraries or a wide range of products.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

The unit builds on the more operational skills found in the Tourism Sales and Operations units, such as:

SITTTSL006A Prepare quotations

SITTTSL008A Book and coordinate supplier services.

Negotiating with suppliers for any product component is covered in SITXMGT006A Establish and conduct business relationships.

This unit does not cover the ability to participate in the strategic development of the organisations product range. SITTPPD001A Research, assess and develop tourism products, takes a more strategic focus to product development and covers the high-level market research and analysis function of product planning.

Application of the Unit

This unit describes the product planning function for a diverse range of tourism and hospitality packaged products and services and applies to the full range of industry sectors.

The unit applies to the development of new or enhanced packaged tourism products. It describes the generic tourism product packaging process that applies to the development of any style of packaged product for the domestic or international customer and covering any Australian or international destination.

The unit has particular application to inbound and outbound tour wholesalers and

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to tour operators. Tour operators might source and package tourism products and services for a range of different products, e.g. brochured touring products, incentive and special interest groups and series tours.

The sourcing and packaging of tourism products and services involves complex itinerary planning, costing and operational coordination. This unit applies to senior tourism and hospitality industry personnel who operate with some level of autonomy or under limited supervision and guidance from others. These roles would include product development coordinator, senior tour coordinator, senior inbound tour coordinator, incentive account manager, account manager for a professional conference organiser, senior operations consultant or manager for a tour operator and owner-operators of any type of tourism business.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

This unit must be assessed after the following prerequisite unit:

SITTTSL006A Prepare quotations.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Source component products.	1.1 Identify product objectives in consultation with appropriate colleagues and customers.
	1.2 Identify and determine destination and product preferences and requirements of **customer or consumer market to be serviced**.
	1.3 Identify and **research** potential destinations and **component products and services** using appropriate methods.
	1.4 Assess destination and product details relating to market or customer suitability, including costs, availability or accessibility, features and benefits, product match to preferences and requirements, and profit potential.
	1.5 Select destinations and products based on research conducted.
2 Package component products.	2.1 Develop packaged products or programs to meet the **requirements of specific customers or markets**.
	2.2 Combine and integrate program components to create maximum value and saleability within nominated constraints.
	2.3 Make agreements with suppliers according to organisation profit and other requirements and confirm in writing in line with organisation procedures.
	2.4 Cost programs using appropriate technology to take account of key financial factors, including: full range of commission or mark-up structures that would apply to each organisation involved in the

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distribution network for the product

desired profit margin for the packaged product

application of appropriate mark-up to achieve a profitable selling price

any additional taxes, **special fees and other charges**

any applicable exchange rate implications.

2.5 Document the product or program and pricing structures clearly to include full details of all inclusions, exclusions and add-ons and present to colleagues or customers.

2.6 Review and adjust products or programs and pricing structures in response to feedback from customers or colleagues.

2.7 Check and incorporate legal requirements.

2.8 Present final details of products or programs to appropriate colleagues or customers for approval prior to finalisation of operational or marketing details and within required timeframes.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

basic research skills to obtain general information on destinations, product base within the destination and customer or market product preferences and requirements

ability to assess research findings and match destinations and products to meet the needs of the specific customer or market

literacy skills to read and interpret documents, such as:

customer requests

organisational documents that outline the range of current products and style

complex supplier component product information, including contracts and costs

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information obtained on customer or market product preferences and requirements

writing skills to document complex product information, programs and pricing structures, including the specific applicable conditions

numeracy skills to calculate complex costing components and a range of different commission and mark-up structures.

The following knowledge must be assessed as part of this unit:

detailed knowledge of the tourism industry, including structure and interrelationships, tourism industry networks and information sources

industry information or destination marketing networks and their value in conducting research for the packaging process

in-depth destination and product knowledge appropriate to the specific tourism or hospitality industry sector and components to be included in the product or program

in-depth knowledge of customer or market product preferences and requirements

negotiated cost of supply and contractual arrangements with suppliers

key principles and elements of calculating complex packaged product costings and pricing structures

in-depth knowledge of distribution and marketing networks, especially those involved in distributing the proposed tourism product or program

industry commission or mark-up procedures and rates appropriate to the particular sector and the varying organisations within the distribution network

industry practices in packaging products and presenting pricing structures appropriate to different sectors, including:

different costing options, e.g. per person, room or group; all inclusive; and ground content only

typical package styles for different markets or customer types

broad and working knowledge of legal and consumer protection issues that relate to packaging products or programs and to the products covered by the costing.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the

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Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: ability to proactively source, package and match destinations and products that meet the needs of specific customers or markets ability to develop and cost practical programs that meet both customer needs and organisation business requirements ability to source and package multiple programs in response to multiple customer needs or organisational requests covering a range of tourism products and services project or work activities that show the candidates' ability to source and package tourism products and services within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes project or work activities conducted over a commercially realistic period of time so that all aspects of the packaging process can be assessed completion of product or program costings that meet the deadlines determined by the customer and the organisation.
Context of and specific resources for assessment	Assessment must ensure: that the candidate has accessed a fully equipped industry-realistic office environment using appropriate computers, communication technology, software and information programs and publications currently used in the tourism industry to facilitate the processes involved in sourcing, packaging and costing tourism products access to current tourism industry destination and product information sources, especially

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information about appropriate product match

access to an operation for which tourism products or programs would be developed **or** access to comprehensive and sufficient information about that tourism operation and its market base to allow the candidate to fully develop appropriate packaged products or programs

use of relevant and current product information to support the costing process, e.g. brochures, tariffs, product sales kits and supplier contracts.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

project activities to develop packaged tourism products or programs in conjunction with an industry operator

project activities to develop packaged tourism products or programs for the training college or local community

review of completed product costing and pricing structures for specific packaged products or programs

case studies to assess the candidate's ability to research and meet the needs of customers or markets with differing product preferences and requirements

written and oral questioning or interview to test knowledge such as structure of the tourism industry, tourism industry interrelationships, distribution networks, mark-up and commission structures

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

SITTTSL002A Access and interpret product

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	information SITTTSL003A Source and provide international destination information and advice SITTTSL004A Source and provide Australian destination information and advice.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Customer or consumer market to be serviced may include:	domestic tourists travelling within Australia international tourists travelling within Australia (inbound) Australians travelling internationally (outbound) groups individuals leisure travellers business travellers those travelling on incentive tours

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	conference delegates event participants special interest groups, including: educational groups sporting groups customers or groups of a particular cultural background.
Research may include:	desk research personal contact with tourism authorities, product suppliers or distribution network destination or site inspection.
Component products and services to be packaged might include:	accommodation transport, such as air, rail, bus or coach, and shipping hire car entrances to attractions, museums, events and exhibits food, beverage and catering entertainment tours cruises conference facilities tour guiding services activities meals functions special items with customer corporate branding venue hire speaker services audiovisual services

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	meeting or event equipment special event consumable items.
Requirements of specific customers or markets may relate to:	budget product or service preferences and requirements time constraints cultural issues integration into a wider touring, event or sporting program.
Special fees and other charges may include:	service fee transaction fee itinerary preparation fee visa and passport handling fee loyalty program (e.g. frequent flyer) redemption fee product booking fee amendment fee cancellation fee reconfirmation fee courier fee credit card fee communication fee.

Unit Sector(s)

Tourism

Competency field

Planning and Product Development

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SITTPPD006A Plan and develop ecologically sustainable tourism operations

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to strategically plan ecologically sustainable tourism operations. It also requires the ability to establish and operate an ecologically sustainable tourism operation and to monitor any environmental impact it may have.

It builds on SITTPPD004A Plan and implement minimal impact operations, which is more operationally focused.

The work involved in this unit is subject to a range of regulatory requirements that relate to environmental sustainability at land management agency and federal, state or territory, and local government level. Therefore, training and assessment must take into account the specific requirements of environmental legislation as it applies to the product or destination.

No occupational licensing or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit describes a key product planning function for a diverse range of tourism and hospitality products and services and applies across many industry sectors.

Planning and developing ecologically sustainable tourism operations involve a strategic focus on the overall and long-term operation of a tourism product. It might be for a whole region or local area, for a particular tourism venue, or for individual touring product.

The unit has particular application to the accommodation, tour operating, cruise and attraction sectors and to those tourism products that are delivered in environmentally sensitive areas, many of which would be nature or ecotourism-based experiences.

This unit applies to senior tourism and hospitality industry personnel who operate autonomously and have strategic tourism planning and product development roles. These roles would include regional tourism manager, resort or hotel manager, operations or general manager, marketing manager, product development manager and owner-operator of any type of accommodation or tour operating business.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Plan for ecologically sustainable tourism operations.	1.1 Include an evaluation of the relationship between tourism and the environment in the planning process.
	1.2 Conduct a cost versus yield evaluation of establishing and operating the operation on an ongoing basis according to industry and ecotourism codes and legislation.
	1.3 Incorporate into the planning process the need for an economic or social return to the local community.
	1.4 Conduct a **range of evaluations** prior to any decision to establish the operation.
	1.5 Investigate and incorporate into the planning process **methods of managing tourism impact** and protecting vulnerable sites.
	1.6 Consult all **stakeholders** and incorporate their views into the planning process.

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	1.7 Develop strategies to balance ecological sustainability and the economic viability of the operation.
	1.8 Base development decisions on the information obtained in the evaluation and planning process.
2 Develop and implement ecologically sustainable tourism operations.	2.1 Develop and implement courses of action and systems to limit negative impact and damage.
	2.2 Establish and integrate best practice environmental standards in the operation.
	2.3 Identify and use appropriate technology for environmental best practice.
	2.4 Develop environmentally-friendly codes of practice for all aspects of the operation and for customer use.
	2.5 Conduct operations according to ecologically sustainable practices, industry and ecotourism codes of practice and legislative requirements.
	2.6 Promote environmental awareness within the tourism industry and to customers.
3 Monitor environmental impact of operations.	3.1 Monitor and assess environmental impact of operations as part of regular management reviews.
	3.2 Continuously monitor compliance with industry and ecotourism codes and legislative requirements.
	3.3 Initiate appropriate follow-up action based on assessment of environmental impact and compliance.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

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The following skills must be assessed as part of this unit:

interpretation of environmental legislation and regulation imposed by relevant land management agencies and federal, state or territory, and local governments

interpretation of industry and ecotourism codes of practice

high-level communication skills to conduct comprehensive consultation with key stakeholders

critical thinking skills to facilitate rational and logical analysis of cost versus yield and other evaluations associated with planning the establishment of the tourism operation

literacy skills to read and interpret complex material describing environmental regulatory requirements and industry and ecotourism codes of practice

high-level written literacy skills to develop comprehensive plans for ecologically sustainable tourism operations, and operational and customer-focused codes of practice

numeracy skills to perform complex calculations when evaluating cost versus yield.

The following knowledge must be assessed as part of this unit:

broad working knowledge of tourism trends, developments and the environmental impact of tourism

general knowledge of global environmental issues and in-depth knowledge of local environmental issues

in-depth understanding of the social, cultural and economic aspects of the local host community

how to access information on a broad range of environmental legislation and regulations imposed by relevant land management agencies and federal, state or territory, and local governments

how to access industry and ecotourism codes of practice, especially that of the Ecotourism Association of Australia

in-depth knowledge of consultative and communication mechanisms commonly used by organisations

minimal impact techniques

methods of managing tourism impacts

environmental management strategies and methods of acceptably balancing ecological sustainability and the economic viability of an operation.

Evidence Guide

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

project or work activities that show the candidate's ability to plan for strategically, establish and operate an ecologically sustainable tourism operation and to monitor any environmental impact

project or work activities conducted over a commercially realistic period of time so that the planning, evaluation and monitoring aspects of the operations can be assessed

ability to critically analyse all information that relates to the product development phase

knowledge of how to access information on the current range of legislation, regulations and industry codes and ability to interpret the requirements clearly as they relate to the tourism operation

knowledge of minimal impact and environmental management strategies.

Context of and specific resources for assessment

Assessment must ensure:

that the candidate has accessed a fully equipped industry-realistic office environment using appropriate computers, printers, information programs and publications currently used in the tourism industry to facilitate the planning and product development processes involved

access to a destination where the ecologically sustainable tourism operation would be established and operated **or** access to comprehensive and sufficient information about that destination to allow the candidate to plan for strategically, establish and operate an ecologically sustainable tourism operation and monitor any environmental impact

access to current regulatory documents

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distributed by key land management agencies and federal, state or territory, and local governments, such as plain English legislative publications, codes and standards outlining environmental regulatory requirements

involvement and interaction with a group of people so that consultation with key stakeholders can be achieved.

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to plan and develop ecologically sustainable tourism operations. The following examples are appropriate for this unit:

review of a completed plan for the tourism operation, including analysis of all evaluations that have been conducted

review of codes of practice developed by the candidate

review of environmental impact monitoring reports completed by the candidate and action plans for any required corrective measures

project activities to plan and develop an ecologically sustainable tourism operation in conjunction with industry

project activities to plan and develop an ecologically sustainable tourism operation for a given environmentally sensitive area

case studies to assess the candidate's ability to evaluate the development and operation of different tourism operations with differing environmental issues

case studies and projects to assess the candidate's ability to improve the ecological sustainability of existing tourism operations

written and oral questioning or interview to test knowledge such as environmental regulatory requirements, minimal impact techniques and methods of managing tourism

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	impact review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: SITTPPD001A Research, assess and develop tourism products SITTPPD004A Plan and implement minimal impact operations SITTPPD007A Plan and develop culturally appropriate tourism operations SITXFIN005A Prepare and monitor budgets.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Range of evaluations prior to establishing the operation may involve:	a complete environmental impact study a site evaluation evaluation of the social impact on local communities

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	evaluation of the operation's ability to comply with industry and ecotourism codes of practice
	evaluation of the operation's ability to comply with legislation.
Methods of managing tourism impact may include:	limits of acceptable change
	zoning
	exclusion
	community consultation and involvement
	tourism development plans
	scheduling
	consideration of optimal weather conditions and seasons
	selection of most appropriate transport modes
	education
	size of operation and group size.
Stakeholders may include:	host community where the operation is to take place
	investors
	local authorities
	land management bodies, such as national parks
	consumer representatives
	suppliers of environmentally-friendly products.

Unit Sector(s)

Tourism

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Competency field

Planning and Product Development

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SITTPPD007A Plan and develop culturally appropriate tourism operations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to plan strategically for culturally appropriate tourism operations. It requires the ability to plan, develop and operate a culturally appropriate tourism operation and to monitor its impact on local communities.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit describes a key product planning function for a diverse range of tourism and hospitality products and services and applies across many industry sectors.

Planning and developing culturally appropriate tourism operations involves a strategic focus on the overall and long-term operation of a tourism product. It might be for a whole region or local area for a particular tourism venue or individual touring product.

The unit has particular application to the accommodation, tour operating and attractions sectors and to those tourism products that involve substantial cultural content, the inclusion of visits to culturally sensitive sites, or a high-level of interaction between people of different cultures.

This unit applies to senior tourism and hospitality industry personnel who operate autonomously and have strategic tourism planning and product development roles. These roles would include regional tourism manager, resort or hotel manager, operations or general manager, marketing manager, product

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development manager and owner-operator of any type of accommodation or tour operating business.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
1 Plan for culturally appropriate tourism operations.	1.1 Conduct a cost versus yield evaluation of establishing and operating the operation on an ongoing basis according to the local community's cultural considerations.
	1.2 Identify the full range of cultural issues at the commencement of the planning process.
	1.3 Consult individuals and communities about ***cultural issues*** that might affect the operation and how the operation might affect local community culture.
	1.4 Identify and analyse the economic and social ***impact on the communities***.
	1.5 Identify the need for economic and social returns to local communities.
	1.6 Investigate and develop ways of managing and minimising negative tourism impact and maximising positive impact on the local culture.
	1.7 Develop strategies to balance cultural appropriateness and the economic viability of the operation.
	1.8 Base product development decisions on the information obtained in the evaluation and planning process, including the need for culturally appropriate operations.
2 Develop and implement culturally appropriate tourism operations.	2.1 Develop ***codes of practice and procedures*** for all aspects of the operation and for customer use that ensure that respect for cultural values is shown.
	2.2 Conduct operations according to established codes of practice.
	2.3 Encourage operational participation of individuals from the appropriate culture.
	2.4 Ensure that all customer activities are culturally appropriate.
	2.5 Share information with customers that is culturally appropriate and accurate and avoids cultural stereotyping.
	2.6 Consider copyright and intellectual property issues when developing the operation.
	2.7 Educate colleagues about other cultures and societies

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ELEMENT	PERFORMANCE CRITERIA	
		during the development process.
	2.8	Encourage culturally appropriate behaviours in colleagues and customers through education.
	2.9	Promote the need for culturally appropriate behaviour throughout the organisation and with customers.
	2.10	Use promotional and other materials to inform colleagues and customers about cultural issues.
3 Monitor operations.	3.1	Continuously monitor the standard of operations to ensure culturally appropriate practices are maintained.
	3.2	Conduct regular consultation with individuals and local communities as appropriate in order to obtain feedback on the operation.
	3.3	Deal with operational issues promptly and consider changes to continuously improve organisation practices.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- high-level communication skills to conduct comprehensive and culturally appropriate consultation with local community stakeholders
- critical thinking skills to facilitate rational and logical analysis of cost versus yield and other evaluations associated with planning the establishment of the tourism operation
- high-level written literacy skills to develop comprehensive plans for culturally appropriate tourism operations, and operational and customer-focused codes of practice
- numeracy skills to perform complex calculations in evaluating cost versus yield.

The following knowledge must be assessed as part of this unit:

- general knowledge of the social, cultural and economic impact of tourism
- cross-cultural awareness and in-depth understanding of the social, cultural and economic aspects of the local host community

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REQUIRED SKILLS AND KNOWLEDGE

- in-depth knowledge of consultation and communication mechanisms commonly used by organisations and by the local host community
- copyright and intellectual property issues associated with delivering information about local cultural issues
- different ways in which organisations can foster culturally appropriate behaviour during product development and product delivery
- ways of managing and minimising negative tourism impacts and maximising positive impacts on the local culture.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to strategically plan for, develop and operate a culturally appropriate operation and to monitor the delivery of the product to ensure ongoing culturally appropriate behaviour
- ability to integrate culturally appropriate practices into the product development phase
- ability to critically analyse all information that relates to the product development phase
- knowledge of strategies to manage and minimise negative tourism impact and maximise positive impact on the local culture
- project or work activities conducted over a commercially realistic period of time so that the planning, evaluation and monitoring aspects of the operations can be assessed.

Context of and specific resources for assessment

Assessment must ensure:

- access to a fully equipped industry-realistic office environment using appropriate computers, printers, information programs and publications currently used in the tourism industry to facilitate the planning and

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EVIDENCE GUIDE

product development processes involved
- access to a destination where the culturally appropriate tourism operation would be established and operated ***or*** access to comprehensive and sufficient information about that destination, the local communities and culture to allow the candidate to plan for strategically, establish and operate a culturally appropriate tourism operation and to monitor any impact on the local culture
- involvement and interaction with a group of people so that consultation can be achieved.

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to plan and develop culturally appropriate tourism operations. The following examples are appropriate for this unit:

- review of a completed plan for the tourism operation, including analysis of all evaluations that have been conducted
- review of codes of practice developed by the candidate
- review of monitoring reports completed by the candidate and action plans for any required operational changes
- project activities to plan and develop a culturally appropriate tourism operation in conjunction with industry
- project activities to plan and develop a culturally appropriate tourism operation for a given destination, local community and culture
- case studies to assess the candidate's ability to evaluate the development and operation of different tourism operations with differing culturally sensitive issues
- case studies and projects to assess the candidate's ability to improve the cultural appropriateness of existing tourism operations
- written and oral questioning or interview to test knowledge such as social, cultural and economic impacts of tourism, copyright and intellectual property issues, and strategies for the management of the impact of tourism on local communities and their culture
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

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EVIDENCE GUIDE

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITTPPD001B Research, assess and develop tourism products
- SITTPPD006B Plan and develop ecologically sustainable tourism operations
- SITXFIN005A Prepare and monitor budgets.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Cultural issues may include:

- culturally appropriate activities
- use of cultural information
- access restrictions
- use of appropriate staff
- traditional and contemporary values and customs
- cultural differences in styles of negotiation and communication.

Impact on the communities may be:

- positive:
  - economic benefits to local community

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RANGE STATEMENT

- improved local facilities
- employment opportunities
- cultural benefits
- visitor education
- greater understanding between host and visitor cultures

- negative:
  - trivialisation of culture
  - effect on social structures
  - damage to culturally sensitive areas or sites.

Codes of practice and procedures may relate to:

- involving appropriate people in both product development and delivery
- developing formal or informal guidance on appropriate staff and customer behaviour in given situations
- selecting appropriate staff for different situations
- guidelines for language skill requirements
- specific guidance on the use of culturally sensitive information
- guidance for negotiating contracts in cross-cultural situations.

Unit Sector(s)

Sector Tourism

Competency field

Competency field Planning and Product Development

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SITTTOP004A Set up and operate a camp site

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to set up and operate a camp site for camping tours. It requires the ability to operate the camp site within the requirements set by any permit conditions and land management guidelines. It also requires the ability to provide for the safety of customers and ensure low environmental impact.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to tour operators operating tours involving overnight stays at temporary or semi-permanent camp sites. Camping tours might involve one or more overnight stays and might be to one or more destinations. Personnel who operate with some level of autonomy or under limited supervision and guidance from others are responsible for setting up and operating the camp site. This function is undertaken by people such as owner-operators of a tour operating business, tour guides and driver guides.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Select a camp site.	1.1 Access the **camp site** according to tour itinerary, relevant permits, agreement of land owners and other statutory requirements.
	1.2 Where no designated area exists, select a site to ensure comfort, safety and minimal environmental impact.
	1.3 Identify any **camp site hazards**, assess associated risks and eliminate or minimise the hazards.
2 Set up a camp site.	2.1 Set up the **camp site facilities** in the most appropriate position to ensure comfort, safety and minimal environmental impact.
	2.2 Arrange appropriate shelter for the prevailing weather and conditions.
	2.3 Identify and access any required water sources.
	2.4 Construct any required camp fires in a safe location and ensure there is no danger to the crew, customers and environment during the construction.
3 Operate a camp site.	3.1 Operate **camping equipment** correctly and according to manufacturer instructions and safety guidelines.
	3.2 Establish and follow environmentally-friendly rubbish and human waste disposal procedures.
	3.3 Brief customers on waste disposal requirements, agree to procedures and monitor adherence at all times.
	3.4 Discuss and agree upon acceptable camp site

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	behaviour with customers.
	3.5 Operate any camp fires within land management guidelines and ensure there is no danger to the crew, customers and environment during the use of the fire.
4 Break camp.	4.1 Dismantle, pack and store all equipment using safe lifting and handling techniques to avoid injury.
	4.2 Remove all rubbish from the site where disposal facilities are not available.
	4.3 Extinguish camp fires fully to ensure there is no danger to the environment.
	4.4 Check the site prior to departure to ensure all equipment and belongings have been removed.
	4.5 Leave the camp site in the original or improved condition.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

safe manual handling techniques

efficient and safe camping equipment handling techniques

communication skills to provide clear verbal advice to customers on waste disposal requirements and camp site behaviour

literacy skills to read tour itineraries and customer information, required permit conditions, camp site or land use signage, and manufacturer's basic equipment operational guidelines.

The following knowledge must be assessed as part of this unit:

broad working knowledge of health and safety issues in relation to camping

thorough understanding of the features of commonly-used camping equipment and its operation

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in-depth knowledge of the features of a desirable camp site

broad working knowledge of the environmental impacts of camp sites

in-depth knowledge of the permit requirements for camp sites, including when camping in national parks and on land under the control of traditional owners

issues relating to the safe use of open fires in camp sites.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: ability to select, set up and safely operate a camp site, including operating a range of camping equipment knowledge of environmental, safety and statutory issues that relate to camp sites candidate setting up and operating a camp site for a minimum of one night.
Context of and specific resources for assessment	Assessment must ensure: demonstration of skills in an environment suitable for camping involvement of a group for or with whom the site is set up and operated use of the full range of camping equipment used on tour to reflect local industry conditions.
Methods of assessment	A range of assessment methods should be used to assess the practical skills and knowledge required to set up and operate a camp site on tour. The following examples are appropriate for this unit: direct observation of the candidate

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completing tasks to safely set up, operate, and dismantle and clean a camp site

review of operational plans and checklists prepared and completed by the candidate

review of post-tour reports completed by the candidate

evaluation of feedback from group members who have participated in a camping tour coordinated by the candidate

written and oral questioning or interview to test knowledge of camping procedures and equipment, OHS issues and legislative requirements pertaining to operating a camp site

written and oral questioning or interview to test knowledge of environmental and community impact of operating camp sites

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

SITTTOP002A Load touring equipment and conduct pre-departure checks

SITTTOP005A Provide camp site catering

SITTTOP006A Operate tours in a remote area.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Camp site may be:	permanent semi-permanent (seasonal) temporary.
Camp site hazards may include:	unstable ground rocky and uneven ground poor access to facilities unstable trees or tree branches insufficient distance and protection from local wildlife insufficient shade and protection from other weather elements swollen creeks or rivers and possible flood activity.
Camp site facilities may include:	tents wash areas entertainment or scenic viewing areas dining and cooking areas latrines fire sites pathways.
Camping equipment may include:	tents sleeping equipment cooking equipment

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tables and chairs
cleaning equipment
lights and groundsheets
heating facilities
first aid kit
cutting equipment and tools.

Unit Sector(s)

Tourism

Competency field

Tour Operations

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SITTTOP005A Provide camp site catering

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to provide catering for tour customers in a camp site environment. It requires the ability to plan menus and ensure that food is stored, prepared and served in a safe and hygienic manner.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit applies to tour operators who operate tours involving the provision of meals at temporary or semi-permanent camp sites, picnic areas and rest sites. Camp site catering may be provided for a day tour or on tours that involve one or more overnight stays. Personnel who operate with some level of autonomy or under limited supervision and guidance from others are responsible for providing camp site catering. This function is undertaken by people such as owner-operators of a tour operating business, camp site cooks, tour guides and driver guides.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units	This unit must be assessed after the following prerequisite units: SITXFSA001A Implement food safety procedures SITXOHS002A Follow workplace hygiene procedures.

Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan camp site menus.	1.1 Plan menus so that they are nutritionally balanced and take account of ***touring and customer factors***. 1.2 Select the type of food from the full range of options available. 1.3 Identify any special requests and ensure that ***special meals*** can be prepared for those customers with special

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ELEMENT	PERFORMANCE CRITERIA
	dietary requirements.
	1.4 Identify any ***food safety hazards*** involved in storing, preparing and serving planned meals, assess risks and take action to eliminate or minimise them.
2 Store and maintain camp site food and beverages.	2.1 Select and correctly use appropriate ***storage equipment***.
	2.2 Store all ***food and beverage*** items safely and hygienically, according to particular requirements.
	2.3 Monitor the quality of food and beverages throughout the tour and make any required adjustments to storage.
3 Prepare and serve meals.	3.1 Check and clean food preparation equipment as required.
	3.2 Treat water, if required, to ensure suitability for human consumption.
	3.3 Use a range of ***food preparation techniques*** and ensure that food is prepared in a safe and hygienic manner.
	3.4 Use a range of ***cooking methods*** to prepare the required meals.
	3.5 Prepare meals for customers at the appropriate times and within accepted timeframes.
	3.6 Serve food to customers according to individual preferences and with regard to safe hygiene practices.
4 Clear and clean catering equipment.	4.1 Clear and clean utensils and equipment in a safe, hygienic and environmentally-sound manner.
	4.2 Remove all rubbish from the site where disposal facilities are not available and store remaining foodstuffs safely and hygienically.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

The following skills must be assessed as part of this unit:

- general food preparation and cooking techniques that are commonly used in a camp site environment
- numeracy skills to calculate appropriate numbers of meals and proportions of ingredients
- literacy skills to read cooking and storage instructions provided by the food manufacturer and passenger profiles, which include special dietary requests.

The following knowledge must be assessed as part of this unit:

- the general principles of nutrition in relation to providing a balanced diet for customers
- the key features and operation of common camp site catering equipment
- thorough understanding of food safety issues that specifically relate to camp site catering
- correct and environmentally sound disposal methods for camp site catering waste.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to safely and hygienically prepare food in a camp site environment for touring customers using a range of common preparation and cooking techniques • knowledge of food safety issues, especially as they relate to off-site catering • knowledge of general nutritional principles and the range of food options available for camp site catering • setting up, operating and breaking down camp site catering equipment and preparing and serving meals within typical workplace or touring time constraints.
Context of and specific resources for assessment	Assessment must ensure: • demonstration of skills within a camp site environment • access to the full range of catering equipment and

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	supplies used for preparing and providing camp site meals • involvement of appropriate numbers of people to be fed to reflect local industry needs and product profile.
Methods of assessment	A range of assessment methods should be used to assess the practical skills and knowledge required to set up and operate a camp site catering facility and provide meals. The following examples are appropriate for this unit: • direct observation of the candidate safely setting up, operating and breaking down a camp site catering facility as well as preparing and serving meals • evaluation of feedback from those fed by the candidate • review of menu plans and checklists prepared or completed by the candidate • review of post-tour catering reports completed by the candidate • written and oral questioning or interview to test knowledge of OHS and food safety issues, and regulations and requirements pertaining to the preparation of food at a camp site • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SITTTOP002A Load touring equipment and conduct pre-departure checks • SITTTOP004B Set up and operate a camp site • SITTTOP006B Operate tours in a remote area.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job

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role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Touring and customer factors that must be considered are:

- budget
- duration of trip
- number of passengers
- climate
- special dietary requirements
- facilities and equipment available for cooking
- availability of supplies.

Special meals may involve:

- providing vegetarian meals
- catering for those with food allergies
- catering for those with cultural dietary requirements.

Food safety hazards may include:

- no access to refrigeration or appropriate cooling facilities for perishable goods
- minimal or no facilities to properly wash perishable foodstuffs, and cooking and storage equipment
- contaminated water supplies.

Storage equipment may involve:

- refrigeration
- ice boxes
- dry goods storage containers.

Food and beverages may be:

- fresh
- frozen
- dehydrated

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- canned
- convenience
- vacuum-packed
- long-life.

Food preparation techniques may include:

- washing
- peeling
- cutting
- slicing
- dicing.

Cooking methods may include:

- barbequing
- roasting
- frying
- grilling
- boiling.

Unit Sector(s)

Sector Tourism

Competency field

Competency field Tour Operations

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SITTTSL002A Access and interpret product information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to access and interpret specific details about tourism products correctly and accurately. This unit does not cover detailed interpretation of airfare information which is covered by a range of other Tourism Sales and Operations units.

Any organisation that sells travel insurance to a retail client must meet the requirements of the Financial Services Reform Act (2001). In particular, sales personnel must complete a course delivered by the insurance provider in order to interpret provisions of the insurance policy and provide advice to customers on its purchase.

No occupational licensing requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit describes a key sales and operational function for a diverse range of domestic and international tourism and hospitality products and services and applies to the full range of industry sectors.

The range of product knowledge required and the application of that information will vary according to the industry sector, workplace and job role. This unit does not require an in-depth knowledge of every product but focuses on the ability to collect and interpret any sort of tourism product information to fulfil any sales or operational need.

The unit applies to frontline sales or operations personnel who operate with some level of autonomy or under limited supervision and guidance from others. It is undertaken by a diverse range of people such as visitor information officers,

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retail travel consultants, corporate consultants, inbound tour coordinators, account managers for professional conference organisers, event coordinators, tour guides, hotel guest relations officers, tour desk officers, reservations sales agents and owner-operators of small tourism businesses.

Because of the broad industry application of this unit, it is critical that assessment is contextualised to meet the requirements of the specific industry sector, local tourism industry operations and the particular needs of the job role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify and access product information.	1.1 Identify and access sources of ***product*** information. 1.2 Select appropriate ***sources*** according to organisation policy, commercial agreements and specific needs. 1.3 Source ***specific product information*** to meet the ***particular sales or operational need***.
2 Interpret product information.	2.1 Interpret general information and apply this to meet the particular sales or operational need. 2.2 Interpret ***specific details about the product*** and accurately apply this information to meet the particular sales or operational need. 2.3 Interpret any ***special jargon or specifications*** in product information and accurately apply these to meet the particular sales or operational need. 2.4 Identify and assess any customer, sales or operational ***risks that relate to the product*** and apply these to meet the particular sales or operational need.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- verbal and written use of the 24-hour clock
- literacy skills to read and interpret complex product information, including terms and conditions of their sale
- writing skills to summarise information.

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REQUIRED SKILLS AND KNOWLEDGE

The following knowledge must be assessed as part of this unit:

- sources of tourism product information and specific product types
- major categories of tourism products and services
- industry terminology and common abbreviations in relation to major product categories
- specific legal issues relating to the interpretation of different types of tourism products.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to access and interpret information on different categories of tourism products, ideally as a component of integrated work activity and to meet the different needs of multiple customers
- knowledge of product terminology and procedures
- project or work activities that show the candidates' ability to access and interpret product information within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes
- accessing and interpreting product information within typical workplace time constraints.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of skills within a fully equipped industry-realistic office environment using appropriate publications, computers, printers and information programs currently used in the tourism industry to store tourism related information ***or*** demonstration within the applicable sales or operational environment for the sector, e.g. a conference venue for the Events sector or

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touring environment for the Guiding and Tour Operations sectors
- access to sources of product information such as sales kits, brochures, timetables, tour schedules, product manuals, supplier information kits, electronic information sources, information databases and computerised reservations systems.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of integrated activities completed by the candidate which may include sourcing information on destinations, selling products, providing quotations and issuing documents
- case studies to assess ability to obtain current, accurate and relevant product information for particular purposes and contexts
- evaluation of product research activities and information presentations
- review of product options prepared by the candidate to meet differing customer needs
- written and oral questioning or interview to test knowledge of the sources of product information and various product features
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITTTSL003A Source and provide international destination information and advice
- SITTTSL004A Source and provide Australian destination information and advice
- SITTTSL005A Sell tourism products and services
- SITTTSL006B Prepare quotations
- SITTTSL008B Book and coordinate supplier services
- SITTTSL009B Process travel-related documentation.

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Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Products and services offered within the tourism industry are diverse and may include:	• transportation • transfers • accommodation • entertainment • tours • cruises • entrance to attractions or sites • travel insurance • tour guiding services • activities • meals • functions • special items with customer's corporate branding • special events • venue facilities • convention facilities • speaker services • audiovisual services • meeting or event equipment • special event consumable items

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RANGE STATEMENT

- food, beverage and catering
- currency and banking services.

Sources of product information may include:

- principal or supplier of the product
- product library
- internet, intranet and extranet
- organisation-designed information systems, e.g. inventory control database
- state and federal government tourism authority information systems
- international government tourism authority information systems
- centralised reservations system (CRS)
- global distribution system (GDS).

Specific product information may be found in:

- brochures
- e-brochures
- timetables
- tariff sheets
- confidential tariffs
- sales kits
- supplier information kits
- product manuals
- advertising flyers
- manufacturer specifications.

Particular sales or operational need may include:

- providing destination and specific product information and advice
- providing specific information and advice about the credentials of the tourism operator in minimising negative environmental, social and cultural impacts
- selling tourism products to the customer
- preparing quotations
- booking and coordinating a supplier service for the customer
- receiving and processing a reservation from a customer
- processing financial transactions
- issuing customer travel documentation
- issuing crew documentation, e.g. operational or

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	technical itineraries • organising functions • processing and monitoring meeting or event registrations • purchasing promotional products • hiring special equipment.
Specific details about the product may include:	• costs, tariffs and rates • additional taxes and levies imposed • currency applied to the cost • terms, conditions and rules • scheduling information • product codes • booking procedures • point of departure • route taken • point of conclusion or disembarkation • touring inclusions and exclusions • technical specifications for audiovisual and other meetings and events equipment • specifications for products to be branded with corporate details.
Special jargon or specifications may include:	• industry terminology • common abbreviations used in the tourism industry • use of the 24-hour clock • technical capacity of equipment.
Risks that relate to the product may include:	• product price increase • fluctuations in exchange rates • unclear product, tax and levy costs • unclear product provision, deposit, payment and cancellation terms and conditions • seasonal non-availability of the product • non-operation of the product (e.g. cancelled tour departure) • safety risk to customer in participating in touring activities, e.g. with adventure activities • limitations in participation due to incapacity, e.g. age,

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disability or special licence requirements, such as driver's licence or SCUBA licence

- products that cause negative environmental, cultural or social impacts such:
  - damage to environmentally or culturally sensitive areas or sites
  - disturbance or injury to fauna
  - physical damage to flora
  - introduction of exotic and feral species
  - damage to roads, tracks and fire trails
  - pollution from vehicle emissions and unmanaged waste
  - noise disturbance to the local community
  - trivialisation of culture.

Unit Sector(s)

Sector Tourism

Competency field

Competency field Tourism Sales and Operations

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SITTTSL005A Sell tourism products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to sell tourism services and products proactively in a range of industry contexts. It requires the ability to provide quality customer service while identifying specific customer needs, suggest a range of products to meet those needs, provide current and accurate product information and close the sale.

The sale of some tourism products and services is subject to specific regulation under several federal and state or territory pieces of legislation. In most States and Territories, organisations that sell air tickets must meet the requirements of relevant state or territory Department or Office of Fair Trading to hold a travel agent's licence.

Any organisation that sells travel insurance to a retail client must meet the requirements of the Financial Services Reform Act (2001). In particular, sales personnel must complete a course delivered by the insurance provider in order to interpret provisions of the insurance policy and provide advice to customers on its purchase.

Any inbound tour operator (ITO), no matter where the business is located, who sells and organises the operation of tours within Queensland is subject to the Queensland Tourism Services Act (2003). ITOs must register with the Queensland Office of Fair Trading. All tour guides residing in any part of Australia are also covered by this law when working in Queensland. ITO business operators and guides do not need to meet any training or certification requirements, however ITOs and guides may be fined if they participate in unconscionable conduct when selling Queensland-based tourism products and services.

This unit covers the sale of any type of tourism product or service to any destination. Therefore, training and assessment must take into account the specific requirements of tourism-related legislation as it applies to selling the product or destination.

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Application of the Unit

Application of the unit

This unit describes a key sales and operational function for a diverse range of domestic and international tourism and hospitality products and services and applies to the full range of industry sectors. The tourism or hospitality organisation could be a principal (the supplier) or an agent selling products and services on behalf of the principal.

This unit has particular application to those personnel who sell as a key focus of their job role and for whom selling is an essential skill. It applies to frontline sales or operations personnel who operate with some level of autonomy or under limited supervision and guidance from others. It is undertaken by a diverse range of people such as retail travel consultants, corporate consultants, inbound tour coordinators, visitor information officers, account managers for professional conference organisers, event coordinators, tour guides, restaurant managers, banquet coordinators or managers, resort activities coordinators, tour desk officers, reservations sales agents and owner-operators of small tourism businesses.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

This unit must be assessed after the following prerequisite unit:

SITTTSL002A Access and interpret product information.

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify customer needs.	1.1 Accurately identify specific customer needs and preferences, including cultural needs and expectations. 1.2 Identify any customer requirements which, if met, would breach ***ethical and legal commitments***. 1.3 Establish rapport with the customer to promote goodwill and trust. 1.4 Disclose any ***fees determined by the organisation*** to ensure charges for sales and product coordination activities are clearly understood by the customer.
2 Suggest products to meet customer needs.	2.1 Undertake any required research to source information to meet ***specific customer needs***. 2.2 Tailor product options to the customer's specific needs. 2.3 Make any ***product*** suggestions according to current organisation promotional focus and any preferred

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ELEMENT	PERFORMANCE CRITERIA
	product arrangements where appropriate.
	2.4 Make the customers aware of additional products and options that may enhance their itinerary.
	2.5 Provide all options within the appropriate or agreed timeframe.
	2.6 Present all options in a format and style most appropriate to the particular customer and according to organisation procedures.
3 Provide product information and advice.	3.1 Accurately identify the specific product information and advice needs of the customer.
	3.2 Provide current and accurate product information and advice, including relevant product conditions in a timely manner.
	3.3 Ensure the scope and depth of the information are appropriate to customer needs.
	3.4 Present the information and advice in an appropriate format and style.
	3.5 Clearly explain and promote product features and benefits to the customer.
	3.6 Provide additional information to address customer questions and objections.
	3.7 Select and use techniques at the appropriate time to close the ***sale*** with the customer.
	3.8 Identify and act on opportunities to enhance the quality of service to customers.
4 Follow up sales opportunities.	4.1 Where appropriate, make follow-up contact with the customer.
	4.2 Provide any required after sales service according to organisation procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

The following skills must be assessed as part of this unit:

- sales techniques
- fundamental communication techniques, specifically active listening and questioning
- literacy skills to read and interpret the content and format of complex product information documents, including rate schedules and supplier tariff sheets, and sufficient to read plain English documents that relate to legislative requirements of tourism product sales
- writing skills to present product options to the customer, such as in the form of an itinerary
- numeracy skills to calculate any fees that will apply to the sales and related product coordination activities.

The following knowledge must be assessed as part of this unit:

- broad and working knowledge of the principles of selling and sales communication, especially as they relate to intangible products
- broad and working knowledge of the legal liability and implications of consumer legislation and regulations relating to selling tourism products appropriate to the particular industry sector and job role
- special laws relating to the sale of prohibited products and services, e.g. Child Sex Tourism Law
- product knowledge appropriate to the organisation or industry sector
- content and format of product information
- formats and styles of information presentation, including styles that cater for those with special needs (e.g. presenting information in large print or providing information electronically)
- considerations in selling, such as negotiated costs, contractual arrangements or preferred supplier or agent arrangements that may be in place.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment Evidence of the following is essential:

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and evidence required to demonstrate competency in this unit

- ability to communicate with the customer and correctly interpret the customer's requirements
- ability to apply sales techniques in response to a range of different customer situations
- underpinning product knowledge
- understanding of consumer liability issues
- demonstration of selling skills for multiple products and services and to meet varying customer needs
- project or work activities that show the candidates' ability to sell tourism products and services within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes
- completion of sales activities within typical workplace time constraints.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of skills within a fully equipped industry-realistic office environment using appropriate computers, printers, information programs, publications and software programs currently used in the tourism industry to assist the sales function ***or*** demonstration within the applicable sales environment for the sector, e.g. a conference venue for the Events sector or touring environment for the Guiding and Tour Operations sectors
- interaction with customers to demonstrate selling techniques
- use of relevant and current product information to support the sales process, including brochures, timetables, tariffs and product sales kits.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate using various sales techniques to sell a product or service
- project and role-play activities that allow the candidate to demonstrate selling skills, including sourcing initial

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and subsequent products to suit changing customer requests and finalising the sale
- written and oral questioning or interview to test knowledge of the consumer regulations that apply and communication principles that underpin sales
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Any related Tourism Sales and Operations units to which this unit has strong links, for example:

- SITTTSL003A Source and provide international destination information and advice
- SITTTSL004A Source and provide Australian destination information and advice
- SITTTSL006B Prepare quotations
- SITTTSL007B Receive and process reservations.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Ethical and legal commitments

- child sex tourism products or services

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RANGE STATEMENT

may relate to the sale of:

- products that breach environmental laws
- products that are known to cause negative environmental, cultural or social impacts such:
  - damage to environmentally or culturally sensitive areas or sites
  - disturbance or injury to fauna
  - physical damage to flora
  - introduction of exotic and feral species
  - damage to roads, tracks and fire trails
  - pollution from vehicle emissions and unmanaged waste
  - noise disturbance to the local community
  - trivialisation of culture.

Fees determined by the organisation may include:

- service fee
- transaction fee
- itinerary preparation fee
- visa and passport handling fee
- loyalty program (e.g. frequent flyer) redemption fee
- product booking fee
- amendment, cancellation or reconfirmation fee
- courier fee
- credit card fee
- communication fee.

Specific customer needs may relate to:

- preferences of different cultures and nationalities
- family status
- disability
- age
- gender
- available budget
- time available
- special interests.

There is a broad range of products and services sold within the tourism industry, including:

- transportation
- airfares
- travel insurance
- brochured tour packages

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- specially tailored itineraries
- inclusive products or optional touring products
- transfers
- accommodation
- entertainment
- tours
- cruises
- hire cars
- entrance to attractions or sites
- tour guiding services
- activities
- meals
- functions
- special items with customer's corporate branding
- venue bookings
- speaker services
- audiovisual services
- meeting or event equipment
- special event consumable items
- catering.

Sales:

- may be made for:
  - a single product or service
  - multiple products and services making up a complete itinerary
  - individual customers
  - groups
  - one-off touring arrangements
  - series tours
  - incentive tours
  - meetings
  - conferences
- could be:
  - face-to-face
  - on the phone
  - in writing
  - by fax
  - by email or other electronic transmission
  - related to the sale of a destination

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RANGE STATEMENT

- related to the sale of a specific product.

Unit Sector(s)

Sector Tourism

Competency field

Competency field Tourism Sales and Operations

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SITTTSL006A Prepare quotations

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to calculate the costs of products and services accurately and to present quotations to customers. It requires the ability to provide quotations for products and services where some costing and pricing has already been undertaken in the product development phase. As such it underpins SITTPPD003A Source and package tourism products, which deals with the more advanced skills to actually source, price and package product.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit describes a key sales and operational function for a diverse range of domestic and international tourism and hospitality products and services and applies to the full range of industry sectors. The tourism or hospitality organisation could be a principal (the supplier) or an agent quoting on products and services on behalf of the principal.

The unit has particular application to those personnel who sell as a key focus of their job role. It applies to frontline sales or operations personnel who operate with some level of autonomy or under limited supervision and guidance from others. It is undertaken by a diverse range of people such as retail travel consultants, corporate consultants, inbound tour coordinators, visitor information officers, account managers for professional conference organisers, event coordinators, tour guides, restaurant managers, banquet coordinators or managers, resort activities coordinators, tour desk officers, reservations sales agents and owner-operators of small tourism businesses.

The range of products and services and complexity of quotations will vary according to the industry sector. Because of the broad industry application of this unit, it is critical that assessment is contextualised to meet the requirements of the specific industry sector, local tourism industry operations and the particular needs of the job role.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

This unit must be assessed after the following prerequisite unit:

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SITTTSL002A Access and interpret product information.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Calculate costs of products and services.	1.1 Create **records** to administer the customer's details and requirements.
	1.2 Source and accurately select and interpret product and costing information required to prepare the **quotation**.
	1.3 If required, negotiate costs with suppliers according to commercial agreements and relationships, and within scope of individual responsibility.
	1.4 Calculate commissions or mark-up nett costs according to organisation procedures and requirements to determine a profitable selling price.
	1.5 Accurately calculate any additional taxes, **special fees and other charges**.
	1.6 Accurately calculate any required currency conversions.
	1.7 Accurately calculate the final cost to the customer.

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	1.8 Check all calculations against all **product and service** components.
	1.9 Keep detailed and legible records of the method of calculation, according to organisation formats.
2 Provide quotations to customer.	2.1 Prepare the quotation to reflect all inclusions required by the customer.
	2.2 Promptly provide accurate quotation to the customer according to organisation procedures and formats.
	2.3 Offer secondary quotations with options, as appropriate.
	2.4 Ensure all quotations include accurate details of the cost of product and service provision and the **conditions and limitations of the quotation**.
	2.5 Record all details of the quotation accurately and legibly and keep on file according to organisation procedures.
3 Update and amend quotations.	3.1 Adjust and update quotations to take account of changed requests or arrangements.
	3.2 Provide the most up-to-date quotation to customers inclusive of new conditions and limitations.
	3.3 Record all details of adjusted quotations and keep on file according to organisation procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

literacy skills to read and interpret documents such as customer files, customer requests and complex product costing information

writing skills to create customer files and document complex customer requests, complex

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costings and complex written quotations, including the conditions specifically applicable to the quotation

numeracy skills to calculate complex costing components.

The following knowledge must be assessed as part of this unit:

key principles and elements of calculating costs and components of quotations

product knowledge appropriate to the specific tourism or hospitality industry sector and the products included in the quotation

negotiated cost of supply, contractual arrangements and preferred supplier arrangements in place

industry commission and mark-up procedures appropriate to the specific industry sector

quotation systems and procedures appropriate to the specific industry sector

broad and working knowledge of legal and consumer protection issues that relate to providing quotations and to the products covered by the quotation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: ability to prepare and provide multiple accurate quotations in response to multiple customer requests covering a range of tourism products and services and ideally as a component of integrated work activity knowledge of industry practices in relation to commissions, mark-up and fees project or work activities that show the candidates' ability to prepare quotations within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes

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completion of quotations within typical workplace time constraints and the deadlines determined by the customer and the organisation.

Context of and specific resources for assessment

Assessment must ensure:

demonstration of skills within a fully equipped industry-realistic office environment using appropriate computers, printers, information programs, publications and software programs currently used in the tourism industry to assist the quotations function **or** demonstration within the applicable sales environment for the sector e.g. a conference venue for the Events sector or touring environment for the Guiding and Tour Operations sectors

use of relevant and current product information to support the quotation process, e.g. brochures, timetables, tariffs and product sales kits

use of a full range of operational documentation, e.g. details of supplier contracts and customer files.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

evaluation of integrated activities completed by the candidate, including sourcing information on destinations, selling products and issuing documents

evaluation of a range of quotations prepared by the candidate

case studies to assess ability to provide accurate quotations in response to particular customer requests or for a series of customer files

written and oral questioning or interview to test knowledge of the principles that underpin quotation procedures and the

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	consumer protection regulations that would apply review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: SITTTSL005A Sell tourism products and services SITTTSL007A Receive and process reservations SITTTSL010A Control reservations or operations using a computerised system.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Customer records may be:	a computer file a manual file.

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Quotations:

may be for a broad range of products and services, including:

single product or service

multiple products and services making up a complete itinerary

inclusive products or optional touring products

groups

individuals

one-off touring arrangements

series tours

incentive tours

meetings

conferences

may be prepared:

manually

using a computer

may be provided by:

telephone

verbally in a face-to-face context

fax

email or other electronic transmission

mail

internal communication.

Special fees and charges may include:

service fee

transaction fee

itinerary preparation fee

visa and passport handling fee

loyalty program (e.g. frequent flyer) redemption fee

product booking fee

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amendment fee
cancellation fee
reconfirmation fee
courier fee
credit card fee
communication fee.

Some examples of products and services included in quotations are:

domestic products and services
international products and services
transportation
transfers
accommodation
entertainment
tours
cruises
entrance to attractions or sites
tour guiding services
activities
meals
functions
special items with customer's corporate branding
venue hire
speaker services
audiovisual services
meeting or event equipment
special event consumable items
catering.

Conditions and limitations of the quotation (initial and subsequent) may include:

inclusions
exclusions
cost of items that are subject to availability
prices subject to change

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inclusion of fees, taxes and levies

general conditions and rules

payment requirements

date of current quotation

life and expiry date of quotation

changes of conditions of pre-existing quotation or booking

changes to provision of pre-existing booking

legislative requirements such as cooling-off period after acceptance of quotation

methods of customer accepting quotation.

Unit Sector(s)

Tourism

Competency field

Tourism Sales and Operations

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SITTVAF001A Provide venue information and assistance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to provide visitors with information on the venue's facilities and services.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit applies to frontline service personnel working in a range of tourism, hospitality, entertainment and cultural venues. Provision of information and assistance is often face-to-face but may be by telephone or other remote mechanism. Customer service personnel working under supervision undertake this function, but the unit is also relevant to those working in operational roles where customer service may not be the main focus of work, e.g. animal handlers in a zoo or technicians in a theatre.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Access and update information.	1.1 Source and access ***information on facilities and services*** available within the organisation according to organisational systems.
	1.2 Incorporate information into day-to-day working activities to support quality of service and standards within the organisation.
	1.3 Share information with colleagues to support the efficiency and quality of service.
	1.4 Identify and use ***opportunities to update and maintain facility and service knowledge***.

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ELEMENT	PERFORMANCE CRITERIA
2 Provide information about services and facilities.	2.1 Proactively identify information and assistance needs of different customers, including those with special needs. 2.2 Provide accurate information in a clear, concise, courteous and culturally appropriate manner. 2.3 Where appropriate, assist or instruct visitors in the use of equipment and facilities or refer to relevant colleagues. 2.4 Consider health and safety requirements when providing information and assistance. 2.5 Promote internal products and services using appropriate customer service skills to contribute to the profitability of business.
3 Seek feedback on services.	3.1 Proactively seek ***feedback*** on services from visitors. 3.2 Observe visitor behaviour to inform future service developments and correctly follow procedures for any formal customer evaluation. 3.3 Provide information on visitor feedback to relevant colleagues.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- communication and interpersonal skills to interact in a friendly and courteous way with customers
- basic research skills to source information on a predictable range of customer requests
- literacy skills to understand, interpret and orally communicate venue information and promotional material.

The following knowledge must be assessed as part of this unit:

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REQUIRED SKILLS AND KNOWLEDGE

- sources of information on the organisation's services and facilities
- typical information systems used within the different types of venues open to the general public
- organisation facilities, services and procedures, including for those with special needs, such as parking, exhibits, show times, retail outlets and special events
- available sources of advice and referral
- safety and emergency procedures for visitors, colleagues and self
- sources of venue customers in the relevant industry context
- roles of different departments within different types of venues.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to access appropriate information on services and facilities
- ability to communicate information and assist visitors in a courteous and culturally appropriate manner
- demonstration of skills on multiple occasions or in response to multiple requests to reflect breadth of knowledge and ability to respond to different situations.

Context of and specific resources for assessment

Assessment must ensure:

- interaction with others in the provision of information to demonstrate the appropriate interpersonal skills
- use of current venue information.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate providing assistance

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	and information • case studies to assess ability to source a range of different types of information for different purposes • written and oral questioning or interview to test knowledge of the sources of information and the role of information systems within the venue • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Information on facilities and services may relate to:	• opening hours • access • pricing • ticket sales • cloaking • times of activities or events • direction or location of facilities • retail

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RANGE STATEMENT

- food and beverages
- facilities for those with special needs
- new activities, events or procedures
- operational changes
- promotional activities.

Opportunities to update and maintain facility and service knowledge may include reference to:

- staff noticeboards
- leaflets and brochures
- team meetings
- internal newsletters
- discussions with colleagues.

Feedback may be:

- formal, including surveys, interviews and structured questioning
- informal, including observation or casual discussion.

Unit Sector(s)

Sector Tourism

Competency field

Competency field Venue and Facility Operations

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SITXCOM001A Work with colleagues and customers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, interpersonal, communication and customer service skills and knowledge required to work in the service industries. This is a core unit underpinning all other units involving interaction with colleagues and customers.

Key required skills and knowledge for this role include meeting personal presentation standards, establishing rapport with customers, determining and addressing customer needs and expectations, dealing with complaints, working in teams and using appropriate communication techniques and mediums.

Application of the Unit

Application of the unit

This unit applies across the service industries to all job roles and levels and in particular to the full range of tourism and hospitality industry sectors and environments. It applies to those who deal directly with customers as well as back-of-house staff or those working in reception areas; in an office; and on tour or on site, such as food and beverage attendants, housekeeping attendants, porters and concierge staff, guides, front office personnel, tour coordinators, event coordinators and retail travel consultants.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Communicate with customers.	1.1 Conduct ***communication*** with ***customers and colleagues*** in a polite, professional and friendly manner.
	1.2 Use language and tone appropriate to a given situation in both written and spoken communication.
	1.3 Source relevant information about products and services and provide information clearly to customers.
	1.4 Use appropriate ***non-verbal communication*** in all situations.

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Observe and take into consideration non-verbal communication of colleagues and customers.
	1.6 Show sensitivity to ***cultural and social differences***.
	1.7 Use active listening and questioning to facilitate effective two-way communication.
	1.8 Select an appropriate ***medium of communication*** for the particular audience, purpose and situation, taking into consideration the characteristics of each medium and the relevant ***factors*** involved.
	1.9 Use communication medium correctly and according to standard ***protocols and organisation procedures***.
2 Maintain personal presentation standards.	2.1 Practise high standards of ***personal presentation*** according to organisation requirements, work location, impacts on different types of customers and specific requirements for particular work functions.
3 Provide service to colleagues and customers.	3.1 Identify colleague and customer needs and expectations correctly, including ***customers with special needs***, and provide appropriate products, services or information.
	3.2 Meet all reasonable colleague and customer needs and requests within acceptable organisation timeframes.
	3.3 Identify and take all opportunities to enhance service quality.
4 Respond to conflicts and customer complaints.	4.1 Identify potential and existing conflicts and seek solutions in conjunction with parties involved.
	4.2 Recognise customer dissatisfaction promptly and take action to resolve the situation according to individual level of responsibility and organisation procedures.
	4.3 Respond to ***customer complaints*** positively, sensitively and politely and in consultation with the customer.
	4.4 Refer escalated complaints to the appropriate person according to individual level of responsibility and organisation policy and procedures.
	4.5 Maintain a positive and cooperative manner at all times.

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ELEMENT	PERFORMANCE CRITERIA
5 Work in a team.	5.1 Demonstrate trust, support and respect towards team members in day-to-day work activities.
	5.2 Recognise and accommodate cultural differences within the team.
	5.3 Identify work-team goals jointly with colleagues and relevant others.
	5.4 Identify, prioritise and complete individual tasks within designated timeframes.
	5.5 Seek assistance from other team members, supervisors and managers when required.
	5.6 Offer assistance to colleagues when required to ensure designated work goals are met.
	5.7 Acknowledge and respond to feedback and information from other team members.
	5.8 Negotiate changes to individual responsibilities to meet reviewed work goals.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- communication skills in relation to listening, questioning and non-verbal communication
- basic written communication skills, including writing clear and concise messages, notes, emails and faxes
- basic literacy skills to read messages, notes, emails and faxes
- basic telephone skills
- identifying and responding to different cultural, language and special needs and expectations
- meeting personal presentation standards according to organisation requirements
- identifying and dealing with conflict situations, complaints and misunderstandings within scope of responsibility
- customer service skills, including meeting customer requirements, handling customer complaints and requests, developing rapport and promoting suitable products and services.

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REQUIRED SKILLS AND KNOWLEDGE

The following knowledge must be assessed as part of this unit:

- protocol and service rituals of the industry, sector and organisation
- ethics of professional hospitality and tourism behaviour
- characteristics, uses and conventions of different types of communication mediums
- teamwork principles.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to communicate effectively with customers and colleagues (including those with special needs) within a range of situations required for the relevant job role
- ability to work effectively in a team
- ability to respond effectively to a range of customer service situations
- understanding of communication and customer service and its importance in a tourism or hospitality context.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of communication skills through interaction with others
- project or work activities that allow the candidate to respond to multiple and varying customer service and communication situations relevant to the job role; for those undertaking generic pre-employment training, project activities must cover a range of industry contexts to allow for a broad range of vocational outcomes.

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Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate carrying out work tasks involving dealing with customers and colleagues
- role-plays about communication situations and dealing with complaints and misunderstandings
- review of simple messages written by the candidate for various situations
- questions about effective communication and personal presentation
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITXCOM002A Work in a socially diverse environment
- SITXCOM003A Deal with conflict situations.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work

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RANGE STATEMENT

environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Communication may be:	• verbal • written format, such as electronic (e.g. email) or hard copy (e.g. letter) • by telephone • in languages other than English, including Australian Indigenous languages • visual, such as sign language • via an interpreter.
Customers and colleagues may be:	• workmates and colleagues • external customers and clients • members of other tourism and hospitality industry sectors • individuals or groups, such as consultants and committees • government or other organisations • visitors • media.
Non-verbal communication may include:	• body language • dress and accessories • gestures and mannerisms • voice tonality and volume • use of space • culturally specific communication customs and practices.
Cultural and social differences may include:	• modes of greeting, farewelling and conversation • body language, including use of body gestures • formality of language.
Medium of communication may include:	• fax • email or other electronic communication • simple written messages, such as restaurant bookings or phone messages

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RANGE STATEMENT

	• face-to-face • telephone • two-way communication systems • standard forms and pro formas • assistive technology, e.g. telephone typewriter (TTY) • through interpreters.
Factors affecting the selection of appropriate medium may include:	• technical and operational features • access of the sender and receiver to necessary equipment • technical skills required to use the medium • required format • degree of formality required • urgency and timeframes.
Protocols and organisation procedures may include:	• modes of greeting and farewelling • addressing the person by name • timeframe for required response • style manual requirements • standard letters and pro formas.
Personal presentation may include:	• dress • hair and grooming • hands and nails • jewellery.
Customers with special needs may include:	• those with a disability • those with special cultural or language needs • unaccompanied children • parents with young children • pregnant women • aged people.
Customer complaints may relate to:	• problems with the service, such as delays or wrong orders • problems with the product • communication barriers or misunderstandings.

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Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Communication and Teamwork

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SITXCOM002A Work in a socially diverse environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to be culturally aware when serving customers and working with colleagues from diverse backgrounds. It requires the ability to communicate with people of different social and cultural backgrounds with respect and sensitivity and address cross-cultural misunderstandings.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit describes a fundamental communication skill for those working within the service industries and applies to the full range of industry sectors and environments. All personnel at all levels would apply this skill, but it does describe a basic operational level of communication of minimal complexity.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Communicate with customers and colleagues from diverse backgrounds.	1.1 Value customers and colleagues from different cultural groups and treat them with respect and sensitivity. 1.2 Take into consideration ***cultural differences*** in all verbal and non-verbal communication. 1.3 Make ***attempts to overcome language barriers*** by communicating through the use of gestures, sign language, or simple words in English or the other person's language. 1.4 Obtain assistance from colleagues, reference books or ***outside organisations*** when required.

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ELEMENT	PERFORMANCE CRITERIA
2 Address cross-cultural misunderstandings.	2.1 Identify issues that may cause conflict or misunderstanding in the workplace.
	2.2 Address difficulties with appropriate people and seek assistance from team leaders or others where required.
	2.3 Consider ***possible cultural differences*** when difficulties or misunderstandings occur.
	2.4 Make efforts to resolve misunderstandings, taking account of cultural considerations.
	2.5 Refer problems and unresolved issues to the appropriate team leader or supervisor for follow-up.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- literacy skills to read and understand any workplace equal employment opportunity (EEO) and anti-discrimination policies and plain English information documents produced by government information agencies
- basic communication skills to identify and attempt to resolve misunderstandings which may be due to cross-cultural issues.

The following knowledge must be assessed as part of this unit:

- principles that underpin cultural awareness
- overview of general characteristics and key aspects of the main social and cultural groups in Australian society, including Indigenous and non-Indigenous people, sufficient to aid cross-cultural understanding
- overview of general characteristics of various international tourist groups appropriate to sector and individual workplace to enable their identification
- basic knowledge of types of disability and implications for the workplace
- principles and basic knowledge of EEO and anti-discrimination legislation as they apply to individual employees, and any associated workplace policies.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- social and cultural understanding and sensitivity in responding to different types of customers and colleagues
- ability to identify and respond to the cultural context of the workplace
- ability to apply knowledge of different cultures and cultural characteristics appropriately when communicating with colleagues and customers
- ability to communicate effectively with customers and colleagues from a broad range of backgrounds and on different operational activities that are relevant to the particular organisation and job role.

Context of and specific resources for assessment

Assessment must ensure:

- ability to communicate with colleagues and customers in a culturally sensitive manner while undertaking operational activities within a commercially realistic environment
- access to EEO and anti-discrimination policies and any plain English information documents produced by government information agencies.

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to communicate with culturally diverse customers and colleagues. The following examples are appropriate for this unit:

- observation of the candidate interacting with colleagues and customers from diverse cultural and social backgrounds
- case studies or projects to consider particular conflict

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situations arising from diversity and to suggest appropriate means of resolving them
- questions about cultural values and differences and effective communication and problem-solving techniques
- written and oral questioning or interview to test knowledge of EEO and anti-discrimination legislative issues and workplace policies
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITXCCS002A Provide quality customer service
- SITXCOM001A Work with colleagues and customers
- SITXLAN1__A Conduct basic workplace oral communication in a language other than English.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Cultural differences may relate

- race
- language

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RANGE STATEMENT

to:	• special needs • disabilities • family structure • gender • age • sexual preference.
Attempts to overcome language barriers may include:	• meet, greet and farewell customers • give simple directions • give simple instructions • answer simple enquiries • prepare for, serve and assist customers • describe goods and services.
Outside organisations may include:	• interpreter services • diplomatic services • local cultural organisations • appropriate government agencies • educational institutions • disability advocacy groups.
Possible cultural differences and needs may include:	• language spoken • forms of address • levels of formality or informality • varied cultural interpretation of non-verbal behaviour • work ethics • personal grooming, including dress and hygiene habits • family and social obligations and status • observance of special religious, feasts or other celebratory days • customs, beliefs and values • product preferences.

Unit Sector(s)

Sector Cross-Sector

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Competency field

Competency field Communication and Teamwork

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SITXENV002A Implement and monitor environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to analyse environmentally sustainable work practices effectively. It requires the ability to analyse current work practices, seek information from key stakeholders and specialists, set improvement targets, implement improvements and monitor their effectiveness.

The unit is the second of three hierarchical service industry units that describe varying levels of participation in work practices that contribute to environmental sustainability. It is equivalent to GCSSUS02A from the Generic Guideline units for Sustainability.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit applies to the full range of industry sectors and environments.

It has particular application to the retail, sport and recreation, accommodation, tour operating and attractions sectors and to those tourism products and services that are delivered in environmentally sensitive areas and which promote environmentally sustainable messages. Many would be nature or ecotourism-based experiences.

The implementation and monitoring of environmentally sustainable work practices may apply to the whole enterprise, to a series of activities within an enterprise, or to one-off activities. They would normally be undertaken by unsupervised senior

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staff members who have significant responsibility in the workplace, owner-operators and managers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
1 Investigate current workplace practices in relation to resource usage.	1.1 Identify environmental regulations applying to the enterprise. 1.2 Evaluate procedures for assessing ***compliance*** with environmental regulations. 1.3 Collect information on environmental and resource-efficient systems and procedures, and share information with team members. 1.4 Measure and document current resource usage by members of the work group. 1.5 Analyse and document current ***purchasing strategies***. 1.6 Analyse current work processes to access information and data to assist in identifying areas for improvement. 1.7 Consult with colleagues and other stakeholders regarding issues of environmental sustainability, including environmental responsibilities and environmental impacts.
2 Set targets for resource usage improvements to sustainable work practices.	2.1 Seek and integrate input from ***stakeholders***, ***key personnel and specialists***. 2.2 Assess external sources of information and data as required to inform decisions on improvements. 2.3 Evaluate alternative solutions to workplace environmental issues and incorporate outcomes into workplace operations. 2.4 Set efficiency targets for resource usage. 2.5 Develop procedures to minimise or negate potential negative environmental impacts and maximise positive environmental impacts. 2.6 Seek a coordinated effort amongst stakeholders, key personnel and specialists to operate in an environmentally sustainable manner.
3 Implement performance improvement strategies.	3.1 Source ***techniques and tools*** to assist in achieving performance improvement targets. 3.2 Apply continuous improvement strategies to own work area of responsibility and communicate ideas and possible solutions to the work group and management.

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Integrate and implement ***environmental and resource efficiency improvement plans*** for own work group with those from other operational activities.
	3.4 Seek, and where appropriate act upon, ***suggestions*** and ideas about environmental and resource management from stakeholders.
	3.5 Implement costing strategies to determine value of environmental assets.
	3.6 Provide a role model for colleagues, customers and stakeholders in relation to environmentally sustainable operations.
4 Monitor performance and improvement strategies.	4.1 Document outcomes and communicate reports on performance improvement targets to key personnel and stakeholders.
	4.2 Evaluate strategies to identify required modifications and inform further performance improvement strategies.
	4.3 Set new targets and investigate and apply new tools and strategies.
	4.4 Promote successful strategies and where possible reward participants.
	4.5 Monitor and accurately record workplace practices that have been established to improve the environmental sustainability of enterprise operations.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- high-level communication skills to consult with colleagues and stakeholders on issues of environmental responsibility and to ensure information is supplied to work group
- literacy and numeracy skills to use information-collection techniques, record and monitor activities within an environmentally sustainable framework, and read and interpret complex documents that relate to environmental and energy efficiency requirements

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REQUIRED SKILLS AND KNOWLEDGE

- technology skills, including the ability to operate and shut down equipment
- ability to recognise and implement environmental and energy efficiency management policies and procedures relevant to own work area
- change management skills
- critical thinking skills to allow for rational and logical analysis of problems in order to devise solutions and reflect on approaches taken
- ability to relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities.

The following knowledge must be assessed as part of this unit:

- broad working knowledge of legislation and regulations imposed by relevant land management agencies and federal, state or territory, and local governments and their relevance to the particular industry sector and workplace
- how to access industry codes of practice, standards and accreditation scheme requirements, and working knowledge of their contents and organisational compliance requirements
- relevant environmental and energy efficiency systems and procedures
- best practice approaches relevant to own area of responsibility
- quality assurance systems relevant to own work area
- supply chain procedures
- strategies to maximise opportunities and minimise impacts relevant to own work area
- relevant knowledge of environmental and resource efficiency issues specific to industry practices
- general awareness of global environmental issues and environmental ethics
- broad awareness of the environmental and social impacts relevant to particular industry sector and workplace
- thorough knowledge of minimal impact techniques and procedures in relation to areas of operation, including:
  - waste disposal
  - energy use
  - resource use.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- project or work activities that show candidate's ability to analyse environmentally sustainable work practices, set improvement targets, implement improvements and monitor their effectiveness
- knowledge of external benchmarks and how these can be applied to the workplace to improve environmental sustainability
- knowledge of how to access information on the current range of legislation, regulations and industry codes and ability to interpret the requirements clearly as they relate to the business operation
- knowledge of general environmental impacts and issues associated with service industry operations, minimal impact techniques and procedures and their application within the workplace
- project or work activities conducted over a commercially realistic period of time so that the analysis, implementation and monitoring aspects of this unit can be assessed.

Context of and specific resources for assessment

Assessment must ensure:

- access to a service industry operation for which environmentally sustainable practices can be implemented and monitored ***or***
- access to comprehensive and sufficient information about that operation to allow the candidate to participate fully and actively in implementing and monitoring environmental practices
- access to current regulatory documents distributed by key federal, state or territory, and local government agencies, such as plain English legislative publications
- access to industry codes, standards and accreditation scheme documentation that outline environmental sustainability compliance issues
- involvement of key people so that consultative actions can be implemented.

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to implement and monitor environmentally sustainable work practices.

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EVIDENCE GUIDE

The following examples are appropriate for this unit:

- review of reports prepared by the candidate analysing current workplace practices and resource usage, with work plans outlining plans for improved practices inclusive of documented benchmarks
- evaluation of procedures developed by the candidate on minimising or negating negative impacts on the environment
- direct observation of the candidate conducting consultation and workplace monitoring activity
- review of planning and operational activities undertaken as part of a workplace program aimed at improving environmentally sustainable work practices
- project or case study to analyse appropriate minimal impact approaches and other measures that work toward improving environmental sustainability
- written and oral questioning or interview to assess knowledge of such things as environmental regulatory requirements, contents of industry codes of conduct, relevant environmental issues, and minimal impact techniques and procedures
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITTPPD004A Plan and implement minimal impact operations
- SITTPPD006B Plan and develop ecologically sustainable tourism operations.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Compliance may include:	• meeting relevant federal, state or territory, and local government laws, by-laws and regulations • meeting requirements of industry codes of conduct to which the organisation subscribes • meeting requirements of industry accreditation schemes to which the organisation subscribes.
Purchasing strategies may include:	• influencing suppliers to incorporate practices that support the principles and outcomes of sustainability.

Stakeholders, ***key personnel and specialists*** may include:	• individuals and groups both inside and outside the organisation that have some direct interest in the enterprise's conduct, actions, products and services, including:
	  • employees at all levels of organisation
	  • customers
	  • suppliers
	  • other organisations
	  • specialists outside the organisation with particular technical expertise.

Techniques and tools may include:	• examination of invoices from suppliers • measurements made under different conditions relating to environmental impacts of workplace operations • examination of relevant information and data, such as that relating to energy and resource use.
Environmental and resource	• addressing environmental and resource sustainability

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RANGE STATEMENT

efficiency improvement plans may include:	initiatives, such as environment management systems, action plans, surveys and audits
	• reference to standards, guidelines and approaches such as:
	  • ISO 14001 Environment Management System
	  • life cycle analyses
	  • global reporting initiative
	  • ecological footprinting
	  • triple bottom line reporting
	  • product stewardship
	• determining enterprise's most appropriate waste treatment, including waste to landfill, recycling, reuse and wastewater treatment.
	• applying the waste management hierarchy in the workplace
	• initiating or maintaining appropriate enterprise procedures for operational energy consumption, including stationary and non-stationary (transport) energy.

Suggestions may include ideas that help to:	• prevent and minimise risks and maximise opportunities, such as use of solar energy where appropriate • reduce emissions of greenhouse gases • reduce use of non-renewable resources • make more efficient use of energy • maximise opportunities to reuse and recycle materials • identify strategies to offset or mitigate environmental impacts, such as purchasing carbon credits • express purchasing power through the selection of suppliers with improved environmental performance, such as purchasing renewable energy • eliminate the use of hazardous and toxic materials.

Unit Sector(s)

Sector Cross-Sector

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Competency field

Competency field Environmental Sustainability

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SITXEVT005A Organise in-house events or functions

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to organise in-house events or functions from the perspective of an individual working within a commercial venue. The skills required by independent event organisers are covered in other Events units.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit has particular relevance in the cultural, hospitality, sporting and tourism sectors to individuals working in venues with a responsibility for the internal coordination of events. This role requires a combination of sales, service and organisational skills, underpinned by sound knowledge of event management processes and procedures. Those undertaking this function work autonomously, but within a framework of organisational systems and procedures and with some limited guidance from others.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Establish and confirm event requirements.	1.1 Liaise with client to establish **specific event operational requirements**.
	1.2 Provide costings to client in line with organisation procedures and profitability requirements.
	1.3 Develop **options and ideas** in consultation with colleagues and suppliers to assist client with event planning.
	1.4 Identify and pursue **additional sales opportunities** through effective communication with client.
	1.5 Negotiate and agree upon final event details, with confirmation in writing provided to client, including financial and other conditions.
	1.6 Prepare, maintain and issue relevant **event documentation** to clients and suppliers.
2 Coordinate in-house event services.	2.1 Liaise with appropriate colleagues and suppliers to facilitate effective planning of event services.
	2.2 Identify and organise appropriate **internal and external resource requirements**.
	2.3 Research relevant information about new or previously unused services for incorporation into current and future events.
	2.4 Identify and consider possible **event impacts** and take appropriate action to address these impacts.
	2.5 Prepare, update and distribute event documentation to clients, relevant colleagues and suppliers according to organisation procedures.
	2.6 Prepare and organise relevant **event briefings** in a

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	timely fashion.
3 Monitor and evaluate in-house services.	3.1 Monitor event set-up and operation according to service agreements and relevant safety requirements.
	3.2 Promptly identify **operational problems** and take appropriate action to resolve.
	3.3 Obtain feedback from clients, colleagues and suppliers and use or share this information for future event organisation.
	3.4 Finalise **post-event administrative requirements** accurately and promptly.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

organisational skills to coordinate a complete event within a framework of existing venue procedures and systems

problem-solving skills to anticipate and respond to a range of event planning and operational issues

communication and interpersonal skills to establish and conduct positive business relationships with internal and external clients

literacy skills to develop and interpret a range of event documentation

numeracy skills to estimate and calculate costs of different services and products.

The following knowledge must be assessed as part of this unit:

general characteristics of different types of events and event clients for different styles of venue

role of different venue personnel in the event management process, including the relationships of different venue personnel to clients

understanding of event costings and venue profitability requirements

range and general features of typical internal and external services required for different

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types of events, including:

catering

technical

use of space or different layouts

security

entertainment

display and decoration

current industry practice in relation to use of different services and technologies

typical event coordination procedures and systems within a commercial venue

types of problems that commonly occur during event planning and operations

purposes and features of various types of documentation used to control the event management process within a venue

safety legislation and requirements that impact on event set-up and operation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: ability to coordinate the complete event organisation process and ensure services meet agreed requirements accuracy in presentation of event information and the ability to tailor venue services to meet client needs knowledge of the types and range of event services that may be required by different clients demonstration of skills through the organisation of more than one event presence of typical workplace time constraints for the completion of tasks.

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Context of and specific resources for assessment

Assessment must ensure:

access to and demonstration of skills within a suitable venue for the operation of an event

project or work activities conducted over a period of time so that the candidate is able to coordinate the complete event organisation process

access to industry-current technology used in the event organisation process

use of industry-current event documentation.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

review of actual event documentation and reports prepared by the candidate

evaluation of an event organised by the candidate, including documentation and operational efficiency and cohesiveness

evaluation of reports prepared by the candidate detailing the way in which a particular event was organised and highlighting key issues and challenges in the event organisation process

written and oral questioning or interview to test knowledge of event coordination procedures and materials

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors.

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How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Specific event operational requirements may relate to:	catering technical equipment overall format and style access bump-in and bump-out security timing.
Options and ideas may relate to:	different approaches to use of space refining or adjusting catering options ideas about technical requirements possible use of other suppliers.
Additional sales opportunities may include:	extra services upgraded services.
Event documentation may include:	access and security details

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	booking conditions confirmations financial documents, including invoices and receipts running sheets service vouchers information packs.
Internal and external resource requirements may include:	entertainment equipment furniture catering security display or decoration other specialist services, such as interpreters.
Event impacts may relate to:	access crowds noise security staffing requirements.
Event briefings may be verbal or written and may be for:	internal staff external suppliers participants staff in client organisation.
Operational problems may relate to:	failure to provide agreed services deficit in quality of services being provided non-performance of internal or external suppliers technical malfunctions

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	last minute changes in client requirements unforeseen incidents or circumstances.
Post-event administrative requirements may include:	finalising accounts collating event feedback.

Unit Sector(s)

Cross-Sector

Competency field

Event Management

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SITXFIN006A Obtain and manage sponsorship

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to obtain and manage sponsorship for an activity, event or other organisational activity.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit applies in any industry context where sponsorship is sought to support business or community activity. Sponsorship may relate to a one-off activity, such as an event, or to ongoing operations, such as sponsorship of a particular service.

The unit has particular relevance in the cultural, community, hospitality, sporting and tourism sectors. It requires sound knowledge of sponsorship opportunities and protocols in a given industry context, as well as a range of advanced communication, negotiation and management skills. This role is undertaken by individuals working autonomously, in consultation with colleagues and sometimes under the overall guidance of event organising committees.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine sponsorship requirements and opportunities.	1.1 Identify sponsorship requirements in consultation with ***appropriate colleagues***.
	1.2 Develop targets for sponsorship based on financial parameters of the activity.
	1.3 Identify ***items***, ***activities or projects to be sponsored*** based on potential sponsor appeal and the needs of the organisation.
	1.4 Identify ***potential sponsors*** according to nature of the activity and previous approaches.

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ELEMENT	PERFORMANCE CRITERIA
2 Source sponsorship.	2.1 Develop ***sponsorship materials*** in a clear, concise and professional format to include a full breakdown of costs and benefits and other relevant sponsor information. 2.2 Distribute and present sponsorship materials according to agreed targets and after appropriate approvals. 2.3 Undertake follow-up promotion and negotiation with potential sponsors. 2.4 Discuss and negotiate additional opportunities with the sponsor where appropriate. 2.5 Make written contracts or agreements with the sponsor to include full details of commitments made by both parties.
3 Service sponsors.	3.1 Brief colleagues on details of sponsorship arrangements. 3.2 Organise activities according to sponsorship agreement ensuring all agreements made are honoured. 3.3 Monitor and evaluate activities and make adjustments accordingly. 3.4 Provide and request feedback to and from the sponsor. 3.5 Identify and action opportunities to enhance value of involvement for sponsors and benefits for the organisation. 3.6 Maintain and distribute accurate and current ***sponsorship documentation*** throughout the process. 3.7 Liaise and follow up with sponsor in a timely fashion, initiating future cooperative approaches where appropriate.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

The following skills must be assessed as part of this unit:

- literacy skills to develop sponsorship materials and agreements expressing complex business ideas and proposals
- numeracy skills to evaluate budgets and interrogate or use a range of financial data to inform sponsorship activities
- negotiation and communication skills to undertake sponsor liaison and management.

The following knowledge must be assessed as part of this unit:

- sponsorship protocols in relation to making contact, nature of proposals, involvement of sponsor in activities and reporting expectations
- features and formats for sponsorship proposals and packages in the relevant industry context
- features of sponsorship contracts and agreements
- potential sponsorship contacts and sources of finance in the relevant industry context.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of clear, concise and professional sponsorship proposals • comprehensive knowledge of practices and protocols in relation to accessing sponsorship opportunities • application of effective communication and negotiation skills in the context of sponsorship management • demonstration of skills by obtaining and managing sponsorship for at least one activity, project or event.
Context of and specific resources for assessment	Assessment must ensure: • adequate timeframes for the activity so that implementation, monitoring and follow-up activities

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	can be assessed • involvement of potential and actual sponsors to allow the communication and negotiation aspect of obtaining and managing sponsorship to be assessed • use of current technology to design effective sponsorship proposals.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • project to initiate and manage sponsorship activities • case studies to assess knowledge of sponsorship practices and protocols for a range of activities and events • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

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RANGE STATEMENT

Appropriate colleagues may include:

- management
- event organisers
- customers
- management committees
- funding bodies.

Items, activities or projects to be sponsored may include:

- overall event or activity sponsorship
- physical items, such as satchels
- meals
- travel
- permanent or temporary exhibitions
- entertainment
- sporting components
- speaker sessions
- social events
- ongoing organisation activities, such as an annual publication
- one-off promotional activities or projects.

Potential sponsors may include:

- individuals
- private companies
- government agencies
- industry organisations or professional associations
- educational institutions
- community organisations
- investors
- existing sponsors.

Sponsorship materials may include:

- electronic presentations
- printed promotional material.

Sponsorship documentation may include:

- financial records
- activity reports or schedules
- attendance figures
- feedback documentation
- contracts.

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Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Finance

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SITXHRM003A Roster staff

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to develop, administer and communicate staff rosters.

Application of the Unit

Application of the unit This unit applies to individuals responsible for the development of staff rosters in a tourism or hospitality context, in situations involving potentially large numbers of staff working across a range of different service periods, i.e. in more than a small office environment. Constraints around award provisions, other industrial agreements and wage budgets are a feature of rostering at this level.

Depending on the sector or specific organisation, this role may be carried out by dedicated specialist staff or by operational supervisors and managers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop staff rosters.	1.1 Develop ***rosters*** according to relevant ***award provisions***, ***organisation agreements*** and wage budgets.
	1.2 Maximise ***operational efficiency and customer service levels*** while minimising wage costs in roster development.
	1.3 Combine duties where appropriate to ensure effective use of staff.
	1.4 Use the available skills base appropriately to roster the most effective mix of staff and to meet different operational requirements and constraints.

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Take account of ***cultural considerations*** and ***broader organisational policies*** that affect staff rosters.
	1.6 Consult with colleagues to ensure appropriate input to rosters.
2 Present and communicate rosters.	2.1 Present rosters in required formats to ensure clarity of information according to organisation standards.
	2.2 Communicate rosters to appropriate colleagues within designated timeframes.
3 Maintain staff records.	3.1 Complete time sheets and other documentation accurately and within designated timelines.
	3.2 Update staff records and maintain or store them according to organisation procedures.
4 Evaluate rosters.	4.1 Monitor the effectiveness of rosters in consultation with colleagues.
	4.2 Identify ways in which rosters and roster development processes may be improved and take appropriate action.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- organisational skills to plan rosters to meet operational needs
- literacy skills to develop potentially complex roster documentation
- communication skills to consult with colleagues, ask questions and confirm requirements, and listen, understand and interpret verbal and non-verbal messages
- numeracy skills to undertake planning activities involving dates, times and staff ratios.

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REQUIRED SKILLS AND KNOWLEDGE

The following knowledge must be assessed as part of this unit:

- role of rosters and their importance in controlling staff costs
- factors to be considered when developing rosters, including legal or industrial provisions in the relevant work context
- formats for the presentation of staff rosters and details to be included
- overview of software programs and other technology available for roster design
- in-depth knowledge of operational area for which roster is being developed.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- knowledge and understanding of the factors and issues affecting staff rostering
- familiarity with typical formats for rosters and key information to be included
- ability to prepare staff rosters that meet wage budgets and provide a level of staffing sufficient to ensure the delivery of high quality customer service
- project or work activities that allow the candidate to prepare rosters for a workplace and to evaluate their cost efficiency and operational effectiveness against nominated standards project or work activities conducted over an operationally realistic period of time so that the planning, evaluation and monitoring aspects of rostering staff can be assessed
- preparation of multiple rosters for multiple periods to meet the staffing requirements of more than one operational situation.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of skills in a fully operational situation (project or permanent working environment), including

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	a team of people for whom rosters can be developed • use of industry-current rostering technology and systems.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of the staffing costs and service levels in a workplace or at an event for which the candidate has prepared rosters • case studies to develop rosters for typical industry working periods and different operational situations • oral or written questions to assess knowledge of specific factors affecting the design of rosters • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

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RANGE STATEMENT

Rosters may be for:	• individual department • whole organisation • specific project.
Award provisions and organisation agreements may affect rostering in relation to a range of issues, including:	• number of hours worked in a given shift • overall number of hours allocated to different staff members • breaks between shifts • nature of duties allocated • use of permanent or casual staff.
Operational efficiency and customer service levels may be affected by:	• numbers of staff • type of staff • balance of skills required • demands of different service styles or periods.
Cultural considerations may relate to:	• types of work to be undertaken by individuals • dates of cultural or religious festivals • family considerations • mixing of people from different cultures.
Broader organisational policies may relate to:	• compassionate leave • maternity or paternity leave • family-friendly workplace initiatives.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Human Resource Management

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Competency field Human Resource Management

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SITXMPR001A Coordinate production of brochures and marketing materials

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate the development of brochures and other marketing materials. It requires the ability to source information to be included; obtain production quotations; develop or outsource copy; and design, check and approve final content.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit describes a complex sales and marketing skill for those working within the service industries and applies to the full range of industry sectors and environments.

Brochures and marketing materials can be devised to promote any product, service or event; a group of products being cooperatively marketed; or even a whole city, region or tourist precinct.

This unit does not include all the skills of a professional graphic designer or copywriter. Rather it reflects the more general skills needed by a large range of service industry personnel involved in sales and marketing activities.

Frontline sales and marketing personnel who operate with some level of autonomy or under limited supervision and guidance from others would be responsible for coordinating the production of brochures and marketing materials. Managers and owner-operators of small businesses would also undertake this activity.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
1 Plan the production of brochures and marketing materials.	1.1 Plan for the production of ***brochures and marketing materials*** according to organisation objectives, marketing focus and other issues that impact on the production process. 1.2 ***Consider factors*** in the planning of brochures. 1.3 Create detailed action plans for the production process, including timelines, responsibilities and budget.
2 Produce information for inclusion.	2.1 Produce or obtain from the appropriate source accurate and complete ***information for inclusion***. 2.2 Present information in a clear and easily understood format. 2.3 Present information in a culturally appropriate way.
3 Obtain quotations for artwork and printing as appropriate.	3.1 Provide ***accurate and complete specifications*** to quoting organisations within appropriate timeframe. 3.2 Obtain comprehensive quotations with full details of potential variations to cost and conditions that may apply.
4 Develop final copy for brochures and marketing materials.	4.1 Develop copy using basic creative writing techniques or outsource to sell the products presented. 4.2 Produce copy that provides accurate practical and operational details. 4.3 Present all costs accurately with notes about conditions that may apply. 4.4 Present general conditions clearly and accurately according to organisation policy. 4.5 Check all copy for accuracy prior to submission to internal or external art house or printers.
5 Coordinate the print production of brochures and marketing materials.	5.1 Liaise with production house or responsible staff members in a manner that permits accurate monitoring of production schedule. 5.2 Check and correct all production work as required. 5.3 Re-check and gain approval of appropriate authority only

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ELEMENT	PERFORMANCE CRITERIA
	when totally accurate.
	5.4 Approve artwork according to organisation guidelines prior to commencement of printing.
	5.5 Obtain and deliver brochures and marketing materials on schedule and establish contingency plans to allow for situations where timelines may be exceeded.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- high-level literacy skills to create copy or check quality of outsourced copy, to interpret quotations and conditions and to proofread all contents of draft materials
- high-level verbal and written communication skills to explain complex requirements and specifications
- high-level numeracy skills to calculate costs and quantities of materials to be produced, sizing of layouts and components, and total size of final materials.

The following knowledge must be assessed as part of this unit:

- in-depth understanding of the objectives of the material and knowledge of the market for which material is required
- general awareness of potential of material for use on websites
- print production processes and terminology, including copy, film, artwork, 2-colour process, 4-colour process, final art, proofreading, bromide, print-ready, PDF file, author's corrections and transparencies
- printing and industry conventions in relation to placement of information, page numbering and copyright information
- quality indicators in brochure production, including readability, photographic quality, effective use of colour and spacing requirements
- current production technology
- creative writing techniques used for the content of brochures and other marketing materials
- procedures and requirements for preparation and proofing of material
- broad understanding of copyright laws and restrictions that apply to the inclusion of certain materials and content within brochures and other marketing materials

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REQUIRED SKILLS AND KNOWLEDGE

- procedures for copyright clearance of restricted materials.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • coordination of all elements of development and production process for brochures and marketing material • ability to produce materials that meet stated objectives, provide current and accurate information and are free of errors • knowledge and understanding of current production processes and terminology and copyright restrictions • production of brochures and marketing materials within typical workplace time constraints that meet determined deadlines.
Context of and specific resources for assessment	Assessment must ensure: • that the candidate has accessed a fully equipped office environment using appropriate computers, printers, communication technology, information and software programs to facilitate the processes involved in coordinating the production of brochures and marketing materials • access to an operation for which brochures and marketing materials would be developed, or access to comprehensive and sufficient information about that operation to allow the candidate to fully coordinate the production of actual brochures and marketing materials to meet a specified market need for a commercially realistic operation • access to technology and materials for the production of brochures and marketing materials

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EVIDENCE GUIDE

- interaction with suppliers such as graphic designers, print production organisations and copywriters.

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to coordinate the production of brochures and marketing materials. The following examples are appropriate for this unit:

- evaluation of brochures or other marketing materials produced by the candidate
- written and oral questioning or interview to test knowledge of brochure coordination and production processes, copyright laws and clearance procedures
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITXMGT006A Establish and conduct business relationships
- SITXMPR004A Coordinate marketing activities.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the

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RANGE STATEMENT

performance criteria is detailed below.

Brochures and marketing materials may include:	• product brochures • destinational guides • promotional flyers and leaflets • conference programs and registration forms • event prospectus • display materials • product support manuals • advertising materials • direct mail pieces • invitations.
Factors that must be considered in the planning of brochures are:	• objectives of the material • market for which material is required • review of competitive materials • style and size of material • accessibility issues, such as the need to provide materials in alternative formats • time parameters • available budget • in-house production capabilities • internal and external distribution considerations • availability of required information • legal requirements or restrictions.
Information for inclusion may be:	• supplier information • photos • maps • tariff details • special offers or incentives • advertisements • sponsor messages • logos.
Accurate and complete specifications must include:	• size • number of colours • type of paper

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RANGE STATEMENT

- number of photographs
- layout and style of text
- total number required
- conditions of contract
- production and delivery deadlines.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Marketing and Public Relations

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SITXOHS002A Follow workplace hygiene procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to apply good hygiene practices within a range of service industry operations. It requires the ability to follow predetermined procedures, identify and control simple hazards and take particular hygiene measures to ensure the non-contamination of food and other items that might put customers, colleagues and self at a health risk.

This unit is one of three hierarchical units describing varying levels of participation in food safety processes:

- SITXOHS002A Follow workplace hygiene procedures
- SITXFSA001A Implement food safety procedures
- SITXFSA002A Develop and implement a food safety program.

Food safety is nationally legislated by the Food Standards Australia New Zealand Act 1991 which provides for the operation of a statutory authority known as Food Standards Australia New Zealand. The Australia New Zealand Food Standards Code (the Code) developed by this authority contains an individual standard for food safety practices. A large component of that standard deals with the health and hygiene of food handlers. This unit of competency complies with the legislative requirements for food safety and hygiene practices as outlined in the Code.

The legislative requirement for a business to comply with the national standard for food safety practices, along with training and certification requirements, differs between state and territory governments.

In some cases food handlers, especially designated food safety supervisors, may be required to formally achieve competence in hygiene practices through a registered training organisation that may use this unit as the basis for their training.

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Application of the Unit

Application of the unit

Personal hygiene practices underpin a range of service industry activities. They are particularly important within a food safety regime, but can also apply to housekeeping activities and anywhere where poor hygiene could provide a contamination risk. Poor hygiene practices can risk the health of customers, colleagues and self.

For the purposes of food safety, this unit only has application to hospitality, commercial catering and retail venues where food is stored, prepared, displayed and served. It will apply to any venue that operates a permanent or temporary kitchen or smaller food preparation area, such as restaurants, cafes, clubs, hotels, attractions, events and conference venues, fast food restaurants, retail food outlets such as sandwich shops and food court outlets. It would apply to tour operators involved in the preparation and service of food at temporary sites.

Other industries will need to access industry-specific food safety units of competency.

This unit applies to frontline operational personnel who work under close supervision and guidance from others during the normal course of their daily activities. They would be required to apply little discretion and judgement because they operate within predefined organisational hygiene procedures. Personal hygiene practices apply to all personnel operating at all levels within the service industries, such as kitchen hands, cooks, chefs, catering staff, food and beverage attendants, housekeeping and, laundry staff, sandwich hands, cafe and fast food outlet cooking crew and sales people and owner-operators of small business catering operations or retail food outlets.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Follow hygiene procedures and identify hygiene hazards.	1.1 Access and follow ***hygiene procedures and policies*** correctly and consistently according to organisation and legal requirements to ensure health and safety of customers and colleagues. 1.2 Identify and report ***poor organisation practices*** that are inconsistent with hygiene procedures. 1.3 Identify ***hygiene hazards*** that may affect the health and safety of customers, colleagues and self. 1.4 Take action to remove or minimise the hazards within scope of individual responsibility and according to

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ELEMENT	PERFORMANCE CRITERIA
	organisation and legal requirements.
	1.5 Promptly report hygiene hazards to appropriate person for follow up where control of hazard is beyond the scope of individual responsibility.
2 Report any personal health issues.	2.1 Report any personal ***health issues*** that are likely to cause a hygiene risk.
	2.2 Report incidents of food contamination that have resulted from the personal health issue.
	2.3 Do not participate in food handling activities where there is a risk of food contamination as a result of the health issue.
3 Prevent food and ***other item*** contamination.	3.1 Maintain clean clothes, wear required personal protective clothing and only use organisation-approved bandages and dressings to prevent contamination to food.
	3.2 Ensure that no clothing or ***other items worn*** contaminate food.
	3.3 Prevent unnecessary direct contact with ready to eat food.
	3.4 Do not allow food to become contaminated with any body fluids or tobacco product from sneezing, coughing, blowing nose, spitting, smoking or eating over food or food preparation surfaces.
	3.5 Maintain the use of clean materials and clothes and safe and hygienic practices to ensure that no ***cross-contamination of other items in the workplace occurs***.
4 Prevent cross-contamination by washing hands.	4.1 ***Wash hands at appropriate times*** and follow hand washing procedures correctly and consistently according to organisation and legal requirements.
	4.2 Wash hands using ***appropriate facilities***.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- communication skills to verbally report hygiene hazards and poor organisation practice
- literacy skills to read and interpret relevant organisation policies, procedures and diagrams that identify good hygiene practices.

The following knowledge must be assessed as part of this unit:

- very basic understanding of federal, and state or territory food safety legislative compliance requirements, contents of national codes and standards that underpin regulatory requirements, and local government food safety regulations
- working knowledge of organisation personal hygiene policies and procedures
- ramifications of failure to observe hygiene policies and procedures
- broad understanding of the general hazards in handling food, linen, laundry and garbage, including major causes of contamination and cross-infection
- sources and effects of microbiological contamination of food and other items that would require protection in the industry sector and business
- basic understanding of the choice and application of cleaning and sanitising equipment and materials.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to access and interpret hygiene procedures and consistently apply these during day-to-day activities • understanding of the importance of following hygiene procedures and of the potential implications of disregarding those procedures • project or work activities that show the candidate's ability to apply good hygiene practices on multiple

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EVIDENCE GUIDE

occasions in a range of different operational circumstances to ensure consistency in the application of hygiene procedures.

Context of and specific resources for assessment

Assessment must ensure:

- access to current regulatory documents distributed by key federal, state or territory, and local government agencies such as plain English legislative publications, codes and standards outlining food safety requirements
- access to hygiene policies and procedures
- project or work activities that show candidates' ability to apply good hygiene practices within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes
- use of real products, materials and equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate carrying out work tasks that involve following hygiene procedures
- oral and written questions about hygiene principles and practices, policies and procedures
- oral or written questions to assess knowledge of food hygiene legislative requirements
- case studies to assess ability to react to a range of incidents where hygiene hazards exist
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITHACS005A Prepare rooms for guests
- SITHACS007A Launder linen and guest clothes
- SITXFSA001A Implement food safety procedures.

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EVIDENCE GUIDE

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Hygiene procedures may relate to:

- personal hygiene
- safe and hygienic handling of food and beverages
- regular hand washing
- correct food storage
- suitable dress and personal protective equipment and clothing
- avoidance of cross-contamination
- hygienic cleaning practices to avoid cross-contamination
- use of cleaning equipment, clothes and materials to avoid cross-contamination
- safe handling and disposal of linen and laundry
- appropriate handling and disposal of garbage
- cleaning and sanitising
- procedures documented in the organisation food safety program
- procedures covered by staff training programs
- procedures required by the national food safety code.

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RANGE STATEMENT

Poor organisation practices may include:

- poor personal hygiene practices
- poor food handling practices that may result in the contamination of food
- poor cleaning practices that may result in cross-contamination of food and other items
- practices inconsistent with the organisation's food safety program
- outdated practices not in keeping with current organisation activities.

Hygiene hazards may include:

- contaminated food
- vermin
- airborne dust
- items such as linen, tea towels and towels that may be contaminated with human waste, such as blood and body secretions
- dirty equipment and utensils
- contaminated garbage
- use of practices not in keeping with current organisation activities
- colleagues without appropriate training or understanding of good hygiene practices, policies and procedures
- equipment not working correctly, such as fridge and temperature probes.

Health issues may relate to:

- food-borne diseases
- airborne diseases
- infectious diseases.

Other items worn may include:

- hair accessories
- jewellery
- watches
- bandages.

Cross-contamination of other items in the workplace may involve:

- infected linen
- items such as linen, tea towels and towels that may be contaminated with human waste, such as blood and body secretions

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RANGE STATEMENT

- dirty equipment and utensils
- spreading bacteria from bathroom or bedroom areas to kitchen areas in an accommodation facility.

Washing hands at appropriate times might include:

- immediately before working with food
- immediately after handling raw food
- before commencing or recommencing work with food
- immediately after using the toilet
- immediately after smoking, coughing, sneezing, blowing the nose, eating, drinking, and touching the hair, scalp or any wound.

Appropriate facilities for hand washing may include:

- warm running water
- soap
- single use towels
- designated hand washing sink.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Occupational Health and Safety

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TAEASS401A Plan assessment activities and processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It also includes the development of simple assessment instruments.

Application of the Unit

Application of the unit	This unit typically applies to assessors and workplace supervisors with assessment planning responsibilities; and trainers or other assessors responsible for planning assessment, including RPL. The unit is suitable for those with an existing assessment strategy which documents the overall framework for assessment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine assessment approach	1.1. Identify candidate and confirm ***purposes and context of assessment*/*RPL*** with relevant people according to ***legal*, *organisational and ethical requirements***
	1.2. Identify and access ***benchmarks for assessment*/*RPL*** and any specific assessment guidelines
2. Prepare the assessment plan	2.1. Determine evidence and ***types of evidence*** needed to demonstrate competence, according to the ***rules of evidence***
	2.2. Select ***assessment methods*** which will support the collection of defined evidence, taking into account the context in which the assessment will take place
	2.3. Document all aspects of the ***assessment plan*** and confirm with relevant personnel
3. Develop assessment instruments	3.1. Develop ***simple assessment instruments*** to meet target group needs
	3.2. Analyse ***available assessment instruments*** for their suitability for use and modify as required
	3.3. ***Map assessment*** instruments against unit or course requirements
	3.4. Write clear instructions for candidate about the use of the instruments

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ELEMENT	PERFORMANCE CRITERIA
	3.5. Trial draft assessment instruments to validate content and applicability, and record outcomes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• cognitive interpretation skills to:
  • interpret competency standards and other assessment documentation, including material relating to reasonable adjustment
  • identify opportunities for integrated competency assessment
  • contextualise competency standards to the operating assessment environment, including RPL
  • consider access and equity needs of diverse candidates
• technology skills to use appropriate equipment and software to communicate effectively with others
• research and evaluation skills to:
  • obtain competency standards, assessment tools and other relevant assessment resources
  • research candidate characteristics and any reasonable adjustment needs
  • evaluate feedback, and determine and implement improvements to processes
• literacy skills to read and interpret relevant information to design and facilitate assessment and recognition processes
• communication skills to discuss assessment, including RPL processes with clients and other assessors
• interpersonal skills to:
  • demonstrate sensitivity to access and equity considerations and candidate diversity
  • promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment processes

Required knowledge

• ethical and legal requirements of an assessor
• competency-based assessment, including:
  • work-focused
  • criterion-referenced

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REQUIRED SKILLS AND KNOWLEDGE
• standards-based • evidence-based • different purposes of assessment and different assessment contexts, including RPL • how to read and interpret the identified competency standards as the benchmarks for assessment • how to contextualise competency standards within relevant guidelines • four principles of assessment and how they guide the assessment process • purpose and features of evidence, and different types of evidence used in competency-based assessments, including RPL • rules of evidence and how they guide evidence collection • different types of assessment methods, including suitability for collecting various types of evidence • assessment tools and their purpose; different types of tools; relevance of different tools for specific evidence-gathering opportunities

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• plan and organise the assessment process on a minimum of two occasions
	• collect evidence that demonstrates:
	  • documented assessment plans
	  • having covered a range of assessment events
	  • catering for a number of candidates
	  • different competency standards or accredited curricula
	  • an RPL assessment
	  • contextualisation of competency standards and the

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EVIDENCE GUIDE	
	selected assessment tools, where required • incorporation of reasonable adjustment strategies • development of simple assessment instruments for use in the process • organisational arrangements.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Purposes of assessment*/ *RPL may include:	• recognising current existing competence of candidates • determining if competence has been achieved following learning • establishing candidate progress towards achievement of competence • determining language, literacy and numeracy needs of candidates • certifying competence through a qualification or Statement of Attainment • licensing or regulatory requirements.
Context of assessment*/ *RPL	• environment in which the assessment/RPL will be carried out, including real or simulated workplace

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RANGE STATEMENT	

may include:	• opportunities for collecting evidence in a number of situations
	• relationships between competency standards and:
	  • evidence to support RPL
	  • work activities in the candidate's workplace
	  • learning activities
	• who carries out the assessment/RPL.

Organisational**, **legal and ethical requirements may include:	• assessment system policies and procedures
	• assessment strategy requirements
	• reporting, recording and retrieval systems for assessment, including RPL
	• quality assurance systems
	• business and performance plans
	• access and equity policies and procedures
	• collaborative and partnership arrangements
	• defined resource parameters
	• mutual recognition arrangements
	• industrial relations systems and processes, awards, and enterprise agreements
	• Australian Quality Training Framework
	• registration scope
	• human resources policies and procedures
	• legal requirements, including:
	  • anti-discrimination
	  • equal employment opportunity
	  • job role, responsibilities and conditions
	• relevant industry codes of practice
	• confidentiality and privacy requirements
	• OHS considerations, including:
	  • ensuring OHS requirements are adhered to during the assessment process
	  • identifying and reporting OHS hazards and concerns to relevant personnel.

Benchmarks for assessment**/**RPL may include:	• criterion against which the candidate is assessed or prior learning recognised, which may be:
	  • competency standard/unit of competency
	  • assessment criteria of course curricula
	  • performance specifications of an enterprise or industry
	  • product specifications.

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RANGE STATEMENT	
Types of evidence may include:	• direct • indirect • supplementary.
Rules of evidence ensure that evidence collected is:	• valid • sufficient • authentic • reliable.

Assessment methods are the particular techniques used to gather evidence and may include:	• direct observation, for example:
	  • real work/real time activities at the workplace
	  • work activities in a simulated workplace environment
	• structured activities, for example:
	  • simulation exercises and role-plays
	  • projects
	  • presentations
	  • activity sheets
	• questioning, for example:
	  • written questions, e.g. on a computer
	  • interviews
	  • self-assessment
	  • verbal questioning
	  • questionnaires
	  • oral or written examinations (applicable at higher AQF levels)
	• portfolios of evidence, for example:
	  • collection of work samples compiled by candidate
	  • product with supporting documentation
	  • historical evidence
	  • journal or log book
	  • information about life experience
	• review of products, for example:
	  • testimonials and reports from employers and supervisors
	  • evidence of training
	  • authenticated prior achievements
	  • interview with employer, supervisor, or peer.

Assessment plan may	• overall planning document describing:

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RANGE STATEMENT	
include:	• what is to be assessed • when assessment is to take place • where assessment is to take place • how assessment is to take place.

Simple assessment instruments may include:	• instruments developed by an assessor as part of formative or summative assessment activities, including:
	  • profiles of acceptable performance measures
	  • templates and proformas
	  • specific questions or activities
	  • evidence and observation checklists
	  • checklists for the evaluation of work samples
	  • recognition portfolios
	  • candidate self-assessment materials
	• instruments developed elsewhere that have been modified by the assessor for use with a particular client group.

Available assessment instruments may include:	• commercially available instruments • those created by others inside the registered training organisation.
Map assessment means:	• showing a clear relationship between the evidence and the requirements of the unit.

Unit Sector(s)

Unit sector	Assessment

Competency field

Competency field	

Co-requisite units

Co-requisite units	

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Co-requisite units		

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TAEASS402A Assess competence

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to assess the competence of a candidate.

Application of the Unit

Application of the unit	This unit typically applies to assessors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for assessment	1.1. Interpret ***assessment plan*** and confirm organisational, legal and ethical requirements for conducting assessment with relevant people 1.2. Access and interpret relevant ***benchmarks for assessment*** and nominated ***assessment tools*** to confirm the requirements for evidence to be collected 1.3. Arrange identified material and physical resource requirements according to assessment system policies and procedures 1.4. Organise ***specialist support*** required for assessment 1.5. Explain, discuss and agree details of the assessment plan with candidate
2. Gather quality evidence	2.1. Use agreed ***assessment methods*** and tools to gather, organise and document evidence in a format suitable for determining competence 2.2. Apply the principles of assessment and rules of evidence in gathering quality evidence 2.3. Determine opportunities for evidence gathering in actual or simulated activities through consultation with the candidate and relevant personnel 2.4. Determine opportunities for integrated assessment activities and document any changes to assessment instruments where required
3. Support the candidate	3.1. Guide candidates in gathering their own evidence to support recognition of prior learning (RPL) 3.2. Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to ***individual differences*** and enables two-way ***feedback*** 3.3. Make decisions on reasonable adjustments with the

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ELEMENT	PERFORMANCE CRITERIA
	candidate, based on candidate's needs and characteristics 3.4. Access required specialist support in accordance with the assessment plan 3.5. Address any OHS risk to person or equipment immediately
4. Make the assessment decision	4.1. Examine collected evidence and evaluate it to ensure that it reflects the evidence required to demonstrate competence 4.2. Use judgement to infer whether competence has been demonstrated, based on the available evidence 4.3. Make assessment decision in line with agreed assessment procedures and according to agreed assessment plan 4.4. Provide clear and constructive feedback to candidate regarding the assessment decision and develop any follow-up action plan required
5. Record and report the assessment decision	5.1. Record assessment outcomes promptly and accurately 5.2. Complete and process an assessment report according to agreed assessment procedures 5.3. Inform other relevant parties of the assessment decision according to confidentiality conventions
6. Review the assessment process	6.1. Review the assessment process in ***consultation*** with relevant people to improve own future practice 6.2. Document and record the review according to relevant assessment system policies and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• analysis and interpretation skills to:
  • break down competency standards
  • interpret assessment tools and other assessment information, including those used in RPL

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REQUIRED SKILLS AND KNOWLEDGE

- identify candidate needs
- make judgements based on assessment of available evidence

- observation skills to:
  - recognise candidate's prior learning
  - determine candidate's performance
  - identify when candidate may need assistance during the assessment processes
- research and evaluation skills to:
  - access required human and material resources for assessment
  - access assessment system policies and procedures
  - access RPL policies and procedures
  - evaluate evidence
  - evaluate assessment process
- cognitive skills to:
  - weigh up the evidence and make a judgement
  - consider and recommend reasonable adjustments
- decision-making skills to:
  - recognise a candidate's prior learning
  - make a decision on a candidate's competence
- literacy skills to:
  - read and interpret relevant information to conduct assessment
  - prepare required documentation and records or reports of assessment outcomes in required format
- communication and interpersonal skills to:
  - explain the assessment, including RPL process
  - give clear and precise instructions
  - ask effective questions
  - provide clarification
  - discuss process with other relevant people
  - give appropriate feedback
  - discuss assessment outcome
  - use language appropriate to candidate and assessment environment
  - establish a working relationship with candidate

Required knowledge

- competency-based assessment, including:
  - vocational education and training as a competency-based system
  - criterion-referenced assessment as distinct from norm-referenced assessment
  - competency standards as the basis of qualifications

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REQUIRED SKILLS AND KNOWLEDGE

- structure and application of competency standards
- principles of assessment and how they are applied
- rules of evidence and how they are applied
- range of assessment purposes and assessment contexts, including RPL
- different assessment methods, including suitability for gathering various types of evidence, suitability for content of units, and resource requirements and associated costs
- reasonable adjustments and when they are applicable
- types and forms of evidence, including assessment tools that are relevant to gathering different types of evidence used in competency-based assessment, including RPL
- potential barriers and processes relating to assessment tools and methods
- assessment system, including policies and procedures established by the industry, organisation or training authority

- RPL policies and procedures established by the organisation
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector, such as:
  - copyright and privacy laws in terms of electronic technology
  - security of information
  - plagiarism
  - training packages and competency standards
  - licensing requirements
  - industry and workplace requirements
  - duty of care under common law
  - recording information and confidentiality requirements
  - anti-discrimination, including equal employment opportunity, racial vilification and disability discrimination
  - workplace relations
  - industrial awards and enterprise agreements
- OHS responsibilities associated with assessing competence, such as:
  - requirements for reporting hazards and incidents
  - emergency procedures
  - procedures for use of relevant personal protective equipment
  - safe use and maintenance of relevant equipment
  - sources of OHS information

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• assess competence of a number of candidates within the vocational education and training context against different units of competency or accredited curricula, following the relevant assessment plan
	• assess at least one candidate for RPL
	• consider reasonable adjustment and the reasons for decisions in at least one assessment
	• cover an entire unit of competency and show:
	  • the application of different assessment methods and tools involving a range of assessment activities and events
	  • two-way communication and feedback
	  • how judgement was exercised in making the assessment decision
	  • how and when assessment outcomes were recorded and reported
	  • assessment records and reports completed in accordance with assessment system and organisational, legal and ethical requirements
	  • how the assessment process was reviewed.

Context of and specific resources for assessment	Evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Assessment plan may include:	• overall planning, describing:
	  • what is to be assessed
	  • when assessment is to take place
	  • where assessment is to take place
	  • how assessment is to take place.

Benchmarks for assessment:	• refer to a criterion against which the candidate is assessed • may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.

Assessment tools may include:	• both the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods
	• instruments to be used for gathering evidence, such as:
	  • profile of acceptable performance measures
	  • templates and proformas
	  • specific questions or activities
	  • evidence and observation checklists
	  • checklists for evaluating work samples
	  • candidate self-assessment materials
	• procedures, information and instructions for the assessor and candidate relating to the use of assessment instruments and assessment conditions.

Specialist support may include:	• assistance by third party, such as carer or interpreter • support from specialist educator • provision of developed online assessment activities • support for remote or isolated candidates and assessors • support from subject matter or safety experts • advice from regulatory authorities • assessment teams and panels

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RANGE STATEMENT	
	• support from lead assessors • advice from policy development experts.

Assessment methods include:	• particular techniques used to gather different types of evidence, such as:
	  • direct observation
	  • structured activities
	  • oral or written questioning
	  • portfolios of evidence
	  • review of products
	  • third-party feedback.

Individual differences may include:	• English language, literacy and numeracy barriers • physical impairment or disability • intellectual impairment or disability • medical condition that may impact on assessment, such as arthritis, epilepsy, diabetes and asthma • learning difficulties • mental or psychological disability • religious and spiritual observances • cultural images and perceptions • age • gender.
Feedback may include:	• ensuring assessment/RPL process is understood • ensuring candidate concerns are addressed • enabling questions and answers • confirming outcomes • identifying further evidence to be provided • discussing action plans • confirming gap training needed • providing information regarding available appeal processes • suggesting improvements in evidence gathering and presentation.
Consultation may involve:	• moderation with other assessors, or training and assessment coordinators • discussions with client, team leaders, managers, RPL coordinators, supervisors, coaches and mentors • technical and subject experts • English language, literacy and numeracy experts.

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Unit Sector(s)

Unit sector	Assessment

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEASS403A Participate in assessment validation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to participate in an assessment validation process.

Application of the Unit

Application of the unit	This unit typically applies to assessors participating in assessment validation. It does not address leading the validation process.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for validation	1.1. Discuss and confirm the approach to validation according to defined purposes, context, and relevant ***assessment system policies and procedures*** 1.2. Analyse relevant ***benchmarks for assessment*** and agree on the evidence needed to demonstrate competence 1.3. Arrange ***materials*** for ***validation activities***
2. Contribute to validation process	2.1. Demonstrate active ***participation*** in validation sessions and activities using appropriate communication skills 2.2. Participate in validation sessions and activities by applying the principles of assessment and rules of evidence 2.3. Check all documents used in the validation process for accuracy and version control
3. Contribute to validation outcomes	3.1. Collectively discuss validation findings to support improvements in the quality of assessment 3.2. Discuss, agree and record recommendations to improve assessment practice 3.3. Implement changes to own assessment practice, arising from validation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills

• planning skills to participate in validation activities within agreed timeframes
• problem-solving skills to identify information that is inconsistent, ambiguous or contradictory
• evaluation skills to:
  • determine evidence requirements from competency standards
  • review assessment process, methods and tools
  • review collected evidence
• communication skills to share information in validation meetings

Required knowledge

• how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competence, including:
  • criterion-referenced assessment as distinct from norm-referenced assessment
  • various reasons for carrying out validation and the different approaches to validation that may be appropriate before, during and after assessment
  • critical aspects of validation, including validation of assessment processes, methods and products
  • relevant OHS legislation, codes of practice, standards and guidelines, impacting on assessment
  • legal and ethical requirements of assessors, particularly in relation to validation activities
• principles of assessment
• rules of evidence

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been

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EVIDENCE GUIDE	
	demonstrated.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • actively participate in a minimum of two validation sessions or meetings which, in combination, address the critical aspects of validation using different validation approaches and activities • clearly explain purposes of validation and the legal and ethical responsibilities of assessors • collate documentation relating to validation process in a logical manner • demonstrate communication and liaison with relevant people • provide feedback and interpret documentation in validation sessions • record contribution to validation findings.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to: • assessment reports and records • other documentation relevant to validation.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Assessment system policies and procedures may include:	• candidate selection • rationale and purpose of competency-based assessment • assessment records, and data and information

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RANGE STATEMENT	
	management • recognition of current competency, recognition of prior learning and credit arrangements • assessment reporting procedures • assessment appeals • candidate grievances and complaints • validation • evaluation and internal audit • costs and resourcing • access and equity, and reasonable adjustment • partnership arrangements • links with human resource or industrial relations system • links with overall quality management system.
Benchmarks for assessment:	• refers to criterion against which the candidate is assessed • may be one or more units of competency or assessment criteria of course curricula.
Materials may include:	• assessment tools • samples of collected evidence • documentation outlining the basis of assessment decisions • reports and records of assessment decisions • samples of benchmarks of appropriate evidence • Assessment Guidelines of the relevant training packages • information from the evidence guide of the relevant units of competency.

Validation activities may include:	• analysing and reviewing:
	  • assessment tools
	  • collected evidence
	  • assessment decisions and records of assessment outcomes
	  • other aspects of assessment policies, processes and outcomes
	• recording evidence of validation processes and outcomes.

Participation may include comparison and evaluation of:	• assessment practices • assessment plans • interpretation of units of competency • assessment methods and tools • assessment decisions

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RANGE STATEMENT	
	• collected evidence.

Unit Sector(s)

Unit sector	Assessment

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEDEL301A Provide work skill instruction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context.

Application of the Unit

Application of the unit	This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise instruction and demonstration	1.1. Gather information about ***learner characteristics*** and learning needs 1.2. Confirm a ***safe learning environment*** 1.3. Gather and check ***instruction and demonstration objectives*** and seek assistance if required 1.4. Access and review relevant ***learning resources*** and ***learning materials*** for suitability and relevance, and seek assistance to interpret the contextual application 1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6. Notify learners of ***details*** regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1. Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2. Follow the learning program and/or delivery plan to cover all learning objectives 2.3. Brief learners on any ***OHS procedures*** and requirements prior to and during training 2.4. Use ***delivery techniques*** to structure, pace and enhance learning 2.5. Apply ***coaching*** techniques to assist learning 2.6. Use communication skills to provide information,

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ELEMENT	PERFORMANCE CRITERIA
	instruct learners and demonstrate relevant work skills 2.7. Provide opportunities for practice during instruction and through work activities 2.8. Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1. Use ***measures*** to ensure learners are acquiring and can use new technical and generic skills and knowledge 3.2. Monitor learner progress and outcomes in consultation with learner 3.3. Review relationship between the trainer/coach and the learner and adjust to suit learner needs
4. Review personal training performance and finalise documentation	4.1. Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement 4.2. Maintain, store and secure learner records according to organisational and legal requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• verbaland non-verbal communication techniques, such as:
  • asking relevant and appropriate questions
  • providing explanations
  • demonstrating
  • using listening skills
  • providing information clearly
• safety skills to implement OHS requirements, by acting and responding safely in order to:
  • identify hazards
  • conduct prestart-up checks if required
  • observe and interpret learner behaviour that may put people at risk
• time-management, skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- ensure all learning objectives are covered
- pace learning

- reflection skills in order to:
  - identify areas for improvement
  - maintain personal skill development
- literacy skills to:
  - complete and maintain documentation
  - read and follow learning programs and plans
  - read and analyse learner information
- technology skills to operate audio-visual and technical equipment
- interpersonal skills to:
  - engage, motivate and connect with learners
  - provide constructive feedback
  - maintain appropriate relationships
  - establish trust
  - use appropriate body language
  - maintain humour
  - demonstrate tolerance
  - manage a group
  - recognise and be sensitive to individual difference and diversity
- observation skills to:
  - monitor learner acquisition of new skills, knowledge and competency requirements
  - assess learner communication and skills in interacting with others
  - identify learner concerns
  - recognise learner readiness to take on new skills and tasks

Required knowledge

- learner characteristics and needs
- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources and learning materials
- training techniques that enhance learning and when to use them
- introductory knowledge of learning principles and learning styles
- key OHS issues in the learning environment, including:
  - roles and responsibilities of key personnel
  - responsibilities of learners
  - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency

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REQUIRED SKILLS AND KNOWLEDGE
procedures • risk controls for the specific learning environment

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• carry out aminimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
	  • different learning objectives
	  • a range of techniques and effective communication skills appropriate to the audience.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Learner characteristics may include:	• language, literacy and numeracy levels • learning styles • past learning and work experiences • specific needs • workplace culture.
Safe learning environment may include:	• exit requirements • personal protective equipment • safe access • safe use of equipment.

Instruction and demonstration objectives may include:	• competencies to be achieved
	• generic and technical skills, which may be:
	  • provided by the organisation
	  • developed by a colleague
	  • individual or group objectives
	  • learning outcomes.

Learning resources may include:	• any material used to support learning, such as:
	  • learner and user guides
	  • trainer and facilitator guides
	  • example training programs
	  • specific case studies
	  • professional development materials
	  • assessment materials
	• a variety of formats
	• those produced locally
	• those acquired from other sources.

Learning materials may include:	• handouts for learners • materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.
Details may include:	• location and time • outcomes of instruction or demonstration • reason for instruction or demonstration • who will be attending instruction session.

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RANGE STATEMENT	
OHS procedures may include:	• emergency procedures • hazards and their means of control • incident reporting • use of personal protective equipment • safe work practices • safety briefings • site-specific safety rules.
Delivery techniques may include:	• coaching • demonstration • explanation • group or pair work • providing opportunities to practise skills and solve problems • questions and answers.
Coaching may include:	• learning arrangements requiring immediate interaction and feedback • on-the-job instruction and 'buddy' systems • relationships targeting enhanced performance • short-term learning arrangements • working on a one-to-one basis.
Measures may include:	• informal review or discussion • learner survey • on-the-job observation • review of peer coaching arrangements.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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TAEDEL501A Facilitate e-learning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to facilitate learning delivered via electronic media.

Application of the Unit

Application of the unit	This unit typically applies to trainers, facilitators, teachers, and training and assessment consultants working in an e-learning environment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the e-learning environment	1.1. Access, read and interpret ***learning strategy*** and ***learning program*** to determine learning outcomes and objectives to be met 1.2. Develop knowledge of group and individual learner styles and learner characteristics to support effective planning 1.3. Develop ***e-learning delivery plan*** to manage and sequence e-learning activities and events to ensure logical progression of learning content and continuity of e-learner progress 1.4. Confirm ***technical requirements*** for the e-learning environment 1.5. Trial and check e-learning resources and materials for technical glitches 1.6. Develop and document ***protocols for the e-learning environment*** 1.7. Identify and organise specific technical support needs and mechanisms for e-learners
2. Introduce e-learning	2.1. Provide effective introduction to the e-learning environment and discuss, clarify and agree upon objectives and e-learning protocols 2.2. Establish e-learning relationship with e-learners 2.3. Initiate relationships between e-learners to support inclusivity, acknowledge diversity and enable a positive e-learning environment
3. Guide and facilitate e-learning	3.1. Use relevant electronic tools to facilitate e-learning according to the e-learning delivery plan 3.2. Demonstrate ***good practice in e-learning facilitation*** to ensure an effective learning experience

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Use relevant support mechanisms to address technical issues 3.4. Build opportunities for authentic learning, practice and formative assessment into the e-learning experience
4. Monitor e-learning	4.1. Monitor and document e-learner progress to ensure outcomes are being achieved and individual learner needs are being met 4.2. Provide support and guidance inside and outside the e-learning environment as appropriate 4.3. Continuously monitor e-learner interaction with others and participation in e-learning activities, and intervene where necessary to maintain momentum and engagement 4.4. Maintain, store and secure learner records according to organisational and legal requirements
5. Review e-learning processes	5.1. Conduct a ***review*** to evaluate effectiveness of e-learning delivery and facilitation 5.2. ***Reflect on own performance*** as an e-learning facilitator and document improvement plans 5.3. Identify and document recommendations for improvements in facilitating e-learning and appropriateness of e-learning systems, tools and resources, and discuss with relevant personnel for future action

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- language and literacy skills using electronic media to:
  - communicate electronically using accepted language and style
  - ensure what is being said is appropriate and clear
- facilitation skills using electronic media
- technology skills to use e-learning tools
- high-level organisational skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- communicate efficiently using a number of mediums
- manage learners in a virtual environment
- keep up-to-date with each learner's progress
- provide prompt feedback
- be available for support during established times

- technology skills, including:
  - in different media
  - keyboard skills
  - using relevant hardware and software
  - accessing information on the internet
  - identifying technical problems and being able to troubleshoot or know where to get required technical assistance
- time-management skills to facilitate an e-learning program

Required knowledge

- adult learning principles
- technical knowledge sufficient to distinguish between a technical problem and a content problem, and to respond accordingly
- technical knowledge needed in using:
  - chat rooms
  - forums
  - bulletin boards
  - internet and website navigation
- relevant technologies and tools, including:
  - those that allow trainer/facilitator to monitor every entry and electronic movement of learner
  - learner/content management system, e.g. WebCT
  - other electronic methods, e.g. use of MS Excel and MS Word
  - internet
  - hyperlinks
- relevant learning management systems
- structure and content of relevant e-learning resources
- vocational and subject matter in area of delivery
- ethics and codes of conduct related to e-learning
- cultural sensitivity, particularly in regard to ensuring electronic discussions are culturally sensitive
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, and OHS considerations to include in the design of

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REQUIRED SKILLS AND KNOWLEDGE
the e-learning resources

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • facilitate one complete e-learning program • provide evidence of at least two examples of organising and facilitating at least two e-learning activities covering diverse e-learning environments.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Learning strategy provides:	• documented framework to guide and structure learning requirements and teaching/delivery and assessment arrangements.
Learning program provides:	• documented guide to support a cohesive and integrated learning process for the learner.
E-learning delivery plan may include tools to:	• manage and sequence e-learning • guide implementation of learning program.
Technical requirements may include:	• technology to be used in delivery • type of online learning management platform • time required to set up and test equipment and technology • liaison with information technology (IT) personnel/specialists.
Protocols for e-learning environment may include:	• boundaries of communication and standards of behaviour in public 'spaces' • guidelines for trainer/facilitator and e-learner interaction • arrangements for technical support • expectations and requirements of learners.
Good practice in e-learning facilitation may include:	• providing both educational and technical support to learners • offering flexible solutions to suit a range of learner needs • providing opportunities for collaboration • guiding and supporting inquiry and engagement • being flexible to allow for and support a range of appropriate learner skills, learning styles and learner characteristics.
Review may include:	• feedback from learners, colleagues and e-learning designers via survey or discussion • identification of issues in monitoring and managing e-learners using the delivery plan • identification of effectiveness of the e-learning protocols.
Reflecting on own performance may include:	• asking critical questions about performance, problems, methods used, and success of learners • listening to and acting on feedback from learners and others.

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Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAETAS501A Undertake organisational training needs analysis

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit specifies the competency required to undertake a training needs analysis (TNA) to identify the training and assessment needs of an organisation.

Application of the Unit

Application of the unit	Training needs analyses are used to assist organisations identify their training needs and develop relevant solutions. This competency involves identifying organisational/client needs through data investigation, using reliable and valid data analysis methods to interpret the data and providing advice and recommendations on training and assessment services required to meet the identified training needs. This includes identifying future support and services that the client will need to implement the recommendations. A training needs analysis can be used to identify the training needs of different levels across an organisation and/or for individuals. This unit focuses on identifying the training and assessment needs at the organisational level. Individual training needs analysis is covered in a number of units in this Training Package. Achievement of this unit requires competency in the development and implementation of a variety of training and assessment methods and knowledge of current processes and practices involved in the implementation of Training Packages.

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	The competency specified in this unit is typically required by trainers/facilitators, assessors, teachers, consultants, human resource managers, program coordinators and managers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. **Identify**	1.1. Discussions are held with ***clients*** to identify and

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ELEMENT	PERFORMANCE CRITERIA
organisational/ client needs	verify ***client objectives***, ***expectations and organisational requirements*** 1.2. Appropriate ***communication and interpersonal skills*** are used to develop a professional relationship with the client 1.3. ***Existing or potential issues*** to be addressed are identified and analysed to determine the impact on client objectives and requirements 1.4. ***Resources*** are identified and accessed in accordance with organisational requirements 1.5. A ***consultation plan*** is developed with ***relevant persons*** and is negotiated and agreed by the client
2. **Conduct training needs analysis**	2.1. Reliable and appropriate methods ***for collecting information and data*** on current, emerging and future training needs are employed which make efficient use of resources 2.2. Work is analysed to determine skills and competencies required for effective performance 2.3. Information and data is ***gathered*** to determine current skills/competency profile of staff in accordance with legal/organisational/ethical requirements 2.4. Information is analysed using reliable and valid ***data analysis methods*** to determine skills competency match and identification of current/emerging/future organisational training needs 2.5. Conclusions on organisational training needs are supported by verifiable evidence and are consistent with research objectives
3. **Provide advice to clients**	3.1. Clients are provided with clear ***advice*** and recommendations on training and assessment needs 3.2. Clients are provided with ***options*** for meeting identified training needs 3.3. Feedback and comments on suitability and sufficiency of advice and recommendations are obtained 3.4. Final report is completed and ***presented*** to the client, and processed in accordance with ***legal***/organisational ***requirements***

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- research skills to:
  - design research processes for collecting reliable and valid information
  - objectively observe processes
- literacy skills to:
  - prepare written reports incorporating advice and recommendations
  - critically evaluate the relevance, reliability and authority of information
- integrative thinking skills to:
  - conceptualise and synthesise issues by 'making links'
  - explore issues from a number of different or contrasting points of view
- observation skills to:
  - identify current work practices
  - analyse future training requirements
- consultation skills to:
  - analyse and determine client requirements
  - ensure full participation of relevant individuals and groups in providing feedback on recommendations
- communication skills to:
  - interpret information from a variety of people
  - promote and explain recommended development activities
- interpersonal skills to:
  - maintain appropriate relationships with stakeholders
  - establish trust
  - be open to the opinion of others
  - actively listen
- numerical skills to:
  - document and present statistical information to illustrate key aspects of a problem or question
- negotiation and facilitation skills to:
  - work with people at all levels of the organisation to ensure client objectives are being met
  - support ideas in a polite manner when challenged
- problem solving skills to:
  - apply effective approaches to defining and analysing issues

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge

- competency standards and Training Packages/ accredited courses to:
  - match suggested training to client needs
  - work with competency standards to design training solutions
  - work within Australian Quality Training Framework (AQTF) requirements
- AQTF Standards for Registered Training Organisations (RTOs)
- risk identification and management strategies
- industry and enterprise knowledge, for example:
  - relevant assessment and training strategies
  - client organisation's culture and expectations
  - underpinning skills and knowledge likely to be required in the industry
  - changes likely to impact on the industry/sector and training implications of those
- range of evaluation and research methodologies, for example:
  - literature research
  - DACUM analysis
  - Delphi analysis
  - interviewing techniques
- the external environment relating to social, political, economic and technological developments, for example:
  - new developments in adult learning techniques
  - available funding
- principles of intellectual property, for example:
  - various ways to give appropriate credit when using another's ideas or work
- training and development strategies
- learning organisation concepts
- change management concepts/strategies
- data retrieval and interpretation systems, for example:
  - training needs analysis
  - analysis of job functions
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
  - plagiarism
  - Training Packages/competency standards/other criteria
  - copyright and privacy laws in terms of electronic technology
  - security of information
  - recording information and confidentiality requirements
  - duty of care

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REQUIRED SKILLS AND KNOWLEDGE

• the industrial relations system, industry/workplace relations, and industrial awards/enterprise agreements
• anti-discrimination including equal opportunity, racial vilification and disability discrimination
• vocational education and training
• OHS relating to undertaking an organisational training needs analysis, including:
  • sources of information on OHS as it applies to the training and/or assessment organisation
  • risks that should be addressed by a training and/or assessment organisation
  • legislative requirements for OHS record keeping and reporting requirements
  • OHS obligations of the training and/or assessment organisation, the trainer/facilitator, assessor and learner
  • requirements for consultation under OHS legislation

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	To demonstrate competency against this unit candidates must be able to provide evidence that they can consult effectively with clients to identify their needs and provide recommendations for training and/or assessment. The advice provided as evidence must show how consultative processes were used to verify client needs; detail research methods undertaken to identify suitable training and/or assessment; include an implementation plan for the training needs analysis; include presentations outlining advice and recommendations; and identify resource requirements and future support delivery timelines.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	• an outline of client needs • a report of research undertaken • recommendations made to the client • a plan outlining the delivery of future services, if required

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, , Employability Skills • a range of appropriate assessment methods/evidence gathering techniques is used to determine competency • evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided • the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice • assessment meets the rules of evidence • a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated Resource implications for assessment include: • access to competency standards • access to assessment materials and tools • access to suitable assessment venue/equipment • workplace documentation • cost/time considerations • personnel requirements

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• Products that could be used as evidence include:
	  • report highlighting outcomes of workshops and stakeholder consultation
	  • report detailing recommendations
	  • feedback gathered
	  • consultation/communication plans
	• Processes that could be used as evidence include:
	  • how information was collected
	  • how relevant data was analysed

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EVIDENCE GUIDE	
	• how future support was determined
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • *TAATAS503B Manage contracted work* • *TAACMQ504B Determine and manage scope of training and/or assessment services*

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Clients may be:	• internal or external • an enterprise • a department/division • an industry sector • a professional association • a community organisation • a government organisation

Client objectives and expectations may include:	• focus on individual learner objectives, such as:
	  • new skills
	  • specific competencies
	  • target qualifications
	  • career advancement
	• focus on productivity improvement
	• focus on administrative and records management systems
	• focus on satisfying legislative or government regulatory requirements
	• involve specific learning support systems
	• reflect individualised organisational training and skill requirements
	• be affected by national and state/territory policy

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RANGE STATEMENT	
	and funding parameters
Organisational requirements may include:	• quality assurance and/or procedures manuals • goals, objectives, plans, systems and processes • legal and organisational policy/guidelines and requirements • recording and reporting procedures • business and performance plans • access and equity principles and practices • confidentiality requirements • ethical standards • collaborative/partnership arrangements • occupational health and safety policies, procedures and programs • quality and continuous improvement processes and standards • defined resource parameters
Communication and interpersonal skills may relate to:	• verbal or non-verbal language • two-way interaction • constructive feedback • active listening • questioning to clarify and confirm understanding • accurately interpreting non-verbal and verbal messages • use of language and concepts appropriate to cultural differences • clear and concrete presentations of options • culturally inclusive and sensitive engagement techniques
Existing or potential issues may include:	• time to release employees from work to attend consultations • access to a range of employees • individual concerns/issues/negativities that may be brought to consultation sessions
Resources may include:	• people • finances • business/organisational needs • equipment • technology
Consultation plan may include:	• purpose and aims of consultation

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RANGE STATEMENT	
	• selection of personnel/other relevant persons • protocol for consultations with employees • industrial relations considerations • confidentiality/privacy/ethical considerations • reporting arrangements • resources required • timeframes • other organisational needs
Relevant persons may include:	• clients • employees • government agencies • organisational managers/supervisors • organisational training and assessment coordinators • industry groups • employer/employee representatives • state/territory registering body representatives • external consultants
Methods for collecting information and data may include:	• surveys, interviews, discussions, focus groups • critical incident technique • observations of personnel at work • accessing relevant government legislation, policies and practices • analysing industry and/or enterprise skills audit reports • analysing human resource management records/performance management records • reviewing industry publications or reports • concept mapping • job and task analysis • analysing assessment and/or training records
Information and data may be ***gathered*** at the following levels:	• organisational • workgroup/work unit • individual
Data analysis methods may include:	• qualitative/quantitative processes • feedback on results • review of previous research • peer review • data sampling • statistical analysis

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RANGE STATEMENT	
Advice may relate to:	• short-term and/or long-term recommendations • specified outcomes and strategies • resource requirements • provision of training and/or assessment services • design or review of training programs • contextualisation of industry competency standards to meet client goals • administrative and management systems • statutory and mandatory requirements • competency standards and performance assessment systems • national standards • performance management systems • training and professional development principles • reporting and accountability requirements and processes
Options may include:	• developing in-house capacity to meet identified needs • identifying training and/or assessment organisations to meet needs • identifying specific units of competency, qualifications/courses to meet needs • consultancy services • timelines • urgency
Report may be ***presented*** using:	• visual, audio-visual, graphics, multimedia • demonstrations/presentations • written text or equivalent medium • plans, diagrams, charts, posters
Legal requirements may include:	• standards for training and/or assessment organisation • state or territory registering body requirements • award and enterprise agreements and relevant industrial arrangements • confidentiality and privacy requirements • scope of registration • relevant legislation from all levels of government that affects business operation, including: • OHS issues

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RANGE STATEMENT	
	• environmental issues • equal opportunity • industrial relations and anti-discrimination • relevant industry codes of practice

Unit Sector(s)

Unit sector	*Training Advisory Services*

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TLIB307C Carry out vehicle servicing and maintenance

Modification History

Not applicable.

Unit Descriptor

This unit involves the skills and knowledge required to carry out basic servicing and maintenance of a commercial vehicle, including action to implement vehicle manufacturers specifications for routine checks and maintenance and to ensure that all specified safety requirements are met, and that the vehicle is operational to the requirements of both the workplace and the relevant state/territory roads and traffic authority.

Application of the Unit

Work must be carried out in compliance with the regulations of the relevant roads and traffic authority.

Work is performed with limited or minimum supervision, and with limited accountability and responsibility for self and others in achieving the prescribed outcomes. It involves the application of routine vehicle checking and maintenance principles and procedures to service and maintain a commercial vehicle across a variety of operational contexts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Maintain and service the vehicle systems**	1.1 Fluid levels are checked and adjusted following manufacturers specifications and workplace procedures
	1.2 Air levels are checked and adjusted following manufacturers specifications and workplace procedures
	1.3 Routine checks are made of vehicle systems and appropriate action is initiated for maintenance where required in accordance with workplace procedures
	1.4 Appropriate precautions and procedures are followed when servicing/maintaining a vehicle to ensure adequate protection of the environment
	1.5 OH&S procedures are followed when carrying out routine servicing and maintenance of a vehicle
2 **Carry out minor repairs to a vehicle**	2.1 Vehicle components are removed, repaired or replaced and refitted to the vehicle using the correct tools and following manufacturers instructions and workplace procedures
	2.2 Tyres on vehicle are repaired or replaced following workplace procedures and manufacturers instructions
	2.3 Worn brakes are identified and action taken in accordance with workplace procedures and manufacturers specifications
	2.4 The need for more complex maintenance procedures is identified and the problem correctly referred following workplace procedures
3 **Diagnose minor vehicle faults and undertake repairs for the safe operation of a vehicle**	3.1 Minor faults in the vehicle systems are identified, diagnosed and repaired following manufacturers specifications and workplace procedures
	3.2 Identified faults which create a safety hazard are reported and appropriate action is taken to remove

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			the vehicle from operation pending repair
4	**Complete documentation**	4.1	Records of routine servicing, maintenance and repairs are kept in accordance with workplace procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

Relevant 'duty of care' requirements for the routine servicing and maintenance of vehicles

Relevant OH&S and pollution control procedures

Procedures for the checking and routine service and maintenance of a commercial vehicle in accordance with workplace and the manufacturer's requirements and established safety rules and regulations

Problems that may occur during the routine servicing and maintenance of a vehicle and appropriate action and solutions

Recognition and diagnosis of faults and vehicle irregularities

Basic principles of operation of systems on commercial vehicles, including: electrical systems, fuel systems, cooling systems, steering systems, exhaust systems, tyres and brakes

Basic fault finding procedures required during routine servicing and maintenance of vehicles

Procedures required to minimise waste during routine servicing and maintenance

Housekeeping standards required for routine servicing and maintenance

Procedures for the use and maintenance of the materials, tools and parts required for routine servicing and maintenance

Reporting and documentation requirements

Required skills:

Communicate effectively with others when carrying out vehicle servicing and maintenance

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Read and interpret instructions, procedures, information and signs relevant to vehicle servicing and maintenance

Interpret and follow operational instructions and prioritise work

Complete documentation related to vehicle servicing and maintenance

Operate electronic communication equipment to required protocol

Work collaboratively with others

Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others

Promptly report and/or rectify any identified problems, faults or malfunctions identified when carrying out vehicle servicing and maintenance in accordance with regulatory requirements and workplace procedures

Implement contingency plans for unplanned events

Apply precautions and required action to minimise, control or eliminate hazards that may exist during vehicle servicing and maintenance

Monitor work activities in terms of planned schedule

Modify activities depending on differing operational contingencies, risk situations and environments

Apply fatigue management knowledge and techniques

Work systematically with required attention to detail without injury to self or others, or damage to vehicle or equipment

Operate and adapt to differences in equipment in accordance with standard operating procedures

Select and use required personal protective equipment conforming to industry and OH&S standards

Monitor performance of equipment

Service equipment in terms of maintenance schedule and standard operating procedures

Check and replenish fluids and carry out lubrication processes in the course of vehicle servicing and maintenance

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: the underpinning knowledge and skills relevant legislation and workplace procedures other relevant aspects of the range statement
Context of and specific resources for assessment	Performance is demonstrated consistently over a period of time and in a suitable range of contexts Resources for assessment include: a range of relevant exercises, case studies and other simulated practical and knowledge assessment, and/or access to an appropriate range of relevant operational situations in the workplace In both real and simulated environments, access is required to: relevant and appropriate materials and/or equipment, and/or applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
Method of assessment	Assessment of this unit must be undertaken by a registered training organisation As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests Practical assessment must occur: through appropriately simulated activities at the registered training organisation, and/or

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	in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Maintenance may be carried out in typical road transport situations, including:	operations conducted at day or night typical weather conditions in tight or confined spaces, exposed conditions and controlled or open environments while in a depot, base or warehouse while in the vehicle on the road while at a client's workplace
Type of vehicle may include any commercial road transport vehicle including:	light vehicle heavy vehicle combination vehicle
Maintenance checks may include:	routine inspections of vehicle systems checks prior to operations checks on completion of operations checks on completion of maintenance activities
Minor routine repairs may include:	replacement of blown globes in vehicle lights replacement of broken fan belt replacement of blown fuse door mirrors repairs to rear tail-light lens changing of tyres repair of tyre punctures replacement of broken coolant hose

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Minor routine servicing may include:	topping-up of water levels replacement of oils replacement of air in tyres
Environmental hazards may include:	leaking oil and fuel defective or inappropriately adjusted exhaust systems inappropriate disposal of vehicle fluids in drains or sewerage systems
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	company procedures enterprise procedures organisational procedures established procedures
Information/records may include:	workplace routine servicing and maintenance procedures, checklists and instructions relevant state/territory roads and traffic authority vehicle maintenance regulations maintenance checklists and records vehicle manufacturers instructions, specifications and recommended procedures precautions and procedures to be adopted to protect the environment when servicing and maintaining vehicles OH&S procedures to be followed when servicing and maintaining vehicles
Applicable regulations and legislation may include:	relevant state/territory roads and traffic authority vehicle maintenance regulations and requirements relevant state/territory OH&S legislation relevant state/territory environmental protection legislation

Unit Sector(s)

Not applicable.

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Competency Field

B - Equipment Checking&Maintenance

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TLIB407C Carry out vehicle inspection

Modification History

Not applicable.

Unit Descriptor

This unit involves the skills and knowledge required to carry out an inspection of a commercial vehicle, including action to implement vehicle manufacturers specifications for routine checks, to clean the vehicle, and to ensure that all specified safety requirements are met and that the vehicle is operational to the requirements of both the workplace and the relevant state/territory roads and traffic authority.

Application of the Unit

Work must be carried out in compliance with the regulations of the relevant roads and traffic authority concerned with the inspection of commercial vehicles.

Work is performed with limited or minimum supervision, and with limited accountability and responsibility for self and others in achieving the prescribed outcomes. It involves the application of routine inspection principles and procedures to check the safety and operation of a commercial vehicle across a variety of operational contexts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Check the vehicle**	1.1 A visual check of the internal and external condition of the vehicle is carried out following workplace procedures
	1.2 Pre-operational inspections and checks of the vehicle's tyres, suspension, fluid levels and other critical features are carried out to ensure conformance with the requirements of the relevant roads and traffic authority
	1.3 Associated equipment is tested to ensure it functions correctly to manufacturers specifications
	1.4 Post start-up and shut-down checks are carried out after engine is started to identify possible engine or electrical problems
	1.5 Warning systems (instruments and gauges) are checked to ensure they are operational
	1.6 Where relevant, vehicle monitoring device is logged on/off in accordance with manufacturers instructions and workplace policy
2 **Clean vehicle**	2.1 Vehicle and associated equipment is cleaned in accordance with workplace procedures and legislation
3 **Complete documentation**	3.1 Basic faults are identified and/or diagnosed and appropriate action is taken to report or remedy them as required by workplace procedures and legislation
	3.2 Records of inspection are updated and recommended repairs are documented in accordance with workplace polices

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

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This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

Relevant duty of care requirements for the routine inspection of vehicles

Relevant OH&S and pollution control procedures

Procedures for the routine inspection of a commercial vehicle in accordance with workplace and manufacturers requirements and established safety rules and regulations, including pre-operational checking procedures, visual inspection procedures and warning systems checking procedures

Problems that may occur during the routine inspection of a vehicle and appropriate actions and solutions

Basic principles of operation of systems on commercial vehicles, including electrical systems, fuel systems, cooling systems, steering systems, exhaust systems, tyres, brakes

Reporting and documentation requirements

Required skills:

Communicate effectively with others during the routine inspection of a vehicle

Read and interpret instructions, procedures, information and manuals relevant to the routine inspection of a vehicle

Interpret and follow operational instructions and prioritise work

Complete documentation related to the routine inspection of a vehicle

Operate electronic communication equipment to required protocol

Work collaboratively with others during the routine inspection of a vehicle

Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others

Promptly report and/or rectify any identified problems, faults or malfunctions that are identified during the routine inspection of a vehicle in accordance with regulatory requirements and workplace procedures

Implement contingency plans for unexpected events that may occur during the routine inspection of a vehicle

Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities

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Monitor work activities in terms of planned schedule

Modify activities depending on differing operational contingencies, risk situations and environments

Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

Operate and adapt to differences in equipment in accordance with standard operating procedures

Use cleaning equipment

Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: the underpinning knowledge and skills relevant legislation and workplace procedures other relevant aspects of the range statement
Context of and specific resources for assessment	Performance is demonstrated consistently over a period of time and in a suitable range of contexts Resources for assessment include: a range of relevant exercises, case studies and other simulated practical and knowledge assessment, and/or access to an appropriate range of relevant operational situations in the workplace

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	In both real and simulated environments, access is required to: relevant and appropriate materials and/or equipment, and/or applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
Method of assessment	Assessment of this unit must be undertaken by a registered training organisation As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests Practical assessment must occur: through appropriately simulated activities at the registered training organisation, and/or in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Maintenance may be carried out in typical road transport situations, including:	operations conducted at day or night typical weather conditions in confined spaces, exposed conditions and controlled or open environment while in the a depot, base or warehouse while in the vehicle on the road while at a client's workplace
Type of vehicle may include any commercial road transport vehicles including:	light vehicles heavy vehicles combination vehicles
Inspection may include:	visual checks of vehicle routine checks of vehicle systems

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	checks in accordance with a detailed inspection schedule
Routine checks may include:	water levels oil levels air pressure in tyres brakes lights condition of tyres battery exhaust system suspension
Environmental hazards may include:	leaking oil and fuel defective or inappropriately adjusted exhaust systems inappropriate disposal of vehicle fluids in drains or sewerage systems
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	company procedures enterprise procedures organisational procedures established procedures
Information/records may include:	workplace routine inspection procedures, checklists and instructions relevant state/territory roads and traffic authority vehicle maintenance regulations vehicle manufacturers instructions, specifications and recommended procedures precautions and procedures to be adopted to protect the environment when inspecting, servicing and maintaining vehicles OH&S procedures to be followed when inspecting vehicles
Applicable regulations and legislation may include:	relevant state/territory roads and traffic authority vehicle maintenance regulations and requirements relevant state/territory OH&S legislation relevant state/territory environmental

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protection legislation

Unit Sector(s)

Not applicable.

Competency Field

B - Equipment Checking&Maintenance

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TLIB807C Carry out inspection of trailers

Modification History

Not applicable.

Unit Descriptor

This unit involves the skills and knowledge required to carry out an inspection of a commercial trailer, including action to implement trailer manufacturers specifications for routine checks, to clean the trailer, and to ensure that all specified safety requirements are met and that the trailer is operational to the requirements of both the workplace and the relevant state/territory roads and traffic authority.

Application of the Unit

Work must be carried out in compliance with the regulations of the relevant roads and traffic authority concerned with the inspection of commercial trailers.

Work is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes. It involves the application of routine inspection principles and procedures to check a commercial trailer across a variety of operational contexts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Check the trailer**	1.1 A visual check of the internal and external condition of the trailer is carried out following workplace procedures
	1.2 Pre-operational inspections and checks of the trailer's brake systems, suspension and axles, electrical systems and wheels and tyres are carried out to ensure conformance with road safety standards
	1.3 Associated equipment is tested to ensure it functions correctly to manufacturers specification
2 **Clean trailer**	2.1 Trailer and associated equipment is cleaned in accordance with workplace procedures and legislation
3 **Complete documentation**	3.1 Basic faults are identified and/or diagnosed and appropriate action taken to report or remedy them as required by workplace procedures and legislation
	3.2 Records of inspection are updated and recommended repairs documented in accordance with workplace policies

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

Relevant duty of care requirements for the routine inspection of trailers

Relevant OH&S and pollution control procedures

Procedures for the routine inspection of a commercial trailer in accordance with workplace and manufacturers requirements and established safety rules and regulations including visual inspection procedures and pre-operational checking procedures

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Problems that may occur during the routine inspection of a trailer and appropriate actions and solutions

Basic principles of operation of systems on commercial trailers, including electrical systems, tyres, brakes and coupling systems

Reporting and documentation requirements

Required skills:

Communicate effectively with others during the routine inspection of a trailer

Read and interpret instructions, procedures and other information relevant to the routine inspection of a trailer

Interpret and follow operational instructions and prioritise work

Complete documentation related to the routine inspection of a trailer

Work collaboratively with others during the routine inspection of a trailer

Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others

Promptly report and/or rectify any identified problems, faults or malfunctions that may be identified during the routine inspection of a trailer in accordance with regulatory requirements and workplace procedures

Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities

Monitor work activities in terms of planned schedule

Modify activities depending on differing operational contingencies, risk situations and environments

Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

Operate and adapt to differences in equipment in accordance with standard operating procedures

Select and use required personal protective equipment conforming to industry and OH&S standards

Monitor and check condition of trailer and its equipment in terms of maintenance schedule and standard operating procedures

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: the underpinning knowledge and skills relevant legislation and workplace procedures other relevant aspects of the range statement
Context of and specific resources for assessment	Performance is demonstrated consistently over a period of time and in a suitable range of contexts Resources for assessment include: a range of relevant exercises, case studies and other simulated practical and knowledge assessment, and/or access to an appropriate range of relevant operational situations in the workplace In both real and simulated environments, access is required to: relevant and appropriate materials and/or equipment, and/or applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
Method of assessment	Assessment of this unit must be undertaken by a registered training organisation As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests

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	Practical assessment must occur: through appropriately simulated activities at the registered training organisation, and/or in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Maintenance may be carried out in typical road transport situations, including:	operations conducted at day or night typical weather conditions in confined spaces, exposed conditions and controlled or open environment while in a depot, base or warehouse while in the trailer on the road while at a client's workplace
Trailers may include:	any commercial trailers attached to vehicles used in the Australian transport industry
Inspection may include:	visual checks of trailer routine checks of trailer systems checks in accordance with a trailer inspection schedule
Routine checks may include:	air pressure in tyres brakes lights condition of tyres suspension coupling systems
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	company procedures enterprise procedures organisational procedures

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	established procedures
Information/records may include:	workplace routine inspection procedures, checklists and instructions
	relevant state/territory roads and traffic authority trailer maintenance regulations
	trailer manufacturers instructions, specifications and recommended procedures
	precautions and procedures to be adopted to protect the environment when inspecting, servicing and maintaining trailers
	OH&S procedures to be followed when inspecting trailers
Applicable regulations and legislation may include:	relevant state/territory roads and traffic authority trailer maintenance regulations and requirements
	relevant state/territory OH&S legislation
	relevant state/territory environmental protection legislation

Unit Sector(s)

Not applicable.

Competency Field

B - Equipment Checking&Maintenance

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TLIH107D Interpret road maps and navigate pre-determined routes

Modification History

Not applicable.

Unit Descriptor

This unit involves the skills and knowledge required to interpret road maps and navigate routes as part of transport operations including identifying and determining the most appropriate route, and completing required route documentation in accordance with operational requirements.

Application of the Unit

Work must be carried out in compliance with the regulations of the relevant state/territory roads and traffic authorities.

Work is performed under general or limited supervision. It involves the application of the basic map reading principles and procedures when interpreting street directories and road maps and following pre-determined routes as part of transport operations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Identify and determine the pre-planned route**	1.1 Documentation on the pre-determined route is accessed and interpreted
	1.2 Relevant street directory and/or road maps are identified and accessed
	1.3 Street directory and road map symbols are recognised and interpreted
	1.4 Points of departure and destination are identified in a directory index and the information used to locate designated places on the appropriate map
	1.5 Directions for a pre-determined route are interpreted and the route traced using a street directory and road map
	1.6 Key intersections and other landmarks along the route are identified for use in following the planned route
	1.7 Alternative routes are identified for possible contingency situations such as emergencies or traffic delays
	1.8 Pre-determined route is correctly followed
2 **Complete necessary documentation**	2.1 Required route documentation is completed in accordance with purpose of transportation and with workplace requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

Relevant state and territory permit and licence regulations and requirements

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Operational procedures for interpreting road maps, using GPS devices and navigating routes

Road conditions for various routes, including sections undergoing road works

Height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route

Traffic conditions at various times of the day along specific routes

Security hazards and issues (where relevant)

Current information on accidents or emergencies that might close or restrict traffic on a particular route

Location of service stations/rest stops where relevant

Typical problems that may arise concerning the interpretation of road maps, the use of GPS devices and the navigation of predetermined routes and appropriate action that should be taken

Workplace requirements for recording and documenting route information

Required skills:

Communicate effectively with others when interpreting road maps, using GPS devices and navigating predetermined routes

Read and interpret instructions, procedures, information and signs relevant to route navigation

Identify and correctly use maps and other route documentation, including: identification of town and suburb locations; identification of roads and intersections; reading and interpretation of map symbols; and estimation of route distances using map information

Where applicable, use GPS devices to navigate predetermined routes

Interpret and follow operational instructions and prioritise work

Complete documentation related to route navigation

Operate electronic communication equipment to required protocol

Where applicable work collaboratively with others (such as fleet managers, sales team etc.) when interpreting road maps, using GPS devices and navigating predetermined routes

Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others

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Promptly report and/or rectify any identified problems that may arise when interpreting road maps, using GPS devices and navigating predetermined routes in accordance with workplace procedures

Plan for alternative routes in the event of contingencies such as road works, emergencies or delays

Plan own work including predicting consequences and identifying improvements

Monitor work activities in terms of planned schedule

Modify activities depending on differing operational contingencies, risk situations and environments

Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

Operate and adapt to differences in equipment in accordance with standard operating procedures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: the underpinning knowledge and skills relevant legislation and workplace procedures other relevant aspects of the range statement
Context of and specific resources for assessment	Performance is demonstrated consistently over a period of time and in a suitable range of contexts Resources for assessment include: a range of relevant exercises, case studies and other simulated practical and knowledge assessment, and/or

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	access to an appropriate range of relevant operational situations in the workplace
	In both real and simulated environments, access is required to:
	relevant and appropriate materials and/or equipment, and/or
	applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
Method of assessment	Assessment of this unit must be undertaken by a registered training organisation
	As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	Practical assessment must occur:
	through appropriately simulated activities at the registered training organisation, and/or
	in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

This unit covers:	work of transport and distribution personnel involved in the delivery of a range of possible goods and materials including valuables, secured products and documents and materials
Operations may be conducted:	in a range of work environments and weather conditions
	by day or night
Customers may be:	internal or external
Routes will be pre-determined but may	alternative routes to accommodate

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include:	contingency situations
Map areas may include:	metropolitan areas country and regional areas interstate locations
Depending on the type of transport service being provided, consultative processes may involve:	clients other employees and supervisors management other professional or technical staff private security personnel public sector security personnel police and other emergency services security consultants
Communication in the work area may include:	mobile and fixed phones radio oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	company procedures enterprise procedures organisational procedures established procedures
Information/documents may include:	workplace procedures and policies route specifications maps and street directories published information on route hazards such as height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route competency standards and training materials supplier and/or client route documentation quality assurance procedures emergency procedures
Applicable regulations and legislation may include:	relevant state/territory road rules and traffic acts regulations and codes related to the transport

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of dangerous goods, explosives and hazardous materials

Unit Sector(s)

Not applicable.

Competency Field

H - Route Planning and Navigation

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TLIH207D Plan and navigate routes

Modification History

Not applicable.

Unit Descriptor

This unit involves the skills and knowledge required to plan and navigate routes as part of transport operations, including interpreting information from a road map, street directory and a GPS (Global Positioning System) device, planning the most appropriate route taking into account pertinent factors, and completing required trip documentation in accordance with operational requirements

Application of the Unit

Work must be carried out in compliance with the regulations of the relevant state/territory roads and traffic authorities.

Work is performed under general or limited supervision. It involves the application of map reading principles and procedures to the planning and navigation of routes as part of transport operations route.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Interpret street maps**	1.1 Symbols in a street directory and road map are recognised and interpreted
	1.2 Places are identified in a directory index and the information used to locate the places on the appropriate map
2 **Use GPS systems**	2.1 Where applicable, information is entered into the GPS system concerning destination and areas to be avoided
	2.2 Information provided through the GPS device is read and listened to, interpreted and applied to route planning and navigation
	2.3 Where necessary, information on height, width and load limits of road infrastructure and other restrictions on thoroughfares is accessed, interpreted and used when selecting the most appropriate route with the aid of the GPS device
3 **Plan routes**	3.1 Given a location and a destination, the most direct and alternative routes between two points are identified using a map
	3.2 Where necessary, information on height, width and load limits of road infrastructure and other restrictions on thoroughfares is accessed and interpreted and taken into account when planning a route for a journey
	3.3 A suitable route is selected to ensure the most efficient, safe, secure and legal transport operation taking into account relevant criteria for the transport operation concerned
4 **Follow planned route**	4.1 Planned route is correctly followed with the aid of a street directory, road map and/or GPS system
	4.2 Where relevant, geographic regions, tourism features and other places of interest are identified
	4.3 Required route documentation is completed in accordance with purpose of transportation and

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enterprise requirements

4.4 Parking procedures are observed in accordance with enterprise procedures and relevant legislative requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

Relevant state and territory permit and licence regulations and requirements

Operational procedures for planning and navigating transport routes

Features and contents of maps and street directories and techniques for their use in transport navigation

Features and operating instructions for GPS systems

Road conditions for various routes, including sections undergoing road works

Physical hazards such as height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route

Known traffic conditions at various times of the day along specific routes

Security hazards and issues (where relevant)

Current information on accidents or emergencies that might close or restrict traffic on particular routes

Location of service stations and rest stops where relevant

Workplace requirements for recording and documenting route information

Required skills:

Communicate effectively with others when planning and navigating routes

Read and interpret instructions, procedures, information and signs relevant to the planning and navigation of routes, including: identification of town and suburb locations; identification of roads and intersections; reading and interpretation of map symbols; and

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estimation of route distances using map information

Access and interpret information required when planning and navigating transport routes and developing contingency routes (including road restrictions, traffic conditions, service stations/rest stops, etc.)

Interpret and follow operational instructions and prioritise work

Complete documentation related to the planning and navigation of routes

Operate electronic communication equipment to required protocol

Where applicable, work collaboratively with others when planning routes (such as fleet managers, sales team etc.)

Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others

Promptly report and/or rectify any identified problems that may arise when planning and navigating routes in accordance with workplace procedures

Plan for alternative routes in the event of contingencies such as road works, emergencies or delays

Implement contingency arrangements for unanticipated situations that may be identified when planning and navigating routes

Apply precautions and required action to minimise, control or eliminate hazards that may be identified during the planning and navigation of routes

Plan for transport routes to meet workplace requirements

Monitor work activities in terms of planned schedule

Modify route planning activities depending on differing operational contingencies, risk situations and environments

Apply an understanding of fatigue management knowledge and techniques

Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

Adapt to changes in vehicle navigation technology, maps and street directories as they relate to route planning

Operate and adapt to differences in vehicles, loads and equipment in accordance with standard operating procedures

Select and use relevant route planning and navigation technology including GPS devices

Adapt to changes and difference in vehicle navigation technology, maps and street

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directories as they relate to route planning

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: the underpinning knowledge and skills relevant legislation and workplace procedures other relevant aspects of the range statement
Context of and specific resources for assessment	Performance is demonstrated consistently over a period of time and in a suitable range of contexts Resources for assessment include: a range of relevant exercises, case studies and other simulated practical and knowledge assessment, and/or access to an appropriate range of relevant operational situations in the workplace In both real and simulated environments, access is required to: relevant and appropriate materials and/or equipment, and/or applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
Method of assessment	Assessment of this unit must be undertaken by a registered training organisation As a minimum, assessment of knowledge must be conducted through appropriate

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	written/oral tests
	Practical assessment must occur:
	through appropriately simulated activities at the registered training organisation, and/or
	in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

This unit covers:	work of transport and distribution personnel involved in passenger services and/or the delivery of a range of possible goods and materials including valuables, secured products and documents and materials
Operations may be conducted:	in a range of work environments and weather conditions
	by day or night
Customers may be:	internal or external
Routes will be planned in accordance with:	workplace guidelines with the development where required of alternative routes to accommodate contingency situations
Resources used in route planning and navigation may include:	maps
	street directories
	Global Positioning Systems (GPS) systems
	booklets and other information on road restrictions, traffic patterns, etc.
	broadcast information concerning traffic conditions, accidents, emergencies, weather, flooding, etc.
Transport areas may include:	metropolitan areas
	country and regional areas
	interstate locations

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Route criteria may include:	potential hazards potential road conditions traffic conditions and flow workplace operating procedures and requirements the class of vehicle involved the type of load being carried the availability of rest stops along the way
Potential hazards may include:	height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route accidents and emergencies extreme weather conditions security risks
Depending on the type of transport service being provided, consultative processes may involve:	clients other employees and supervisors management other professional or technical staff private security personnel public sector security personnel police and other emergency services security consultants
Communication in the work area may include:	mobile and fixed phones radio oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	standard operating procedures company procedures enterprise procedures organisational procedures established procedures
Information/documents may include:	workplace procedures and policies route specifications maps and street directories

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	published information on route hazards such as height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route
	instructions for the use of in-vehicle GPS systems
	competency standards and training materials
	supplier and/or client route documentation
	quality assurance procedures
	emergency procedures
Applicable regulations and legislation may include:	relevant state/territory road rules and traffic acts
	regulations and codes related to the transport of dangerous goods, explosives and hazardous materials

Unit Sector(s)

Not applicable.

Competency Field

H - Route Planning and Navigation

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PUAOPE002A Operate communications systems and equipment

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to transmit and receive communications in routine and operational situations using the organisation's communication systems and equipment

This unit covers the competency to transmit and receive communications in routine and operational situations using the organisation's communication systems and equipmen

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Use communication systems and equipment	1.1 Equipment is used and operated safely to support communications consistent with organisation's policies and procedures

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		1.2 Communication equipment and techniques are selected to best meet the task, context and needs of the situation
		1.3 The communication system is correctly utilised to facilitate transmission and reception
		1.4 Communication systems are operationally maintained according to organisation's policies and procedures
2	Transmit and receive communications	2.1 Information is transmitted concisely and clearly to facilitate accurate reception of the message in accordance with organisation's policy and procedures
		2.2 Contact is acknowledged, communication is confirmed and action initiated
		2.3 Communication faults and deficiencies are reported according to organisation's policy and procedures
		2.4 Alternative communication strategies are employed according to organisational procedures to address identified faults and deficiencies in communication
		2.5 Communication is processed and recorded in accordance with organisation's policies and procedures
3	Maintain communications equipment	3.1 Fault finding techniques are applied and basic maintenance conducted according to organisational policies and procedures
		3.2 Faulty equipment is identified and noted for repair

Required Skills and Knowledge

Not applicable.

Evidence Guide

Critical aspects of evidence

It is essential for this unit that competency be demonstrated in accurately transmitting and receiving communications using the organisation's communication system and equipment

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Interdependent assessment of units

Pre-requisite units: Nil

Co-requisite units: Nil

Underpinning knowledge

range of communication equipment available to the organisation

the organisation's communication system

organisational policy and procedures relevant to the operation of communication equipment

Underpinning skills

utilise the organisation's communication processes and systems

use verbal communication procedures consistent with the organisation's communication system

clean and service communication equipment according to organisational procedures

report communication faults and deficiencies according to organisational procedures

Resource implications

Access to relevant communication equipment

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of assessment

Observation of the use of a range of communication equipment under non-operational and operational conditions or in a simulated environment

Critical aspects of evidence

It is essential for this unit that competency be demonstrated in accurately transmitting and receiving communications using the organisation's communication system and equipment

Interdependent assessment of units

Pre-requisite units: Nil

Co-requisite units: Nil

Underpinning knowledge

range of communication equipment available to the organisation

the organisation's communication system

organisational policy and procedures relevant to the operation of communication equipment

Underpinning skills

utilise the organisation's communication processes and systems

use verbal communication procedures consistent with the organisation's communication system

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clean and service communication equipment according to organisational procedures

report communication faults and deficiencies according to organisational procedures

Resource implications

Access to relevant communication equipment

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of assessment

Observation of the use of a range of communication equipment under non-operational and operational conditions or in a simulated environment

Range Statement

Communication equipment may include

personal computers and modems

radio

facsimiles

signalling devices

mobile

landline and satellite telephones

pagers

Communication systems may include

organisation's networks

communication protocols

verbal communication procedures

geographical information systems

relevant legislation such as Telecommunications Act

Verbal communication procedures may include

pro-words

phonetic alphabet

call signs

coded messages

use of abbreviations

emergency procedures

Voice procedures may include

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rhythm

speed

volume

pitch

sentences

correcting mistakes

repetitions

Communication equipment may include

personal computers and modems

radio

facsimiles

signalling devices

mobile

landline and satellite telephones

pagers

Communication systems may include

organisation's networks

communication protocols

verbal communication procedures

geographical information systems

relevant legislation such as Telecommunications Act

Verbal communication procedures may include

pro-words

phonetic alphabet

call signs

coded messages

use of abbreviations

emergency procedures

Voice procedures may include

rhythm

speed

volume

pitch

sentences

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correcting mistakes

repetitions

Unit Sector(s)

Not applicable.

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BSBSMB306A Plan a home based business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to examine the issues around establishing a business in a home and to plan the workplace within a home environment. Specific legal requirements apply to the management of a small or micro business.

Application of the Unit

Application of the unit	This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine the viability of basing a business in a home environment	1.1. Identify ***activities*** that will be undertaken by the business and what facilities and workspace are needed 1.2. Identify what ***licences***, ***permits***, ***regulations or restrictions*** apply to operating a home-based business 1.3. Identify the availability of ***services and infrastructure*** to support the business 1.4. Calculate the costs of suitable ***fittings and equipment*** for the business and any modifications required to existing facilities and infrastructure in the home 1.5. Determine access requirements of clients or delivery vehicles to the business premises 1.6. Identify insurance requirements for operation of the business in the home
2. Plan the workplace in a home environment	2.1. Prepare a floor plan or layout that meets the needs of the business and the home occupants 2.2. Prepare any concept plans for modifications to buildings or structures in accordance with local government requirements 2.3. Obtain ***approvals*** from relevant authorities 2.4. Identify occupational health and safety (OHS) issues and develop ***procedures*** to eliminate or minimise

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ELEMENT	PERFORMANCE CRITERIA
	any risks 2.5. Design the workplace to provide appropriate ***client access and facilities*** while retaining privacy for home occupants 2.6. Allocate adequate and secure space for business machinery, equipment and storage of materials
3. Minimise potential sources of conflict	3.1. Identify possible ***sources of conflict*** with neighbours or home occupants 3.2. Develop ***protocols*** for home occupants, visitors and clients to enable the business to successfully operate in the home environment 3.3. Prepare a work schedule that identifies ***business and personal activities*** 3.4. Establish contingency plans for ***unanticipated events***

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to clarify restrictions and approvals; to negotiate with neighbours, home occupants, trades people and suppliers; to formulate questions to obtain quotes • literacy skills to understand and complete any relevant forms relating to a home-based business • research skills to locate and access sources of information relating to restrictions/approvals for a home-based business.
Required knowledge
• aspects of the business being proposed • commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to occupational health and safety (OHS) and environmental issues • constraints of home-based businesses • relevant services and infrastructure available.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identification of why the particular business is best established in the home • identification and selection of useful strategies in planning the set up of a home-based business • knowledge of constraints of home-based businesses.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a home-based business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including floor layout and quotes for work • oral or written questioning to assess knowledge of relevant legislation • review of access requirements determined for clients or delivery vehicles to the business premises • review of protocols developed for home occupants, visitors and clients • analysis of contingency plans established for unanticipated events.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB302A Develop a micro business proposal • BSBSMB304A Determine resource requirements for the micro business.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Activities may include:	• any products produced by the business • if the business includes only one aspect of a process • if the business is an adjunct to something else
Licences, ***permits***, ***regulations or restrictions*** may include:	• funding agency restrictions • local government regulations • state/territory government environmental regulations/restrictions
Services and infrastructure may include:	• disability access • gas • mobile phone coverage • phone/internet access • postal services • power • supply of materials and packaging • vehicle access • water
Fittings and equipment may include:	• furniture desk, chairs, work benches • hardware/software • storage for example shelving, cabinets/freezers/machinery, shed
Approvals may be needed from:	• body corporate (if rented unit) or owner (if the house is rented) • public liability/WorkCover
Procedures may include:	• verbal instructions • visual images • written signs
Client access and facilities may include:	• dedicated area for consultation with clients/staff and /or display area • entry • parking • signage

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RANGE STATEMENT	
	• toilets
Sources of conflict may include:	• changes in home occupants' needs for space • noise • parking • waste
Protocols may include:	• informal understandings • verbal instructions
Business and personal activities may include:	• community and family responsibilities • personal networking/mentoring
Unanticipated events may include:	• attendance at events (community, family conferences, training) • personal and/or family illness

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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SISSCOP206A Prepare a sponsorship proposal

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop a sponsorship proposal for a specific sport or activity area. It focuses on identifying and accessing information about potential sponsors, preparing a sponsorship proposal and implementation plan and presenting it. No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to those likely to undertake a career as an athlete at a regional, state, territory or national level which may enable match payments, prize money, grants or endorsements to form the primary source of their income.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	Nil	

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect information to prepare a sponsorship proposal.	1.1. Identify the ***mutual benefits of sponsorship*** for the athlete and sponsor in the relevant sport or activity. 1.2. Research successful sporting affiliations in the relevant sport or activity. 1.3. Identify ***contractual obligations*** associated with sporting affiliations. 1.4. Identify ***sources of support for preparing sponsorship proposals***. 1.5. Identify and access sources of information on the demographics of the relevant sport or activity.
2. Research the background of potential sponsors.	2.1. Identify potential companies who could be approached with a sponsorship proposal for the relevant sport or activity according to ***organisational policies and procedures***. 2.2. Access and analyse the mission statement and values of each identified company. 2.3. Identify sources of information on the core business of each identified company and establish that it complements the sporting initiative or activity. 2.4. Identify and analyse the company's ***sponsorship***

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ELEMENT	PERFORMANCE CRITERIA
	criteria. 2.5. Identify a list of ***key personnel*** in each identified company.
3. Develop a sponsorship proposal.	3.1. Access and document ***background information*** required for the proposal 3.2. Identify and document the ***rights and responsibilities of each party***. 3.3. Identify and document relevant contact details for the sponsorship proposal. 3.4. Complete the proposal according to potential ***sponsor's requirements*** and organisational policies and procedures.
4. Develop an implementation plan for the proposal.	4.1. Develop and document a ***timeframe and methodology*** to implement the sponsorship proposal. 4.2. Identify and document ***methods of reporting*** back to the sponsor on the progress of the contracted activities. 4.3. Identify and document ***performance indicators against which the sponsorship will be evaluated*** at the completion of the contract. 4.4. Identify and document contingency plans for the contract period. 4.5. Seek feedback on the proposal from key personnel and incorporate as appropriate. 4.6. Confirm ***lodgement details*** and submit proposal.
5. Present the proposal to potential sponsors.	5.1. Organise and confirm a suitable meeting time with the potential sponsor. 5.2. Access and organise ***resources*** for the presentation. 5.3. Select communication strategies appropriate for the presentation. 5.4. Present the proposal to potential sponsors using selected communication strategies. 5.5. Contact the sponsor after the presentation to follow up on any feedback or concerns arising from the presentation.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - develop rapport with potential sponsors
  - liaise with personnel to seek feedback on the proposal
  - present the proposal and implementation plan to potential sponsors
  - respond to queries and feedback
- language and literacy skills to:
  - access and interpret information in relation to preparing sponsorship proposals
  - research potential sponsors
  - develop and document a sponsorship proposal and implementation plan
- planning and organising skills to:
  - develop the proposal within specific timelines
  - organise a time and resources to present the proposal to potential sponsors
- problem-solving skills to develop contingency plans for the contracted period
- initiative and enterprise to identify and pursue sponsorship opportunities for the relevant sport or activity.

Required knowledge

- organisational policies and procedures to enable the development of compliant sponsorship proposals
- protocols and proformas for completing sponsorship proposals to enable proposals to be completed professionally
- benefits of sponsorship for specific sport or activity to enable aims and goals of sport or activity to align with sponsorship proposal
- organisational and potential sponsor's sponsorship criteria to enable proposals that address relevant areas
- rights and responsibilities of each party to enable sponsorship contracts to be conducted fairly and transparently.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts research to identify potential sponsors that meet organisational sponsorship requirements and compliment sporting or activity objectives • consults with appropriate personnel to develop, document and present a sponsorship proposal that incorporates all necessary information about the proposed activity and the organisation's action plan to implement the sponsorship contract within specific timeframes • seeks feedback on presentation from potential sponsors and follows up requests for further clarification or development of the proposal • develops and documents contingency management plans to deal with issues that may arise during the life of the sponsorship contract.
Context of and specific resources for assessment	Assessment must ensure demonstration of research and preparation of sponsorship proposals that are of sufficient breadth and complexity to demonstrate competency and consistency of performance. Assessment must also ensure access to: • sport or activity-specific demographic information • company profile information and sample sponsorship proposals • resources to support the presentation of the sponsorship proposal • organisational procedures and protocols for seeking and selecting potential sponsors • sources of information on legal obligations.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of consultation with appropriate personnel to prepare a sponsorship proposal and presentation of proposal • oral or written questioning to assess knowledge of organisational policies and procedures in regard to

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EVIDENCE GUIDE	
	seeking and selecting potential sponsors • portfolio of research and analysis of information regarding potential sponsors, sponsorship proposal developed and presentation to potential sponsors. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Mutual benefits of sponsorship may include:	• financial stability • resources and facilities • profile • contacts • media exposure • public awareness.
Contractual obligations may include:	• media commitments • appearances • charity work.
Sources of support may include:	• sporting body • marketing professional • state institute or academy of sport • club official • solicitor • coach • personal manager.
Organisational policies and procedures may include:	• sponsorship guidelines • conflicts with existing sponsors

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RANGE STATEMENT	
	• compatibility of sponsor with sporting activities and objectives.
Sponsorship criteria may include:	• potential to target market audiences • increases in customer base and sales • duration of sponsorship.
Key personnel may include:	• coach • club officials • general manager or chief executive officer • financial manager • marketing manager • public relations manager.
Background information may include:	• history of the sport • demographics of the sport • prospective audience for the sport • membership of the sport • current programs in the sport • future goals for the sport • annual reports.
Rights and responsibilities of each party may include:	• naming rights • merchandising or branding • promotional opportunities • termination of sponsorship • legal responsibilities • shareholder interest • conflict of interest • contractual obligations • financial reporting • existing sponsors.
Sponsor's requirements may include:	• format of proposal • presentation of proposal • dates for submission of proposals.
Timeframe and methodology may include:	• operational timeline for each step of activity • roles and responsibilities of each member of operational staff • expected outcomes of each stage.
Methods of reporting may include:	• periodical written reports • verbal update • site visits.
Performance indicators may	• financial

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RANGE STATEMENT	
include:	• attendance • publicity gained • testimonials.
Lodgement details may include:	• lodgement dates • methods of lodgement • number of copies.
Resources may include:	• audiovisual equipment • CDs • posters • supporting materials.

Unit Sector(s)

Unit sector	Sport

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SITXENV001A Participate in environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in environmentally sustainable work practices. It requires the ability to measure self-usage of resources effectively, follow predetermined environmentally sustainable work practices, identify and report on breaches and suggest improvements to work activities that will contribute to environmental sustainability and reduce negative environmental impacts.

The unit is the first of three hierarchical service industry units that describe varying levels of participation in work practices that contribute to environmental sustainability. It is equivalent to GCSSUS01A from the Generic Guideline units for Sustainability.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit describes a fundamental skill necessary to participate in environmentally sustainable work practices within the service industries and applies to the full range of industry sectors and environments.

It has particular application to the retail, sport and recreation, accommodation, tour operating and attractions sectors and to those tourism products and services that are delivered in environmentally sensitive areas and which promote environmentally sustainable messages. Many would be nature or ecotourism-based experiences.

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	All personnel at all levels could apply this skill, but it does describe a basic operational function of minimal complexity.
Application of the unit (*continued*)	The unit applies to frontline operational personnel who operate under close supervision and guidance from others during the normal course of their daily activities. They would apply little discretion and judgement because they operate within the predefined organisational procedures for their individual participation in environmentally sustainable work practices.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify current resources used within the workplace.	1.1 Identify workplace ***environmental and resource efficiency issues***. 1.2 Identify resources used in own work role. 1.3 Measure and document current usage of resources using ***appropriate techniques***. 1.4 Identify and report workplace environmental hazards to appropriate personnel.
2 Comply with environmental regulations.	2.1 Follow procedures to ensure ***compliance***. 2.2 Report breaches or potential breaches to appropriate personnel.
3 Seek opportunities to improve resource efficiency.	3.1 Follow ***enterprise plans*** to improve environmental practices and resource efficiency. 3.2 Make ***suggestions*** for improvements to ***workplace practices*** in own work area.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- ability to recognise procedures, follow instructions and respond to change
- communication skills to enable questions and seek clarification relating to environmentally sustainable work practices and to propose and report on suggested improvements to work practices that promote environmental sustainability
- literacy and numeracy skills to interpret workplace policies, plans and procedures that relate to use of resources and the organisation's environmental sustainability practices
- ability to relate to people from a range of social, cultural and ethnic backgrounds and of

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REQUIRED SKILLS AND KNOWLEDGE

varying physical and mental abilities.

The following knowledge must be assessed as part of this unit:

- broad understanding of environmental sustainability and the means by which it can be implemented by organisations and individuals in the workplace
- awareness of legislation and regulations imposed by relevant land management agencies and federal, state or territory, and local governments and their relevance to the particular industry sector and workplace
- how to access industry codes of practice, standards and accreditation scheme requirements, and working knowledge of their contents and organisational compliance requirements
- working knowledge of environmental and resource hazards, risks and inefficiencies associated with the particular industry sector and workplace
- relevant environmental and resource-efficiency systems and organisational procedures for own work area
- reporting procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • project or work activities that show candidates' ability to identify and integrate environmentally sustainable principles into their work practices and to follow predetermined procedures • ability to participate in the improvement of environmental and resource-efficient work practices at own level of responsibility • knowledge of the principles of environmental sustainability and means by which they can be incorporated into the workplace.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- project or work activities that show candidates' ability to participate in environmentally sustainable work practices within operationally-realistic service industry environments and within the context of the particular industry sector and business type in which they are working or seeking work
- access to current regulatory documents distributed by key federal, state or territory, and local government agencies such as plain English legislative publications
- access to industry codes, standards and accreditation scheme documentation that outline principles and practices for environmental sustainability and resource-efficient approaches
- access to organisational policies and procedures that relate to resource usage, measurement and reporting and general environmental sustainability practices.

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to participate in environmentally sustainable work practices. The following examples are appropriate for this unit:

- evaluation of written or verbal reports prepared by the candidate on resource use, measurements of usage, inefficiencies and suggestions for improvements
- evaluation of checklists on workplace environmental hazards and risks completed by the candidate
- project activities and problem-solving exercises to allow candidates to identify resource inefficiencies and environmental impacts and apply improved approaches to their own workplace operations
- evaluation of written or verbal reports that outline suggested measures to reduce environmental impacts of the organisation
- written and oral questioning or interview to assess knowledge of environmental regulatory requirements, contents of industry codes of conduct and methods for reducing environmental impacts and improving environmental sustainability of operations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

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EVIDENCE GUIDE

	Holistic assessment with other operational units relevant to the industry sector, workplace and job role is recommended.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Environmental and resource efficiency issues may include:	• minimisation of environmental risks and maximisation of opportunities to improve business environmental performance, including:
	  • minimisation of waste through implementation of the waste management hierarchy
	  • efficient energy use, seeking alternative sources of energy
	  • efficient water use
	  • modelling environmentally efficient workplace practices.

Appropriate techniques may include:	• examination of invoices from suppliers • analysis of resource orders placed and resource audits • observation of usage

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RANGE STATEMENT

- measurements made under different conditions
- examination of relevant information and data
- monitoring equipment.

Compliance may include:

- meeting relevant federal, state or territory, and local government laws, by-laws and regulations
- meeting the requirements of industry codes of conduct to which the organisation subscribes
- meeting the requirements of industry accreditation schemes to which the organisation subscribes.

Enterprise plans may include:

- documented policies and procedures
- work plans to minimise waste and increase efficiency of water use
- endorsement of accepted industry codes of practice developed by industry associations.

Suggestions may include ideas that help to:

- prevent and minimise risks and maximise opportunities, such as use of solar or other alternative forms of energy where appropriate
- reduce emissions of greenhouse gases
- reduce use of non-renewable resources
- improve energy efficiency
- increase use of renewable, recyclable, reusable and recoverable resources.

Workplace practices may involve:

- administrative, purchasing and product planning activities
- personal services
- purchasing stock, equipment and supplies
- disposal of waste, which can include waste disposal associated with large events as well as that from the workplace
- communicating with suppliers, clients and colleagues
- catering and provision of food and beverage
- organising and managing activities relevant to the operations of the enterprise
- providing advice to customers on risks to the environment and how to reduce these.

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Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Environmental Sustainability

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FNSICGEN305A Maintain daily financial/business records

Modification History

Not applicable.

Unit Descriptor

This unit covers the preparation and processing of routine financial documents.

This unit covers the preparation and processing of routine financial documents

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Process financial forms and applications	1.1 Information from documents is identified, checked and recorded
	1.2 Documents are processed and recorded or transmitted to appropriate personnel

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		1.3 All work undertaken is in accordance with organisational procedures, legislation and regulations
2	Prepare and process banking documents and petty cash documents	2.1 Deposits and withdrawals are accurately entered and balanced according to organisational procedures, where applicable
		2.2 Cheques and card vouchers are checked for validity before processing, where applicable
		2.3 Banking documentation is reconciled with organisation's financial records, where applicable
		2.4 Documentation is completed in accordance with banking guidelines
3	Process petty cash transactions	3.1 Petty cash claims and vouchers are checked, processed and recorded and petty cash book is balanced according to organisation's procedures
		3.2 Any irregularities are referred to nominated person
4	Prepare and process invoices for payment to creditors and for debtors	4.1 Invoices are prepared in accordance with organisational procedures
		4.2 Invoices are checked against source documents for accuracy
		4.3 Any errors or inaccuracies are corrected
		4.4 Invoices and related documents are filed for auditing purposes

Required Skills and Knowledge

Knowledge requirements include:

the organisation's policies and procedures applying to financial documents

relevant legislation and codes, relating to the operation of a business and to the tasks undertaken

legislation relating to privacy and confidentiality

procedures for handling cheques, vouchers and cash

banking procedures and guidelines

methods of calculating and presenting financial data

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the organisation's software and technology used to record and transmit financial information

Skills requirements include:

calculation skills

ability to check accuracy of information (words and numbers)

attention to detail

ability to read and interpret financial data

communication skills

ability to relate to people from a range of social, cultural and ethnic backgrounds

ability to work to set timelines

Knowledge requirements include:

the organisation's policies and procedures applying to financial documents

relevant legislation and codes, relating to the operation of a business and to the tasks undertaken

legislation relating to privacy and confidentiality

procedures for handling cheques, vouchers and cash

banking procedures and guidelines

methods of calculating and presenting financial data

the organisation's software and technology used to record and transmit financial information

Skills requirements include:

calculation skills

ability to check accuracy of information (words and numbers)

attention to detail

ability to read and interpret financial data

communication skills

ability to relate to people from a range of social, cultural and ethnic backgrounds

ability to work to set timelines

Evidence Guide

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

accurate and timely preparation and processing of financial documents in accordance with the organisation's policies and procedures

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

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Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range of Variables and contexts applicable to the work environment.

Delivery/relationship to other units:

This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge.

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

This unit may be assessed in the workplace or in a simulated environment.

Resources required for assessment:

Assessment of this unit of competence requires access to company policies and practices and the technology/systems used by the company to provide services to customers.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

accurate and timely preparation and processing of financial documents in accordance with the organisation's policies and procedures

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range of Variables and contexts applicable to the work environment.

Delivery/relationship to other units:

This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge.

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Context of assessment:

This unit may be assessed in the workplace or in a simulated environment.

Resources required for assessment:

Assessment of this unit of competence requires access to company policies and practices and the technology/systems used by the company to provide services to customers.

Range Statement

Information may include:

names

addresses

amounts of money/figure

dates

account numbers/card numbers/cheque numbers

Documents may include:

application forms

claim forms

petty cash vouchers

invoices

purchase orders

receipts

credit notes

statements

deposit books

delivery dockets

remittance advice

Appropriate personnel may include:

supervisor

manager

account department

accounts clerk

petty cash officer

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Organisational procedures may include:
legal and organisation policy and guidelines
procedures for entering and balancing deposits
procedures for checking validity of cheques and card vouchers
security procedures
cash handling procedures
Australian Accounting and Auditing Standards
Legislation and regulations may include:
award and enterprise agreement
occupational health and safety (OH&S) legislation
privacy
equal employment opportunity (EEO) legislation
Anti-discrimination legislation
Validity may include:
signature
dates
amounts
Banking documentation may include:
withdrawal forms
deposit slips/books
cheques
Banking guidelines may include:
cash bundled
accurate forms
banking summary provided
banking electronically
Information may include:
names
addresses
amounts of money/figure
dates
account numbers/card numbers/cheque numbers
Documents may include:
application forms

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claim forms
petty cash vouchers
invoices
purchase orders
receipts
credit notes
statements
deposit books
delivery dockets
remittance advice
Appropriate personnel may include:
supervisor
manager
account department
accounts clerk
petty cash officer
Organisational procedures may include:
legal and organisation policy and guidelines
procedures for entering and balancing deposits
procedures for checking validity of cheques and card vouchers
security procedures
cash handling procedures
Australian Accounting and Auditing Standards
Legislation and regulations may include:
award and enterprise agreement
occupational health and safety (OH&S) legislation
privacy
equal employment opportunity (EEO) legislation
Anti-discrimination legislation
Validity may include:
signature
dates
amounts
Banking documentation may include:

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withdrawal forms

deposit slips/books

cheques

Banking guidelines may include:

cash bundled

accurate forms

banking summary provided

banking electronically

Unit Sector(s)

Not applicable.

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